



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno miškų ir aplinkos inžinerijos kolegijos
ŽEMĖTVARKOS PROGRAMOS (653H91001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *LAND MANAGEMENT STUDY PROGRAMME*
(653H91001)

at Kaunas College of Forestry and Environmental Engineering

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Žemėtvarka</i>
Valstybinis kodas	653H91001
Studijų sritis	Technologijos mokslai
Studijų kryptis	Ižinerija
Studijų programos rūšis	Koleginė
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žemėtvarkos profesinis bakalauras
Studijų programos įregistravimo data	2009-08-31, Nr. 1-73

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Land Management</i>
State code	653H91001
Study area	Technological sciences
Study field	Engineering
Kind of the study programme	College studies
Level of studies	First
Study mode (length in years)	Full-time (3)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Land Use Planning
Date of registration of the study programme	31-08-2009, No. 1-73

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Kaunas Forestry and Environmental Engineering University of Applied Sciences (KFEEUAS) performs first-cycle studies based on science and practice in the areas of biomedicine and technology sciences. Three study fields directly related to water engineering and forestry, land administration and real estate valuation, landscape design are involved. Administration of KFEEUAS is specific and all administrative functions typical to faculties are committed to departments. Department of Real Estate Cadastre of the Faculty of Environmental Engineering is the division for implementation of Land management studies.

Study programme „Land Management“ is provided for preparation of higher college education land management specialists who would be capable to integrate in knowledge society and work in market conditions, to prepare projects of land administration, projects of rural development land management, to form and reform real estate objects, collect, process, present and use sets of spatial documents. The aims of the study programme are: to give knowledge, skills and capabilities necessary for land management specialist who is able to perform territorial planning, management and administration works using cartographic and national spatial data sets; to collect, systemize, renew data of real estate cadastre applying modern technologies and to establish a business company and to educate creative, entrepreneur and universally thinking specialist, capable to work in team and make decisions on his/her own, as well as seeking for improvement in professional activity.

The present evaluation report has been carried out by the team of external international experts as indicated in the front page of this document. The team has done the analysis based on the documentation provided to the experts by the Lithuanian Centre for Quality Assessment in Higher Education, including the Self Evaluation Report (SER) and additional information provided as annexes, the Methodology for Evaluation of Higher Education Study Programmes, the procedure of the external evaluation and accreditation of study programmes and methodological guidelines, General regulations for technological science studies, and the Law on Higher Education and Research of the Republic of Lithuania. Additional information was collected at the institutional websites. Evidences were also collected during the visit to the institution on 7th November 2012, organised by the Lithuanian Centre for Quality Assessment in Higher Education.

The external experts' visit included meetings with the different agents participating in the study programme (KFEEUAS administration staff, responsible team in charge of the SER, teaching staff, students, graduates and employers), plus on site visits to the study programme facilities (teaching rooms, laboratories, equipment, open areas, library) and review of the students final

papers (theses). The English translation provided by KFEEUAS during the visit was very professional and this work was also instrumental for an excellent mutual understanding.

Prior to the beginning of the visits, the committee had a general discussion about the task as seen by the committee, about the standards, formulated by the Centre for Quality Assessment in Higher Education and the frame of reference for the assessment as seen by the committee. At the same time the self -evaluation reports were discussed.

The assessment is based on the analysis of the Self-Evaluation Report (SER) prepared by the self-assessment group of experts of the Kaunas College of Forestry and Environmental Engineering and the information obtained from the representatives of the assessed institution during the visit of the assessment team at the college on 2012-11-07.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The framework for qualification for the “EHEA” (European Higher Education Area) defines learning outcomes as statements of what a learner is expected to know, understand and/or be able to do at the end of the period of learning.

The programme aims and learning outcomes are adequately and clearly defined (SER: p. 11-13), and publicly accessible in website of KFEEUAS (www.kmaik.lt), in press and partially in advertising editions. Programme aims and expected learning outcomes should also be provided in English for foreign students.

The objectives and outcomes are in line with the Lithuanian provisions and with the professional requirements established by Lithuanian legal acts for the specialists in this field. The main documents taken into consideration when formulating aims and expected results of study programme are the following: State’s Long-term Development Strategy was approved by the resolution No. IX-1187 of Seimas of the Republic of Lithuania in 2000, which includes the ”Rational usage of land and land market formation“; Agriculture and Rural Development Strategy, includes guidelines for land usage; Regulation of engineering and technology study area (SER: p. 18).

