



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO
PROGRAMOS *GYVULININKYSTĖS TECHNOLOGIJA*
PROGRAMOS (612D73001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *ANIMAL HUSBANDRY (612D73001)*
STUDY PROGRAMME
AT LITHUANIAN UNIVERSITY OF HEALTH SCIENCES**

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Gyvulininkystės technologija
Valstybinis kodas	612D73001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Žemės ūkio mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4 metai), iššęstinė (6 metai)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žemės ūkio mokslų bakalauras
Studijų programos įregistravimo data	1992

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Animal Husbandry
State code	612D73001
Study area	Biomedical Sciences
Study field	Agricultural Sciences
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4 year), Continuous (6 year)
Scope of the study programme in credits	240
Degree and (or) professional qualification awarded	Bachelor in Sciences of Agriculture
Date of registration of the study programme	1992

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I. INTRODUCTION

The Study programme evaluated at Lithuanian University of Health Sciences is a BA programme in Animal Husbandry that commenced in 1992. A national evaluation was carried out in 2007.

The current evaluation report has been produced by an international team with the following members: Ulf Magnusson, professor at the Swedish University of Agricultural Science, Uppsala; Michael Pearson, Principal of Gurteen College, Ireland; Thomas Wittek, Professor at Vienna Veterinary University, Austria; Gediminas Vagonis, Senior specialist at the Ministry of Agriculture, Lithuania and Inga Kalpakovaitė, student at Vilnius University, Lithuania.

The evaluation is based on a comprehensive self-evaluation report (and annexed material) produced by a team at the Lithuanian University of Health Sciences and on findings at a site visit (26 March, 2014), which included a tour through the on-campus teaching facilities and meetings with university, faculty and department management, as well as with teachers, students, alumni and external stakeholders (social partners) invited by the Department of Animal Sciences.

The team acknowledge that external factors such as changes in the employment market, student funding, reorganisation of the academy and university, and other external factors may have significant influence on the study programme evaluated. However, it is beyond the scope of the team to assess these factors.

Even though the current report deals with the BA programme in ANIMAL HUSBANDRY (state code - 612D73001), the team evaluated two other programmes: a MA programme in Animal Husbandry (state code - 621D73001) and a MA programme in Animal Resources Management (state code - 621D91001). Also, during the site visit the new BSc program in Animal Science at the university was briefly discussed. The elaborations in this report should be seen in this context.

Whilst there are 2 methods of delivery for this course, any comments made in this study are common to both streams unless specifically mentioned.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

The aims and objectives of the programme are in accordance with the requirements set by the Ministry of Education and Science and are available for public viewing on the university website. They accurately reflect the academic and professional needs of the students and the needs of the labour market.

The stated objectives of the course in the professional competency section is to provide basic and applied animal science knowledge applicable to farm animals and its use in the industry. This is both to provide the students with the capability to work as farmers, technicians and experts in the industry and also to prepare them for second cycle studies. The title of the course, whilst adequate, could better reflect the course outcomes and objectives listed above. This in turn makes the course more attractive to potential new students and thus helps to address one of the recurring major issues namely lack of attractiveness of this course to new entrants.

The course has clearly identified overall objectives and learning outcomes; although care must be taken to ensure all subjects within have distinct learning outcomes. More detailed evaluation of the individual subjects and their relationship with each other will be dealt with in section 2, the curriculum design

The syllabus for the course is very comprehensive with a wide range of subjects. The programme has a coherent link between the learning outcomes and the qualification offered. Graduates of this programme should be well equipped to work in the agricultural and agricultural support sectors.

It is essential that any programme have sufficient students attending that particular course of study to ensure its' viability into the future. Numbers have declined from 340 full-time and continuous students in 2008/09 to 111 in 2012/13 and it is essential that strategies are put in place to arrest this decline. This will ensure that the agricultural sector of Lithuania is adequately supplied with graduates in the future. It may be possible to further enhance the course by closer cooperation with private enterprise and farmers that can provide practical knowledge. This in turn would promote the course of study and enhance student recruitment to this area of study.

2. *Curriculum design*

It is apparent that the curriculum design meets the legal requirements for delivery of a course of this type. Formally, the total number of credits is 240, including at least 165 credits for the core subject studies, 15 credits for practical training and 12 for final Bachelor thesis.

The enhanced use of a more practical approach in disciplines such as mechanisation, organic farming and species related subjects would be beneficial to students achieving learning outcomes. This could be introduced by more use of field trips to appropriate locations where students could be given the opportunity to participate directly in the work of a farm or appropriate business.

