STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno miškų ir aplinkos inžinerijos kolegijos

ŽELDYNŲ DIZAINO PROGRAMOS (653H93005) VERTINIMO IŠVADOS

EVALUATION REPORT OF *LANDSCAPE DESIGN* STUDY PROGRAMME (653H93005)

at Kaunas College of Forestry and Environmental Engineering

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Želdynų dizainas***
Valstybinis kodas	653H93005
Studijų sritis	Technologijos mokslai
Studijų kryptis	Inžinerija
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (3), ištęstinės (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kraštovaizdžio projektavimo bakalauras
Studijų programos įregistravimo data	2002-08-30, Nr. 1515

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	***Landscape design***
State code	653H93005
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), part-time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Landscape Design
Date of registration of the study programme	30-08-2002, No.1515

CONTENTS

I. INTRODUCTION

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.

The bases for the assessment were requirements set forth in:

1. METHODOLOGY FOR EVALUATION OF HIGHER EDUCATION STUDY PROGRAMS (Approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education)
2. EXTRACTS FROM THE DESCRIPTION OF THE EVALUATION PROCESS FOR STUDY PROGRAMMES AND METHODOLOGICAL GUIDELINES
3. General regulations for technological science (engineering) studies (approved by the Minister of education and science of Republic of Lithuania on the 29th of April, 2005. No. ISAK-734)
4. LAW ON HIGHER EDUCATION AND RESEARCH of REPUBLIC OF LITHUANIA (approved on 30 April 2009 No XI-242)

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

Programme aims and outcomes are presented in the Annex 6 and described in the first chapter of SER. According to the 11th paragraph of the report "The objective of Landscape Design programme is to educate landscape design specialists of higher education, able to independently analyse the factors that shape the landscape, aesthetically manage living environment, develop and implement multi-purpose landscaping projects of cultural landscape objects". The main aim is divided into two sub-aims: "1. To provide knowledge and develop skills needed for a landscaping professional, able to evaluate and develop landscape, design and reconstruct landscape gardens, arrange their installation and maintenance, to analyse the use of ornamental plants in the interior, able to grow flowers, garden and ornamental plants applying modern technology, to create a business company; 2. To educate a creative, active, responsible, business-like and exploring specialist who is able to communicate freely, to make independent decisions and work as a team. According to the above mentioned aims the 9 outcomes are formulated: 1. Examine the methods and tools for the preservation and improvement of landscape components according to legal and normative documents of the Lithuanian Republic; 2. Describe the principles of rational land use and environmental impact; 3. Describe the morphology of plants

and bio ecological characteristics, foresee and organize sanitary protection measures of plantations; 4. Design a project according to specific needs by using modern tools; 5. Organize construction, reconstruction, maintenance of landscape gardens without prejudice to existing natural green areas; 6. Create plant compositions for various objects; 7. Develop and manage a business, making strategic decisions; 8. Define the basic psychological concepts, affecting social, cultural development, public and legal theory; 9. Apply the general engineering theory to practical issues, think critically and analyse situation." Objectives and outcomes are well enough defined and clear. Description of the outcomes in terms of results instead in terms of actions would be more useful for evaluation of the students and control of the achievements of the programme in general. Only special, profession oriented outcomes are described in SER, but the other outcomes (e.g. knowledge, communication abilities, etc.) are achieved during the studies as it was found during the visit and analysis of the descriptions of the single subjects. According to the General regulations for technological science (engineering) studies in Lithuania description of the outcomes should include knowledge and understanding, abilities and skills, practical abilities, communication abilities. Lifelong learning ability is not formally mentioned in SER. In the descriptions of the modules (subjects) an attempt to more precisely relate subject's outcomes with the programme's outcomes is made. This is done only at module level, where such groups of outcomes as *Knowledge, Application, Understanding, Special abilities, and General abilities* are described. Classification of the outcomes does not formally follow the legal requirements of the General regulations for technological science (engineering) studies but in the essence all needed outcomes are covered by the programme. To demonstrate relation of the module outcomes to programme outcomes they are repeated again in more general form in the description of each subject. Such duplication of issues in different forms creates unneeded complication in the description of the outcomes. Clear matrix of study modules and programme outcomes is not presented in the SER, but it would be useful for control and monitoring of the achievable or achieved objectives and outcomes of the programme. Aims and outcomes of specializations (alternatives) of the programme are clear but they are identified in the descriptions of the modules only. It would be useful to describe them at a more general level, too.

Despite the lack of information in SER and despite of some confusion in the description, the various activities as „annual discussion of the final results of the study program each year after graduation of the students (paragraph 17), publication of the study results and objectives on the website (www.kmaik.lt) (paragraph 18), conducted surveys (paragraph 21)" create a good basis for monitoring of the programme objectives and outcomes. During the meetings with the teachers, students, alumni and employers it was confirmed that the outcomes of the programme

are achieved and assure integration of the graduates into labour market and the study program realizes the objectives in a full scale.