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The aims and expected learning outcomes of Land management study programme are well matched with employer’s expectations and satisfy regulation of engineering and technology study area: to acquire knowledge about designing, territorial planning, measurement methods and techniques; to obtain cognitive skill necessary for

application of subject knowledge in land management field; to acquire practical skill needed for practical activity when applying obtained knowledge for achievement of practical aims, i.e. for assessing of decisions in ethical, social, economic and safety approach and to gain transferable competencies that can be used in various life spheres and to obtain communication skills (SER: p. 18).

Programme aims and expected learning outcomes are related to general requirements for land administration, but partly territorial planning and reasonable use and protection of natural resources.

The name of the programme, its learning outcomes, content and the qualifications offered are partly compatible with each other. Areas, like territorial planning, reasonable use and protection of natural resources are not fully covered by expected learning outcomes. Unfortunately programme lacks internationality in the study outcomes and aims. Also explicit emphasis on critical and creative thinking as learning outcomes would add more weight to the quality education obtained in higher education at large.

Graduates can work in various companies, institutions and organizations related to land management, geodesy, cartography, real estate administration and territorial planning activities necessary for economical or other state needs. After graduation students can work in National Land Service or its territorial departments, State Enterprise Centre of Registers, Joint Stock Company "Institute of Aerial Geodesy", State Enterprise State Land Foundation, State Enterprise State Forest Survey Service, Lithuanian Forest Inventory and Management Institute as well as in other companies work (SER: p. 27).

2. Curriculum design

The curriculum design meets the general legal requirements as it is shown at table 4 of the Self-assessment report and in the annexes with the study subjects.

Land management study programme of KFEEUAS has no part-time studies. Programme volume is equal to 180 ECTS credits, from which field subjects include 138 ECTS credits (76%). The study subjects are spread evenly per semester, 30 ECTS each.

Lectures compose 17% of study programme; theory is given in the form of lectures, seminars and discussions. Practical works compose 35% of studies time which is intended for practices, laboratory works and term papers. Students' self-study takes 48% of total time intended for studies (SER: p. 36).

Curriculum has minimum share (5%) of optional course. Students choose one of three optional social courses in the second semester and then one optional subject per semester in the third,

fourth and fifth semesters. Optional courses can be chosen from the list of all optional courses at the KFEEUAS or from the list of other high schools optional subjects.

The content of the subjects is mainly consistent with the type and level of the studies. Currently there are not enough subjects related to regulation of land administration at the international level and in the Land management study programme. For example, shortcomings are concerning the topics like land management and planning in EU, public involvement etc. The curriculum specialisation on the territorial management is lacking a clear focus. Several courses necessary for spatial planners are missing in the curriculum. It is essential to have more courses on socio-economic subjects, about public participation and involvement, rural geography, basic of spatial planning etc.

The content and methods of the subjects are appropriate for the achievement of the intended learning. The self-evaluation report provides a comprehensive presentation of the different teaching methods: lectures, seminars, practical courses, laboratory work, summer practice, practical training, and independent work. Traditional teaching techniques (lectures and exercises) provide the core of the work. Problem-based learning has also been developed in some courses and new teaching methods using the computer network are being introduced. Small study groups allow for a personalised communication between students and teachers, which is much appreciated by the students. Students were clearly satisfied with the teaching, but indicated need for more field courses and more training in laboratories. The use of 'learning outcomes' concept was well addressed and practiced in the planning of individual courses. The use of the foreign literature in studies seems quite limited. Only few subjects (geodesy, photogrammetry etc.) described in Annex 1 include some foreign literature as main literature.

3. Staff

The qualifications of academic staff working in Land management study programme of KFEEUAS satisfy the legal requirements of Lithuanian legislation and are adequate to ensure learning outcomes. (SER: p. 44). All teachers who are working in this study programme have at least a Master's (or equivalent) degree in the study field of the taught subject, professional and teaching qualification, and the experience of practical activity in the field of the taught subject. The ratio of senior teachers, mid-career teachers as well as the teaching assistants is in a good balance. The average age of academic staff of Land management professional bachelor study programme is 44.7 years (SER: p. 49).

29 teachers worked in Land management study programme in September of 2011/2012 academic year. 65% of these teachers worked in the Department of Landscape Management of KFEEUAS.