There are subjects with no learning outcomes listed in the documentation. These include: Morphology of Animals, Animal Physiology, Cynology and felinology, Animal hygiene.

There are subjects with outcomes repeated in more than one module. These include: Forage science, Animal Nutrition, Animal feeding, Quality Management Systems in Feed Industry, Manufacturing of Combine Fodders and its Quality Control, Species orientated subjects such as Snail breeding, Fisheries, Cattle Production, The Basics of Clinical Veterinary and Biotechnology of Reproduction, Animal Husbandry Mechanization.

The course documentation, particularly the study descriptions, needs to be updated to include page numbering and appropriate page breaks so that the literature is easier to read and cross reference.

Care must therefore be taken in future that all teachers of subjects ensure that their subject has the appropriate outcomes and the Course Management team ensures that overlaps do not happen.

In the subjects of Medical and Toxic Plants in Animal Husbandry, Genetics and Microbiology, the subject learning outcomes of the programme are written in the following format: "Will be able to evaluate trends of modern democracy and open society, to perceive oneself in the changing social and natural environment". These descriptions are suitable for Philosophy or History of Civilizations subjects, are too generic and need to be specified according to the subject.

Continuous review of the syllabus is needed to allow a rapid response to changes in the needs of graduates leaving this course into the industry or higher levels of education.

The Information Technology subjects would be much more effective if knowledge of animal data bases were provided as part of the course and their application in the industry explained.

It is a positive aspect of the course that all students produce a final thesis and this should be continued. This enables students on the course to have an up to date understanding of the latest achievements in science and technology, an integral part of this module and most of the taught modules where applicable

There is a concern that the students following the continuous stream of study are given significantly less time on practicals than the full-time students. This is widespread across the modules. For example, the full-time students have 38 practical hours in Plant and Animal Biology whereas the continuous students only have 18 practical hours. Efforts must be made to address this. It is acknowledged that by using online methods, lecturing time can be reduced and if this were implemented then an increase the practical hours contact time would be possible. Quality of education must be maintained between the two methods of delivery.

3. Staff

The legal requirements concerning staff are fulfilled. Out of the total number of teachers engaged in the programme, professors comprise 13.32% (10), associate professors – 36.8% (28), which reflects a relatively high quality of the staff, though there are no foreign teachers or professors, except for some short-term visits. Doctor's degree is held by 80.3% (61 teacher), which confirms their sufficient competence in professional research.

While employed, teachers are asked to enhance their professional qualifications by studying technical innovations, participating in conferences and seminars and improving their qualifications. This is in accordance with the order for assurance of teachers' educational competence of Lithuanian University of Health Sciences (approved by LUHS Senate decree No. 5-07; Jan 21, 2011).

Teachers have a very good level of qualification overall and it is evident that continuous professional development programmes are in operation. This is evident from the CVs of staff which show significant numbers of courses attended and qualifications gained each year. With 76 well qualified teachers (63 full-time and 13 visiting) in a broad range of subjects the university has an excellent resource and can cover all learning outcomes on the course.

The age range of teaching staff is to be commended with a range of older experienced staff and younger staff developing their skills. Currently there are 33 staff under the age of 44 and only 25 over the age of 55, giving an average age of around 47 which is healthy for an establishment of

this type where it is virtually impossible, due to qualifications needed, to commence work under the age of 25.

The universities would benefit from a further development of language skills within the staff. This would then facilitate an increased involvement of the university in international projects and links. This in turn may help in the recruitment of new students by enhancing the profile of the university in Lithuania and Europe.

As a university it is imperative that research plays an integral part in the work of most staff. It is evident from the data (an average of 3.6 annual publications per Scientist) that research is being conducted by the staff teaching this programme and is in areas applicable to the course.

Most student theses should have a research element supervised by staff and this is a critical educational building block for students and also has the advantage of keeping research staff closely linked with current work.

Pedagogical development is essential for all staff and the university is to be commended in the approach it is taking to assist staff in this area. The mandatory courses of approximately 40 hours every five years are a very useful tool for ongoing staff development. Work must continue to be done in further exposing staff to the international scene.

4. Facilities and learning resources

The self-evaluation report provided comprehensive information about the facilities (lecture hall, class rooms, library, laboratories, and computer rooms). It has been noticed as a positive fact that new facilities are under planning and the University consider it as important to update the current facilities regularly.