According to paragraph 13 of SER the programme aims and learning outcomes are based on the number of the legal documents and requirements, e.g.: Lithuanian Qualifications Framework Specification adopted by the LR Government decision no. 535 on 4 May 2010; Law on Science and Studies of the Republic of Lithuania (Official Gazette, 2009, no. 54- 2140); Specification of the general requirements of degree-awarding undergraduate and integrated study programs. Order No. V-501 of the Ministry of Education and Science on 9 April 2010. (Official Gazette, 2010, no. 44-2139); Landscape design engineer‘s training standard certified by the order no.1648 of the Ministry of Education of the Republic of Lithuania on 12 December 2001; etc. Various EU documents are listed in paragraph 15 of SER, but IFLA guidance document for recognition or accreditation is not mentioned there. During the site visit it was discovered, that above mentioned IFLA charter was used for definition of the programme aims and outcomes.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. Point 22 states: „Graduates will be able to work in nurseries, floriculture farms, botanical gardens, landscaping firms and companies, flower shops and florists, salons, in the fields of flower arrangement“ These possibilities were confirmed during the meeting with the representatives of the programme.

The English name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. The Lithuanian name of the programme has a more narrow meaning compared to the English translation.

2. Curriculum design

Paragraph 25 of SER states: „The content of studies is consistent with the general curriculum requirements. Students will acquire:

- Knowledge. That is, mathematical knowledge, knowledge of soils, the humanities and social science, specific knowledge;
- Abilities and skills. The ability to apply this knowledge in practice. Analyse problems and find solutions.
- Practical skills. Namely, design skills, the use of information technology;
- Other skills. That is, the ability to use legal basis, organizational skills and so on.“.

The logical classification of the knowledge is not correct – not the same type of criteria for classification is used.

Paragraph 26 of SER and annex 7 describe the curricula:

„The scope of college program, after graduation of which the degree of professional bachelor is awarded, comprises 180 credits“. According to legal requirements the scope of engineering non-university study programmes shall comprise 180–210 credits. The legal requirement is met.

Subjects of college study programme comprise 15 credits. According to the requirements it should make at least 6% of the programme volume. Now it makes 8.3%. The legal requirement formally is met. The group of the subjects include behavioural culture, drawing, foreign language. According to the legal requirements „at least one half of the scope of the general education disciplines must comprise fundamental worldview disciplines covering the philosophical and historical background of physical and technological science; the remaining time shall be allocated for humanitarian, social or art studies”. The background of physical sciences, philosophy, etc. is missing here, but it is given together with the subjects of the field of studies. Drawing as an artistic discipline fits here quite well, but for landscape design it is one of the essential tools or skills and should be placed among the subjects of the field of studies. Thought the formal grouping of the subjects in the curricula according to legal requirements and the logic of the programme should be improved.

At least 12 credits in non-university study programmes shall be allocated for mathematics, physics, and chemistry (in geodesy studies – geology disciplines as well) academic subjects comprising the general theoretical background of engineering. In the programme of landscape design we have 5credits of mathematics. Other subjects related to the background of engineering could be listed as following: Geodesy (3cr.), Soil science and essentials of agriculture (4cr.). All together the subjects make 12 credits. The legal requirement is met.

At least 12 credits in non-university study programmes should be allocated to other general engineering basics academic disciplines (mechanics, electrical engineering, electronics, materials science, information technology (not only computer literacy), engineering graphics, environmental, and human safety studies). In the program we have more than 12 credits. The legal requirement is met.

The scope of social science disciplines (the economics, management, and law group comprising accounting, industrial management, finance, personnel management, engineering economy, etc.) in non-university study programmes must comprise at least six credits. We have more than 6 credits. The legal requirement is met.

At least 45 % of the scope of non-university study programmes shall be allocated for the special education section (special academic disciplines of the studied field, professional activity practices, and final projects). Here this group has 93 credits and makes 51% of the volume. The requirement is met.

Non-university study programmes must provide for at least 20 weeks (20 credits) of practical assignments (practical work, introductive training, and at least 16 weeks (16 credits) of professional activity), Here we have 30 credits of practical assignment with 21 credits of professional activity (Practice of landscape garden planning, Practice of growing plants and construction of landscape gardens, Practice of landscape garden formation, Diploma practice). The requirement is met.

8 to 10 credits shall be allocated for preparation and defence of a final project. The final project must constitute an independent work applied or research in nature. There is only diploma practice in the programme but not the final project. The same subject is declared as diploma practice and preparation of the graduation thesis (final project). During the visit it was discovered that diploma projects meet the quality and quantity requirements of landscape design but they lack their own hours in the curricula. It could be recommended to give from 8 to 10 credits just for diploma project and do not combine it with practice.

Study programmes must provide alternative electives. Here, there are named specializations: Growing of ornamental plants (12 credits) and Landscape garden design (21 credits). During the visit it was discovered that there is a mistake in SER and the volume of both specializations is 21 credits.

Minimum duration of contact (in class and laboratory) instruction (in hours) for non-university full-time studies should make at least 2,400 hours. There are 990 hours of lectures and 1,777 hours of practical work (2,767 hours in total) in the curricula. The legal requirement is met.

Study subjects and/or modules are spread evenly. According to the paragraph 28 of SER: „Since 1 September 2011, in the renewed program the number of subjects studied over a semester in full-time studies is not higher than 7. The volume of studies by both forms, i.e. fulltime/continuous over one year of studies comprises 60 ECTS credits (1600 hours), over a semester – 30 ECTS credits (800 h). Over the whole period of studies – 180 ECTS credits (4,800h).