From December 2011 the department has a new name „the Department of Real Estate Cadastre“. 14 employees are currently working in this department, but only for 5 of them KFEEUAS is the first workplace. The number of senior teaching staff (docents) is three, but only one docent is teaching so call core of the specialisation subjects of Land management. The number of senior teaching staff (docents) could be higher, and their specialisation should be more related to the core subjects of the program.

Teaching staff turnover has been quite high during the last five years due change of location. The biggest staff turnover was in 2008-2010 due to transfer of the Faculty of Environmental Engineering from the premises of ASU to the premises of KFEEUAS in Girionys, Kaunas region. Thus departments of college were moved to one place. The majority of teachers, whom KFEEUAS was not the first workplace, refused going to work to another location due to inconvenience (SER: p. 44).

The academic load of teachers according to contact hours (lectures, practical/laboratory work) is good (SER: p. 50, Appendix 2).

The KFEEUAS creates good conditions for the professional development of the teaching staff necessary for the provision of the programme. An analysis of the teachers' qualification improvement in the period 2007-2012 documents that „most of the academic staff participated in special courses, international workshops and internships, e.g. in Austria, Belgium, Finland, Germany and Hungary. Within last five years academic staff improved their skills in various forms, such as specialized refresher courses, scientific apprenticeships in other universities or research institutions, specialized educational seminars etc. (SER: p. 57). There is a good participation in internships and exchange with foreign partners. 7 programme teachers worked on probation abroad during the last 5 years.

The staff publishes academic articles, participate in various academic projects and consulting activities. 75% of specific syllabus lecturers have engineering experience. The majority of teaching staff of the programme is involved in research directly related to the study programme being reviewed. This has been generally verified by considerable publication activities of the teaching staff. Teachers of study programme have published 30 books and 37 publications of learning recommendations during the last five years. The department must and can systematically improve their qualifications by taking part in research and development, seminars and conferences and in continuing education. Publishing in peer reviewed journals is more encouraged.

Teachers of the department take active part in public activity. They are the members of Union of Lithuanian engineers of land management and hydro-technique (SER: p. 563).

4. Facilities and learning resources

There exist an appropriate number of study rooms, of inventory, equipment, and educational and scientific literature, and the overall situation has improved in the last few years. Study rooms seem to be in conformity with health-protection and safety requirements. There have been renovations of old buildings and laboratories, and remarkable amount of additional funds for purchase of analytical instruments and IT capability. The premises for studies are adequate both in their size and quality.

There are auditoriums described in points 66-68 of SAR in the college: „They are equipped with modern audio-visual equipment (all auditoriums have mounted video projectors and stationary computers). The premises meet sanitary requirements (Kaunas Public Health Centre, 2008-08-11 No. 6-646; No.6-647). Depending on the nature of activities, students are allowed to use existing and to bring personal laptops.

The university uses the public domain software bundle Moodle as a modern eLearning tool. All students reported upon questioning to have access to the university servers from their private computers. However, there were few complains, that wireless Internet access is not available everywhere in the school.

Number of laboratories, training rooms and bases for practical training is appropriate for providing education and research according to curriculum. The laboratories with instrumental equipment are adequate. There are 24 computerized workplaces in the library. There are also enough specialized software available at the College (server licences): (AutoCad (39 workplaces), AutoCad Civil 3D (24 workplaces), GeoMap (39 workplaces), ArcGis (75 workplaces), Byla (24 workplaces), Inventorizacija (24 workplaces). Practical trainings are performed using modern measurement devices, like electronic theodolite FET – 405 with tripod (8 units), sets of levellers Leica RUNNER 24 (10 units), optical levellers AT-B4 (2 units) etc.

The College has adequate arrangements for students' practical work. Students of Land management professional bachelor accomplish practices of dendrology, geodesy, geology and photogrammetry. All relevant labs have good modern equipment (69-70 SAR).

Study services and a research library are available to all members of university. The library system in Lithuania is well interlinked, supporting well the higher education system. The access to all study and research material looks good and appropriate. Students can use books, course books, methodical advices and other resource materials available in the library of KFEEUAS.

Overall, adequate study materials seem to be available for students. The team obtained some complaints about shortage of textbooks. Foreign scientific books are expensive, yet the students' skills in English language appear adequate. 19 subscribed publications can be found in the

library. 6 newspapers and 13 journals are subscribed. Journals are intended for nature and environment; one of them – “Land management and hydro-technique” is designated for actualities of the specialization.