Paragraph 38: „The forms of studies are: lectures, practical and laboratory work, training and specialization practices as well as self-study. Individual tasks allow students to evaluate their knowledge and skills tackling different practical situations/problems.“ During the site visit it was discovered that studio work is located under the group of subjects of Landscape Design specialization; contemporary teaching methods are used as discussion, problem oriented tasks, presentation of the projects, etc. An uneven placement of studio design work and subjects related to the development of artistic skills should be noted: they are mainly placed under the specialisation of Landscape Design. Even if bachelor theses and final projects demonstrate quite good artistic qualifications of the graduates, more artistic subjects and landscape design projects

should be introduced in the main group of the subjects. E.g. artistic drawing and technical drawing is combined in one subject. These are two different disciplines and for the specialist of landscape design the artistic drawing is very important (both for development of project graphical presentation and creativity skills). In general, only 3 credits of artistic drawing are insufficient for such a programme as Landscape Design, because this amount of time will be used just for obtaining the basic skills of drawing. Two different subjects are combined within the subjects „Landscape architecture and essentials of landscape management". The first one is more artistic, the second one more technological. It would be important for the programme of Landscape Design to have one full separate subject of landscape architecture.

There is a number of missing, unclear or discussible points in some descriptions of the subjects; some subjects duplicated each other:

- „*Training practice of Biogeocoenology* is devoted to deepen the knowledge and form practical skills in Geodesy, Botany, Dendrology, General and Environmental Ecology, Soil Science and Essentials of Agriculture." It looks too much topics within the subject, especially taking into account the give limitation of 6 credits.
- „During the *Practice of Landscape Garden Planning* students acquire practical skills required for the studies of Landscape Architecture Essentials and Floriculture." It looks more as a task for studio work or semester project.
- Some described study methods are not study methods, but measures of the lectures or evaluation forms, e.g.: video materials, interim assessments, etc.
- Achievement assessment in some places is described incorrectly, e.g. individual work, practical work. It describes the form of studies. There is a lack of more innovative study methods and evaluation methods in the descriptions of the subjects. As it was discovered during the meeting with the students and teachers, the innovative teaching methods are used.
- *Landscape architecture and essentials of landscape management.* The objective of the course is to become acquainted with the basic features of the development of landscape architecture, the essence and objectives of landscape management science, arrangement of landscape gardens and spatial planning, legal documents regulating the activities. The objective is both, too wide and too little focused on landscape architecture. Individual tasks are mentioned but not described.
- *Essentials of architecture*. Small practical tasks are not described.
- *Project visualization.* The objective of the course is to provide students with knowledge necessary to form engineering competences, abilities and work possibilities, to expand general understanding on visualization methods and their characteristics. To teach students to work in the environment of 3D CAD system. To apply the acquired knowledge editing and modifying visualization of different objects. Subjects *Computer Graphics.* The aim of the course is to

provide knowledge forming the background of engineering competence, skills and abilities which expand general understanding on planning methods and their characteristics. Train students to work in the environment of CAD system. Apply acquired knowledge for the formation, editing and modification of computer images of different objects. The subjects duplicate each other at least partially.

- *Graduation Practice.* The aim of graduation practice and diploma thesis is to demonstrate knowledge acquired by landscape design professional bachelors. The theme of the final thesis must correspond to the requirements of Landscape Design Engineer's Standard. During graduation practice students develop their skills to collect, systematize, generalize and provide necessary information. Skills of analytical and systematic thinking, communication are developed as well. The bachelor thesis should not be prepared on the base of practice and should have own credits.
- *Landscape Garden Design.* The following topics are analysed in this course: the history and styles of landscape gardens, the influence of natural conditions on the design of landscape gardens, typology of ornamental gardens, assessment methods of territories, artistic means in garden design, legal regulation of the design process, cartographic material of landscape gardens, technical and economic analysis of a garden plan, assortment of ornamental plants. *The objective of the course* is to acquaint with the design traditions of landscape gardens, styles and tendencies, objective natural, economic and technical conditions which influence the design of landscape gardens, modern design programs; to develop independent planning skills. According to the name it looks like a design module, but topic should be more related to the theory of landscape architecture and it history.
- *Landscape Modelling*. Analysed topics: peculiarities of landscape formation, landscape structures, formation of favourable for biodiversity landscape, peculiarities of landscape aesthetic quality formation, landscape (park) formation principles. Topics are a part of the theory of landscape architecture. Topics start from IT technologies. It would be logical to go from fundamental things to more specialized topics.

  Despite the above mentioned facts, the content of the subjects and/or modules is consistent with the type and level of the studies. It is proved by the bachelor thesis, diploma projects and course projects of a high quality.

  The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes despite some unclear or missing points in formal description in SER.

  The scope of the programme is sufficient to ensure learning outcomes.

  Quality of the projects seen during the visit and integration of the research into teaching process assure that the programme reflects the latest achievements in science, art and technologies. It

could be recommended to focus more on landscape design topics instead of gardening design. The demonstrated projects reveal the good potential for these topics in the future.

3. Staff

In non-university study programmes, at least three lecturers must have a master's degree complying with the field of studies of the relevant programme, and at least two lecturers – at least three years of practical activity experience in the relevant field acquired or renewed not earlier than five years prior to that. According to the research activities declared in annex 2 of SER the above mentioned requirement is met.

At least 20 per cent of the scope of the field of study academic discipline basics must be taught by lecturers having an academic degree that in the course of the previous three years worked at least 128 class work hours per year and published at least one scientific or methodological work in the course of that time. Paragraph 62 states ". In 2011 – 2012, lecturers with the main workplace in KFEEC by teaching experience are distributed as follows: up to 5 years – 2, 6-10 years – 10, 11-20 years – 10, over 20 years -10." More detailed information regarding the teaching hours is not provided in SER, but considering on the base of total hours and number of teachers the requirement is met.

Point 48 of SER states that there were 7 associate professors and 25 lecturers employed for realization of the study prgramme in 2007/2012. The staff is qualified and competent. Teachers are involved in various activities of applied research. During the meeting with representatives of the programme it was found out that the staff is highly motivated. Three representatives of the staff are PhD students in the fields of water management, forestry and agriculture. Some more lecturers are planning to start PhD studies in the near future. Landscape architecture and landscape design are declared as the main fields of activities by three teachers. They make 9% of permanent staff. Judging on the base of participation in professional organizations the number of the teachers related to Landscape Design is even bigger. At the moment staff qualifications are good, but for the future it could be recommended to increase number of PhD in the field directly related to landscape architecture. Permanent teachers make a backbone of the study program and it could be considered as strength of the programme and the staff.

According to the legal requirements the overall competences of lecturers shall be assessed based on criteria such as the level of their academic education, diversity of their education, practical engineering experience, and teaching experience; the ability to freely communicate in at least one of the languages most commonly used in the European Union (English, French, German), readiness and initiative to develop more effective teaching methods, productivity of scientific

and engineering activity (considering scientific and professional publications, implemented projects, and participation in professional, scientific, and other well-known associations), participation in professional training programmes, professional skills acknowledged by students, and personal interest in students' needs). According to SER evaluation procedures exists in the school. Paragraph 69 states: „23 of permanent lecturers have practical experience of work in industrial enterprises. Most lecturers take part in different projects, workshops and seminars on practical landscape design issues, thus deepening their knowledge in practical work. Lecturers of the Department participate in social activities. 6 lecturers belong to the Society of Lithuanian Dendrologists, 3 are community members, 1 is the member of the Lithuanian Valdorf's Pedagogical Centre, 2 members of the Union of Foresters, 1 member of the Lithuanian Union of Landscape Architects, 1 member of the Lithuanian Society of Soil Scientists, 1 member of the Lithuanian Society of Teriologists, 3 members of the Lithuanian Union of Architects, 1 member of the Lithuanian Union of Land and Water Engineers". According to paragraph 76 of SER the lecturers of the programme are members of international associations (ECLAS –European Union of Landscape Architecture Schools, LE:NOTRE – Forum of Landscape Architects, Eastern Baltic Network of LA Schools). According to paragraph 52 age of the teacher varies from 30 to 65 years. The dispersion is quite equal within the age periods.

The board assessing final projects and defence of final projects must be formed with competent specialists – scientists and practical professionals, and potential employers of relevant programme graduates; the board chairperson must be a person independent of the institution of higher education; the number of members of the faculty (institute, centre) at which the relevant study programme is implemented may comprise up to two-thirds of the board members. As it was cleared out during the visit the legal requirement is met.

Paragraph 53: the ratio between lecturers and students, on an average 12 students fall per lecturer, could be considered as good for the programme of landscape design. Theoretical lectures were conducted without dividing students into groups: lecturers used to work with the whole course, in which the number of students ranged from 11 to 31. During practical and laboratory work students were divided into subgroups. Within subgroups the number of students ranged from 11 to 21. During practical and laboratory work one lecturer is working with one subgroup of students. During training practice students are divided into working groups.

Preparing graduation thesis, on an average one lecturer supervises the work of 2.5 students. In 2011 – 2012, the supervisors of graduation theses in full-time and continuous studies were 8 teachers of the Department, from them 7 lecturers, 1 docent. The yearly change in the ratio supervisors to students is not significant but it remains relatively stable – one lecturer on an average supervises preparation of graduation theses of 3 students.

According to paragraph 58, lecturers of the Landscape Design program participate in professional development courses and internships; carry out methodological and research work. It was confirmed during the visit.

According to paragraph 61, it can be stated that the staff of permanent lecturers is stable. Subjects between lecturers are changed very seldom. This allows better insight into the course taught, to update the course each year, to maintain ties with industrial organizations in their subject area.

Paragraph 62: over the analysed period lecturers of the department were actively involved in methodical work; all the given courses have full methodical provision. The produced means of training by lecturers comprise: textbooks – 40, methodical suggestions for practical works – 24, glossaries – 4. Besides, lecturers gain practical and pedagogical experience by participating in scientific practical conferences, internships and qualification development courses (25 internships abroad, 37 internships in Lithuania, 162 courses and seminars, including 36 where reports were read).

Above mentioned information is regarded as very positive. It was confirmed during the meetings with the representatives of the programme.