Students can use only free-access databases, there are no subscribed databases. The students should also have the possibility to access these databases from their own devices (Notebooks, tablets, etc.). In coming years the access to the international databases and literature (especially e-books, and some text-books) could be improved.

5. Study process and student assessment

The admission requirements are well-founded. Student’s admittance is provided in accordance with Regulations of General Admittance to undergraduate (1st level Bachelor and professional) and continuous (Bachelor and Master's programmes) at Lithuanian higher schools. Student’s admittance to Kaunas College of Forestry and Environmental Engineering rules are approved yearly at the session of Academic Council. Admittance rules were approved on February 24th, 2012 (SER: p. 82-83). The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes.

There exist a good competition for study places and the average admission level is quite stable from year to year. The study programme apparently meets well the labour market needs and it seems to attract enough students. In the period of 2007-2011 144 students were admitted to Land Management programme (SER: p. 87). The number of applying students under 1-2 preference has decreased in recent years, but the number of admitted students has increased twice from 2010. About 60% of admitted students complete Land Management study programme. During recent years wastage of students has highly decreased.

Students are not encouraged to participate in research, artistic and applied research activities. According to the point 95 of SER students are provided with good opportunities to participate in mobility programmes, although they do not always take them. Students underlined several main reasons why the ERASMUS exchange programme has been not very popular; students do not have enough language skills, too low scholarship. Few students also underlined that their had difficulties in transferring earned credit points of the ERASMUS exchange programme at the KFEEUAS. In period of 2008-2012 only 6 students were studying for a semester in abroad, all in Finland. There were no incoming students at the KFEEUAS who were related to the curriculum “Land management”. Thought the number of outgoing and incoming ERASMUS students could be increased.

Referred to the detailed declarations in the SER (p. 99-105) (the higher education institution ensures an adequate level of academic and social support. For example, students who take active part in cultural, social activities, make academic or sport achievements are awarded one-off bonus (20 students were awarded in 2011-2012). KFEEUAS can provide students with 4 halls of residence. For students with various social problems dormitory fee might be reduced or entirely eliminated. Students are advised by curators, lecturers, head of department, and administration staff on personal, academic, social subjects.

Students have all information about study programme, its objectives and expected results, courses during studies period. All the necessary information is available on the College website, at the Department of Real Estate Cadastre, which curates Land Management study programme, at Administration of Environmental Engineering Faculty. Curating tutor provides information about every study course.

The assessment system of students' performance is clear, adequate and publicly available. Study courses are assessed following the Law on Higher Education and Research of the Republic of Lithuania, No. XI-242 April 30, 2009, Provisions of exam arrangement and its assessment for non-university studies, KCFEE Regulation and rules of study results evaluation. The objective of study results evaluation is to assess the level of studies objectives achievement. Examination results are published no later than in 3 workdays after examination. Results of exams evaluation are introduced to students. The results are discussed, clearly and reasonably explained why students' answers were evaluated by corresponding marks. Reviews of final papers are produced in written form. Student who does not agree with the evaluation of course results has a right to charge to Appeals Board confirmed by Academic Council (SER: p. 107).

92 graduates completed Land Management studies in the period of 2006-2011. 65% of graduates were interviewed from the total number of graduate students. The analysis has showed that 77% were employed in the first year after graduation, of which 54% of graduates surveyed were working in jobs directly or indirectly related to the profession. Approximately 18% of graduates continue studies at universities and 5% do not work due family circumstances (SER: p. 108). The graduated land managers successfully integrate into state service and planners teams working in territorial sections of National Land Service under the Ministry of Agriculture of the Republic of Lithuania, SE "State Land Fund", SE "Centre of Registers", into private enterprises providing land management and geodetic services. Professional activities of the graduates meet the programme providers' expectations.

6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. Study programme administration is performed under regulated order which provides responsibility of every programme participant. Currently programme administration in KFEEUAS is performed in the departments by Study Programmes Committees. Committee consists of programme field teachers, head of the department, representatives of employers and students. Teachers are responsible for conformity of studies aims to the modern science tendencies. Representatives of employers are responsible for study programme's conformity to employers' needs and adjustment of students' practical (special, general) skills. Students' representative assesses changes of students' expectations and students' integration into study programme (SER: p. 117-121).