Paragraph 63. Lecturers also actively take part in courses organized/coordinated by KFEEC. In 2011 lecturers of the Department carried out EU project „Support to employment and mobility“ No. VP1-1.2-SADM-01-V-07-001, i.e. retraining courses of the unemployed with higher education.

Paragraph 64. In 2009/2010 were organized courses „Application of computer technology in landscape design“, which were prepared and conducted by lecturers of the Department. In 2010/2012 were organized courses on the „Basics of farmstead landscaping“. This experience allows the lecturers to develop new subjects and improve the existing study programme. It could be pointed out as positive activity of the department.

According to the paragraph 65 of SER teachers have very actively participated in the projects of EU structural funds and projects financed by the Ministry of Education of the LR:

- „Improvement of the quality of studies at Kaunas Forestry and Environmental Engineering College by renewing study programs and adapting them to teach in a foreign language“ No.VP1-2.2-ŠMM-07-K-02-038;
- „Public information and education on sustainable forestry development activities in sensitive to forest management and protected areas based on Dainava land model“ No.VP-1.4-AM-09-K-01-067;

- RUTH – a tool for sustainability (heritage of cultural traditions), IP 29608/2/1/791/07; „Design and implementation of the recognition system of acquired in an informal way skills“ VP1-2.1-ŠMM-04-K; etc.

According to Erasmus teacher exchange programme in 2007-2012, 5 lecturers went to deliver 16 lectures in HAMK University of Applied Sciences (Finland), Writtle College (UK), Geisenheim Higher School in Wiesbaden (Germany), Agricultural College and Agricultural Secondary School Benešov (Czech Republic). 6 lecturers went for internship to Writtle College (UK), firm „Ginkgo Garden“ (UK), Tartu University (Estonia), University of Warmia and Mazury in Olsztyn (Poland), Walbrzych PWSZ School (Poland), Grodno Yanka Kupala State University (Belarus), HAMK University of Applied Sciences (Finland). In the Netherlands, in Rotterdam, one lecturer took part in the training of landscaping judges, during which defended an international expert‘s qualification and judged in the EuroSkills 2008 event. Over the analyzed period, according to IP Erasmus program, 3 lecturers came from HAMK University of Applied Sciences (Finland) and 2 lecturers from Hedmark University College (Norway). According to Erasmus exchange programme 6 lecturers came to deliver lectures (1 from Turku University of Applied Sciences (Finland), 1 from Wroclaw University (Poland), 1 from Wroclaw University of Natural Sciences (Poland), 2 from Walbrzych PWSZ School (Poland), 1 from Writtle College (UK)). Practical tips were shared by the director of „Planning partners“ company from South Africa. This indicates that the exchange of teachers is quite good.

It could be stated that the staff not only meets, but exceeds legal requirements, is competent and highly motivated. It is involved in research (art) directly related to the study programme being reviewed. The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme

4. Facilities and learning resources

The following facilities are required for successful implementation of study programmes: Classes complying with hygiene and work safety requirements, equipped with modern sound and video equipment and other demonstration tools; Effectively operating and safe laboratory equipment, which is sufficient for students to learn to use research devices and analyse the obtained experimental results; a plan of replacement, upgrading, repair, and supply of laboratory devices and related tools properly formulated and implemented for each individual study programme. Work rooms and other facilities necessary for acquisition of the skills are provided for the relevant study programme; Libraries with sufficient technical literature, textbooks for all academic disciplines being taught, collections of lecture summaries, books, journals, and other sources of information, sufficient number of computers and relevant software (information

sources catalogues, search systems, connections to databases of major libraries, and internet access); Hardware and software accessible to students and faculty personnel and suitable for engineering studies (engineering calculations, modelling, automated designing, and laboratory works).

There are auditoriums described in paragraph s 78-80 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. Landscape design undergraduate students can use workplaces in the reading room for independent learning and group work. During working days landscape design students can independently use the Auditorium 101, if it is vacant. Individual students are accepted also during lectures, if there are vacant workplaces. In Auditorium 409 (belonging to the Department of Real Property Cadastre) students can work until 11 p.m., they may apply to the Department Head to register for staying until the end of the working day (until 5 p.m.), and shall remain liable for the audience."

Computer classes are equipped with updated software. Academic software licences are submitted for the students. There are properly equipped studio rooms for the subjects of composition and design. The permanent exhibition of the students projects is maintained in the college.

According to the paragraphs 85 – 88 of SER: „Students studying the subject of floriculture use floral herbariums, seed samples, poster, methodological materials. Practice of the subject is conducted outside, in training cognitive plant collections of annuals, perennial flowers and herbaceous plants. Students perform the practices in Girionys settlement and the Park, Dubrava Experimental Training Forest Enterprise and its Arboretum, VMU Kaunas Botanical Garden, Aleksandras Stulginskis University, Lithuanian Forest Research Institute." Conditions for the practices satisfy the requirements described in the legal acts.

According to the information presented in SER and collected during the visit material conditions meet the legal requirements. Material base for practical work should be pointed out as exceptionally strong, but some minor weak points could be noted:

- Wireless internet access is not available everywhere in the school;
- Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible, but the number of literature related to Landscape Design and Landscape Architecture is too small in the library. At the moment the lack of literature is compensated by the enthusiasm of teachers and personal libraries.
- If more students would need a working place the number of available places would not always be sufficient.