Information and data on the implementation of the programme are regularly collected and analysed. There are surveys of students, graduates, employers and social partners are continually performed for the improvement of Land management study programme. Programme teachers take active part in improvement of study programme by initiating inclusion of new subjects, change of their volume, sequence of study subjects etc.

During defence of final works commission also gives notes about thematic, quality and practical application of works. Notes are recorded and recommendations are formulated.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. All suggestions of students, teachers, employers and social partners are analysed and summarized by Study Programme Committee. Recommendations prepared by Study Programme Committee are discussed and approved by Academic Council.

The evaluation and improvement processes involve stakeholders (Union of Lithuanian Engineers of Land Management and Hydro-technique, departments of National Land Service under the Ministry of Agriculture, centre of programme LEADER and farmers training methodology, individual companies performing land management works).

The internal quality assurance measures are effective and efficient.

III. RECOMMENDATIONS

1. Programme aims and expected learning outcomes should also be provided in English on the website for foreign students.
2. Descriptions of the objectives and outcomes of the programme should be improved.
3. Number of subjects of territorial planning should be increased. The focus on the specialization branch on territorial management should be clearly defined.
4. The process of internationalisation should be more consider in the management and strategically developed. Students should be more encouraged to participate in the ERASMUS exchange programme.
5. Students should be more encouraged to participate in research and applied research activities.
6. The number of senior teaching staff (docents) should be higher, and more related to the specialisation subjects. The number of permanent staff members (first working place) should be increased in coming years.
7. The access to the international databases and literature (especially e-books, and some text-books) should be improved.
8. The staff must and can systematically improve their qualifications by taking part in research and development, seminars and conferences and in continuing education (e.g. attending pedagogical courses). Publishing in peer reviewed journals should be more required.

IV. SUMMARY

The study program is provided at the Kaunas Forestry and Environmental Engineering College by the the Faculty of Environmental Engineering, Department of Real Estate Cadastre. The Land Management programme aims at a broad qualification in land management, to educate a specialist who is able to perform territorial planning, management and administration works using cartographic and national spatial data sets, to collect, systemize, renew data of real estate cadastre applying modern technologies and to establish a business company.

The study programme “Land Management” meets the needs of the society and the Lithuanian labour market, but programme lacks internationality. The concept of learning outcomes is well addressed in the learning and teaching process, though it can be developed even further by making it more targeted, especially in the specialisation on territorial management. The curriculum design meets the general legal requirements.

The content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. The qualifications of academic staff working in Land management study programme of KFEEUAS satisfy the legal requirements of Lithuanian legislation and are adequate to ensure learning outcomes.

The incentives offered for the teaching staff for their professional and personal development seem adequate and very much comparable to those in other European universities. The members of staff publish academic articles; participate in various academic projects, and consulting activities. The number of senior teaching staff (docents) could be higher, and more related to the specialisation subjects.

Material base of the programme is good. Material conditions for practical work in the field should be pointed out as very good. There exist an appropriate number of study rooms, of inventory, equipment, and educational and scientific literature, and the overall situation has improved in the last few years. The learning environment has shown considerable improvement in the last few years, partly also reflecting the increase of available resources.

Academic, technical, social aid provisions are well developed in the Kaunas College of Forestry and Environmental Engineering. The number of outgoing and incoming ERASMUS students should increase in coming years.

Study process and student assessment is well organized, clear and feedback oriented.

Programme management is effective and well organized. The responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated; information and data on the implementation of the programme are regularly collected and analysed; the outcomes of internal and external evaluations of the programme are used for the improvement of the programme; the evaluation and improvement processes involve stakeholders; the internal quality assurance measures are effective and efficient. The above mentioned impression and high effectiveness of the programme management was proved by the results of the studies, opinions of the students and teachers.

V. GENERAL ASSESSMENT

The study programme “Land Management” (653H91001) at Kaunas College of Forestry and Environmental Engineering is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	4
Total:		20

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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III. REKOMENDACIJOS