5. Study process and student assessment

According to the paragraph 97 in SER in 2011 – 2012, admission to the college was held according to the rules adopted by the Academic Council on 24 February 2011 (Protocol no.34.). Admission to the Landscape Design programme is based on competitive score which is calculated as the sum of GCSE exams in Mathematics, Physics and the Lithuanian language and the products of annual evaluations, foreign language annual evaluation and competitive coefficients. Applicants may also be awarded additional points. Prize winners of the 1st, 2nd and 3rd places in international olympiads and competitions are given 5, 3 and 2 additional points. Prize winners of the 1st, 2nd and 3rd places in country olympiads and competitions are respectively given 3, 2, and 1 additional score. For the olympiad of the same type the points (maximum) are added only once, for different types of contests additional points are taken into account, but only once. Achievements in olympiads only in the 11-12th forms are assessed. In general, entrance requirements look logically and well founded. They correspond to the legal requirements established by Lithuanian authorities. The maximal scores for state-funded places differ from 19.68 to 12.73 depending on the year. The minimal scores differ from, 6.46 to 3 points. For the paid studies the minimal scores reach 2.2 points. The numbers of admitted students/graduates has ratios of 60/39, 33/27, 47/34, 34/23. According to SER "the students either terminated studies on their own will, or they were removed from the lists for poor results of studies." It could be recommended either to formulate entrance requirements for the minimal number of entrance points because of the big drop out of the students or to consider some additional requirements for the artistic skills of the entrants.

Studies are initiated by adaptation events. Students are introduced to the goals and objectives of the study programme, technical and material basis of the college, dormitories, the library, access to public education and housing loans. The lecturers consult students in their offices according to the consulting hours, on the Internet. Students also have possibility to individually contact the lecturer for advice, directly or via the Internet. Email addresses of all college employees are published on the KFEEC website. Students may retake failed exams (credit) once again in the first two weeks of the new semester, while students whose exam (credit)-taking was postponed – not later than in two weeks since the end of postponement. The reason for not coming to take an exam (credit) must be reported to the Dean's Office over three working days since the scheduled exam time by submitting a document justifying the absence. Study programme is completed by the assessment of knowledge and skills, i.e. by taking an examination. Evaluation criteria include theoretical knowledge and practical skills as a whole. The evaluation score is complex and is

determined as follows: the score of theoretical part comprises not less than 50 per cent, other elements (essays, course works, laboratory, practical, and other works) - not more than 50 per cent. The cumulative score is formed from individual elements obtained by students during the semester. Evaluation criteria of all subjects are not defined in the descriptions of the subjects but, according to the information gained in place, it is explained in auditoriums. Public availability of evaluation criteria and tasks for the students could be improved.

In paragraph 132 of SER it is mentioned „knowledge and skills are assessed correctly, minimizing the opportunities for students to cheat“, „it is suggested in some cases (e.g., retaking exams) to invite observers students, to ensure a fair procedure of exam-taking“, „Examination questions are approved by the Department Head“. It is doubtful if the above mentioned means of strict control could be effective enough. Instead of this, problem oriented questions could be recommended as more effective.

In general, it could be stated that the organisation of the study process ensures an adequate provision of the programme and the achievement of learning outcomes.

Paragraph 105 of SER states: „Erudition of students is encouraged in the college. Some students from the second year, based on the selected topic of graduation thesis, are involved into scientific research carried out by lecturers. Students have possibilities to present their investigations in student conferences „Landscaping news“. Here, students present their work, discuss, share experiences on research“. Information was confirmed during the visit.

According to paragraph 127 of SER students have a quite good possibilities for ERASMUS studies in European schools, but the number of outgoing students is not very big – just 4-6 students per year, compared to 130 students in total. Hence, the number of outgoing and incoming ERASMUS students could be increased.

62 per cent of graduates were interviewed from the total number of graduate students. The analysis has showed that 77 per cent were employed in the first year after graduation, of which 50.6 per cent of graduates surveyed were working in jobs directly or indirectly related to the profession. Most graduates get jobs in Lithuania. 10 per cent were on pregnancy and parental leave, 5 per cent continued their education in other universities, 5 per cent went abroad, and 3 per cent were unemployed. Professional activities of the graduates meet the programme providers' expectations.

6. Programme management

„In the Department of Landscape Architecture and Recreation, implementation of the program supervision, quality assessment, improvement and upgrade of plans is initiated by the Landscape

Design Program Committee approved by the Academic Council on 18 May 2011 (protocol no. 35). The Committee consists of 5 members: lecturers of the program, the head of the Department, representatives of employers and students. The Committee systematically analyses descriptions of the subjects (courses), the contents of contact and independent work, the effectiveness of practices, determines quality problems“.

Students are permanently informed about studies. Each year the information on KFEEC webpage is renewed (http://www.kmaik.lt/pradzia/lt/14099). It provides the general order of studies at KFEEC and the plans of all study programs.

Internal quality assurance of studies is in the focus of the administration of the college, Deputy Director for academic activities, the Head of the Department, as well as permanently functioning Landscape Design Programme Committee. Together with the administrators of studies it analyses the achievements of students, contents and quality of subjects assessed, compliance of the study programme to the description of studies and other legal documents. Performance quality of the College is analysed assessing compliance of the performance with the College's mission and goals. Quality assurance is based on the documents regulating the activities of higher education institutions, internal quality needs, responses of employers and social partners, feedback from the students. The quality management system developed in the college ensures correct choice of measures for the attainment of expected results. Prior to evaluation, the goals of activity spheres are set, the criteria are defined and methods are foreseen. Research and analysis of aspects affecting the quality of the study programme implementation are carried out. Following quality assurance procedures, recommendations are made for quality improvement, i.e. an action plan is set, pointing out the strengths and things to be improved, taking appropriate decisions. The quality of a study programme is evaluated once a year in the meeting of the respective Department at the presence of the Study Programme Committee.

In 2011, updating the programme under new regulations (introduction of the ECTS credit system), the structure of the programme by groups of subjects has been extensively analysed (general college education, special education subjects, scope of practice). During the analysis, the descriptions of subject programs, detailed contents, residual material: course works, laboratory and practical works, essays etc. were evaluated. The working group has identified findings and suggested for the programme committee possible solutions of improvement of the structure of programs and descriptions of the subjects.

The self-assessment results are introduced to students, lecturers, administration, the academic council and social partners. An action plan to improve the quality is offered for the academic board.

Every year the faculty board (since 2011/2012 in the meetings of departments) organizes discussion on the results of graduation theses in the presence of the chairmen of commissions.

Members of College Students‘ Representative attend the meetings of the department, dean‘s office, faculty council, academic board. Students' Representative Council actively express students‘ opinion on the quality of higher education and study process in the faculty and the college. Seeking to find out the motivation and expectations of college entrants, a survey of KFEEC freshmen is conducted. At the end of each semester, the administrators of KFEEC faculties carry out a survey of students. At least once a semester are organized meetings by the department, staff of the dean‘s office and representatives of the faculty students to discuss quality issues of the studies. Once a year a joint discussion of the lecturers and students of the department is organized to discuss the quality of studies. Proposals rose during the discussion and other issues are further discussed on the faculty level, during administrative meetings, in the academic council.

In 2007, a questionnaire survey „College in the eyes of teachers“ was designed. Since 2007/2008 this questionnaire is used to interview the lecturers of the college. Answering the questions, lecturers assess the quality of subjects, programs and the quality of study process. In general it is a positive thing to interview not only students but teachers as well.

Lecturers of the Department participate in the extended Academic Council meetings to discuss education issues. As a result, lecturers can express their views of higher education quality assessment and improvement activities.

In general 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, teachers and stakeholders.

During the visit it was found that the possibilities provided by evaluation of single lessons/teachers are not used at full potential scale. It could be suggest including the improvement of the evaluation of single lessons/teachers by the students (including the publication of results).

III. RECOMMENDATIONS

1. Increase number of subjects of landscape design and arts. Focus more on landscape design instead of landscape gardening in the future.
2. Give credits to bachelor thesis, review grouping of some subjects, improve descriptions of the subjects, remove overlapping of the modules, simplify descriptions of the outcomes in the subjects' descriptions, and add descriptions of the practical tasks there.
3. Renew literature related on landscape architecture in the library, create more working places for the students, make wireless internet available everywhere in the school.
4. Raise the quality of entrants by adding some thresholds, e.g. artistic skills, minimal entrance points, etc.
5. Improve descriptions of the objectives and outcomes of the programme.
6. The process of internationalisation should be more strategically developed and considered in the management. Students should be more encouraged to participate in the ERASMUS exchange programme.

IV. SUMMARY

The study program is provided at the Kaunas Forestry and Environmental Engineering College by the Faculty of Forestry and Landscape Management, Department of Landscape Architecture and Recreation. The Department of Landscape Architecture and Recreation, mentoring the Landscape Design study program, is solving the issues of theoretical and practical training, conducts applied research, organizes training courses for landscape design professionals and individuals, organizes and performs methodical work, coordinates preparation of curricula and reference material, carries out research of professional qualifications, cares of the quality of studies, contacts with potential employers and social partners, carries out international cooperation projects, performs an annual self-evaluation, organizes advertising of the Landscape Design study program.

The objective of Landscape Design program is to educate landscape design specialists of higher education, able to independently analyse the factors that shape the landscape, aesthetically manage living environment, develop and implement multi-purpose landscaping projects of cultural landscape objects.

Programme aims and learning outcomes correspond to the needs of the market, requirements of the profession and legal requirements. Description of outcomes in SER is a little messy. With no

matrix of the outcomes and subjects presented it could be difficult in the future to monitor achievement of the outcomes. Outcomes described in the terms of actions instead of the terms of results.

Curriculum design meets the legal requirements and allows for the results of good quality. Good quality of the course projects and final projects, with the potential to focus on Landscape Design instead just on Gardening Design in the future should be noted. Despite the well composed curriculum some minor points for improvement should be named: general subjects are placed in the group of the field subjects and vice versa, some modules are overlapping, the descriptions of the subjects should be improved (more clear outcomes, descriptions of the tasks, literature added, etc.). Final project has not its own credits and is based just on diploma practice. The number of subjects related to arts and Landscape Design is small. Evaluation criteria and practical tasks are not presented in the descriptions of subjects.