9. Programos tikslai ir numatomi studijų rezultatai taip pat turėtų būti pateikti interneto svetainėje anglų kalba užsieniečiams.
10. Reikėtų patobulinti programos uždavinių ir rezultatų formuluotes.
11. Reikėtų padidinti teritorijų planavimo dalykų skaičių. Teritorijų tvarkymo specializacija turėtų būti aiškiai apibrėžta.
12. Vadovybė turėtų labiau apsvarstyti ir strategiškai plėtoti tarptautiškumo stiprinimo procesą. Studentus reikėtų labiau skatinti dalyvauti ERASMUS mainų programose.
13. *Studentus reikėtų labiau skatinti* dalyvauti tyrimuose ir taikomųjų tyrimų veikloje.
14. Aukštesniojo lygmens dėstytojų (docentų) skaičius turėtų būti didesnis ir labiau susietas su specializacijų dalykais. Ateinančiais metais reikėtų didinti etatinių dėstytojų skaičių (kuriems šis darbas yra pirminė darbovietė).
15. Reikėtų gerinti galimybes naudotis tarptautinėmis duomenų bazėmis ir literatūra (ypač el. knygomis ir kai kuriais vadovėliais).
16. Dėstytojai privalo ir gali sistemingai kelti savo kvalifikaciją, dalyvaudami tyrimų ir plėtros veikloje, seminaruose ir konferencijose bei tęstiniame mokyme (pvz., lankydami pedagogų kursus). Reikėtų daugiau darbų skelbti recenzuojamuose žurnaluose.

IV. SANTRAUKA

Studijų programą teikia Kauno miškų ir aplinkos inžinerijos kolegijos Aplinkos inžinerijos fakulteto Nekilnojamojo turto kadastro katedra. Žemėtvarkos programos tikslas – suteikti plačią žemėtvarkos srities kvalifikaciją, parengti specialistą, gebantį atlikti teritorijų planavimo, tvarkymo ir administravimo darbus naudojantis kartografinių ir valstybinių erdvinių duomenų rinkiniais, rinkti, sisteminti ir atnaujinti nekilnojamojo turto kadastro duomenis taikant moderniąsias technologijas ir įsteigti verslo įmonę.

Žemėtvarkos studijų programa tenkina visuomenės ir Lietuvos darbo rinkos poreikius, tačiau jai trūksta tarptautiškumo. Numatomų studijų rezultatų koncepcija įgyvendinta mokymosi ir mokymo procese, nors ją dar būtų galima plėtoti darant programą tikslingesnę, ypač teritorijų tvarkymo specializacijos srityje. Programos sandara atitinka bendruosius teisinius reikalavimus.

Dalykų turinys ir metodai tinkami numatytiems studijų rezultatams pasiekti. KMAIK Žemėtvarkos studijų programos dėstytojų kvalifikacija atitinka teisinius Lietuvos teisės aktų reikalavimus ir yra pakankama numatomiems studijų rezultatams užtikrinti.

Dėstytojų profesinio ir asmeninio tobulėjimo skatinimo sistema yra tinkama ir labai panaši į kitų Europos universitetų skatinimo sistemas. Darbuotojai skelbia mokslinius straipsnius, dalyvauja įvairiuose moksliniuose projektuose ir konsultacinėje veikloje. Aukštesniojo lygmens dėstytojų (docentų) skaičius galėtų būti didesnis ir labiau susietas su specializacijų dalykais.

Programos materialioji bazė gera. Galima pažymėti, kad praktinio darbo materialinės sąlygos labai geros. Yra pakankamas skaičius auditorijų, inventoriaus ir įrangos, taip pat mokomosios ir mokslinės literatūros; apskritai, situacija per paskutinius kelerius metus pagerėjo. Pastaraisiais metais buvo ypač pagerinta mokymosi aplinka, tai iš dalies atspindi turimų išteklių pagausėjimą.

Kauno miškų ir aplinkos inžinerijos kolegija užtikrina akademinės, techninės ir socialinės paramos teikimą. Išvykstančių ir atvykstančių ERASMUS studentų skaičių ateinančiais metais reikėtų didinti.

Studijų eiga ir jos vertinimas gerai organizuojami, aiškūs ir orientuoti į grįžtamąjį ryšį.

Programos vadyba veiksminga ir puikiai organizuota. Atsakomybė už sprendimų priėmimą ir programos įgyvendinimo stebėseną aiškiai paskirstyta; informacija ir duomenys apie programos įgyvendinimą reguliariai renkami ir analizuojami; vidinio ir išorinio programos vertinimo rezultatai naudojami programai tobulinti; į vertinimo ir tobulinimo procesus įtraukiami socialiniai dalininkai; vidinio kokybės užtikrinimo priemonės veiksmingos ir efektyvios. Susidarytą įspūdį ir didelį programos vadybos veiksmingumą įrodo ir patvirtina studijų rezultatai ir studentų bei dėstytojų nuomonės.