Staff of the programme could be described as qualified and very active in the professional and educational fields. In the future some PhD of Landscape Architecture would be useful for the development of the programme.

Material base of the programme is good. Material conditions for practical work in the field should be pointed out as very good. There is too little literature on Landscape Architecture in the library. There is sometimes a lack of working places for the students in the College.

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 Landscape design (state code – 653H93005) 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	4
4.	Material resources	3
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.

Grupės vadovas:
Team Leader: Prof. Dr. Dietwald Gruehn

Grupės nariai:
Team members: Prof. Dr. Ana M. Pelacho
Prof. Dr. Kalev Sepp
Dipl. Ing. Thomas Proksch
Dr. Kęstutis Zaleckis
Karolis Stanius

Vertimas į lietuvių kalbą

III. REKOMENDACIJOS

1. Didinti kraštovaizdžio dizaino ir menų dalykų skaičių. Ateityje labiau orientuotis į kraštovaizdžio, o ne tik želdinių dizainą.

2. Skirti kreditus už bakalauro darbą; peržiūrėti kai kurių dalykų grupavimą; tobulinti dalykų aprašus; pašalinti modulių dubliavimąsi; supaprastinti numatomų studijų rezultatų formuluotes dalykų aprašuose ir juose aprašyti praktines užduotis.

3. Atnaujinti bibliotekos literatūrą apie kraštovaizdžio architektūrą; sukurti daugiau darbo vietų studentams; visoje kolegijoje įvesti bevielį interneto ryšį.

4. Pakelti stojančiųjų kokybės kartelę taikant kriterines ribas, pvz., meninių gebėjimų, mažiausio stojamojo balo ir pan.

5. Tobulinti programos tikslų ir numatomų studijų rezultatų formuluotes.

6. Strategiškai labiau išvystyti ir vadovybei apsvarstyti tarptautiškumo didinimo procesą. Studentai turėtų būti labiau skatinami dalyvauti ERASMUS mainų programose.

IV. SANTRAUKA

Studijų programą teikia Kauno miškų ir aplinkos inžinerijos kolegijos Miškininkystės ir kraštotvarkos fakulteto Kraštovaizdžio architektūros ir rekreacijos katedra. Katedra, kuri kuruoja Želdynų dizaino studijų programą, sprendžia su teoriniu ir praktiniu mokymu susijusius klausimus, vykdo taikomuosius tyrimus, organizuoja mokymo kursus želdynų dizaino specialistams ir pavieniams asmenims, organizuoja ir atlieka metodinį darbą, koordinuoja mokymo programų ir pagalbinės medžiagos rengimą, vykdo profesinių kvalifikacijų tyrimą, rūpinasi studijų kokybe, palaiko ryšius su potencialiais darbdaviais ir socialiniais partneriais, vykdo tarptautinius bendradarbiavimo projektus, atlieka metinę savianalizę, organizuoja Želdynų dizaino programos reklamą.

Želdynų dizaino studijų programos tikslas – parengti želdynų dizaino specialistus su aukštuoju išsilavinimu, gebančius savarankiškai analizuoti kraštovaizdį formuojančius veiksnius, estetiškai tvarkyti gyvenamąją aplinką, vystyti ir įgyvendinti universalius kultūrinio kraštovaizdžio objektų želdynų projektus.

Programos tikslai ir numatomi studijų rezultatai atitinka rinkos poreikius, profesinius ir teisinius reikalavimus. Savianalizės suvestinėje numatomi studijų rezultatai aprašyti šiek tiek neaiškiai.

Jei nėra pateikta numatomų studijų rezultatų ir dalykų matrica, ateityje gali būti sunku stebėti studijų rezultatų įgyvendinimą. Numatomi studijų rezultatai yra aprašyti veiksmų, o ne rezultatų aspektu.

Programos sandara atitinka teisinius reikalavimus ir užtikrina geros kokybės rezultatus. Reikėtų paminėti gerą kursinių projektų ir baigiamųjų darbų kokybę su galimybe ateityje labiau orientuotis į kraštovaizdžio, o ne tik želdinių dizainą. Nors programa puikiai sudaryta, reikėtų paminėti kelis nepagrindinius tobulintinus aspektus: bendrieji dalykai įtraukti į studijų krypties dalykus ir atvirkščiai, kai kurie moduliai dubliuojasi, taip pat reikėtų patobulinti dalykų aprašus (aiškiau suformuluoti numatomus studijų rezultatus, aprašyti užduotis, pridėti literatūrą ir t. t.). Už baigiamąjį projektą neskiriami kreditai; jis paremtas tik diplominiu praktiniu darbu. Nedaug dalykų, susijusių su menais ir kraštovaizdžio dizainu. Dalykų aprašuose nepateikti vertinimo kriterijai ir praktinės užduotys.

Programos personalas yra kvalifikuotas ir labai aktyviai reiškiasi profesinėje ir pedagoginėje srityse. Programai patobulinti ateityje praverstų daktaro laipsnį turintys kraštovaizdžio architektūros specialistai.

Programos materialioji bazė gera. Galima pažymėti, kad praktinio darbo materialinės sąlygos labai geros. Bibliotekoje trūksta literatūros apie kraštovaizdžio architektūrą. Pasitaiko, kad studentams Kolegijoje pritrūksta darbo vietų.

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.