During our on site visit (26th March, 2014) the expert group had been given the chance to visit a number of facilities which are used for teaching and research. The general impression was that great efforts had been taken to improve the facilities during the recent years.

The branch library on the campus offers sufficient study space in the reading rooms. There are 20 computers installed and Wifi is available. There are over 34000 titles in Lithuanian and foreign language available. Given the current small number of students the number was considered to be absolutely sufficient by the students; however, it might become necessary to increase the number of copies and titles when the number of students increases. We do not necessarily think that it is a disadvantage to have only a small number of Lithuanian textbooks

available, which is typical for countries where the national language is little used outside the country. This may even encourage students to improve their skills in English or in other foreign languages. The library subscribes to 181 databases, including Oxford Reference Online, Cambridge Journals Online and many others which enable researchers, teachers and students to have access to the majority of the international literature of the field. It might be an option to install a few smaller rooms at the library where students can do independent group work.

The laboratories we have been shown (genetic, meat hygiene, poultry nutrition) were very well equipped. The conditions for teaching and research in these facilities are very positively evaluated.

The class-rooms (computer rooms, milking technology, and anatomy) were also very well equipped and can be considered to meet the demands for high quality teaching.

During the meetings with staff and students it was almost exclusively expressed that the facilities are well used and that the working environment is very stimulating.

Summarizing, the evaluation team acknowledges the efforts that has been made to provide state of the art facilities for research and teaching and encourages the University to continue doing so.

Unfortunately, the time period allowed for the evaluation of this course did not allow the expert team to visit the farm animal practical resource units

It is noted from the Self-Evaluation Report that whilst at present there is a significant farm of 750 ha available to provide the practical elements of the course the university is actively pursuing a strategy to further develop this. The building of an experimental farm for 500 cows with funding from an external company will certainly help at a time in Europe when milk quotas are coming to an end and dairy farming is seen as an area for expansion.

Other areas of the course, particularly pigs, sheep, beef and horses also need investment. However, care must be taken that practical resources to provide education in these commercial areas of farming areas meets the minimum standard required to ensure the quality of education in these areas of the course. It may be possible that the industry link developed can be replicated with other companies representing the industries of these other species

Certain modules of the course also require the use of native Lithuanian breeds to use as examples in the preservation of Genetic material. This is adequately resourced by the Centre for the Preservation of Genetic Resources with their stock of ancient type cattle, Žemaitukai horses, Lithuanian white pigs, coarse woolled sheep and local geese

It is essential that the agreements with farm enterprises being initiated to develop students' practical skills is brought to a successful and rapid conclusion so that the incredibly valuable resource of local industries and farmers is fully utilised to educate students.

As noted in the self-evaluation report, there are few textbooks in the Lithuanian Language. It is probably unrealistic to expect mass translation and publication of textbooks into Lithuanian and therefore resources to teach other languages particularly English are essential for the course.

Industrial practice is now an integral part of semester 8 for full-time students and semester 11 for continuous study students. At present the employer supervises the students. Whilst the employers are known to the university quality assurance would be enhanced by academic staff also having an involvement in supervision. This gives standardisation across employers and not just within that particular firm.

5. Study process and student assessment

Admission is organized by The Lithuanian Higher Institutions Association for Organizing Joint Admission (LAMABPO). The main admission criteria are the grades of School Leaving Examinations. Examinations in Lithuanian language and Biology are obligatory, in Chemistry and Mathematics – elective (one of the two).

All students are provided with academic or social support according to the Law on Higher Education and Research (30 April 2009 No XI-242). This includes support in career choice including career days where possible future employers can be met, regular contact with academic staff, psychological support services if needed and a finance grant support system.

The State Studies Foundation is a state budgetary institution, which administers financial support for students. The main functions are administering State-supported loans to students, social grants to students of schools of higher education studying at the first, second or continuous study levels.

The admissions policy and requirements for this course are successful in producing the calibre of students necessary for the course. It is a worrying trend however that student entry numbers are declining from a total student number of 340 in 2008/09 to 111 in 2012/13 and every effort must be made to ensure that this trend is reversed. It is acknowledged however that there are some external factors outside the university's control affecting this.

Present students and graduates of this course of study that were met are happy with the outcomes of their studies and its applicability to the industries they are or will work in. Social partners that

were met also strongly endorsed the view that this course of study meets the requirements of the industry.

The inclusion of a final year thesis and other sections within the subjects of study ensure that the students are encouraged to participate in research and applied research. The variety of titles listed for the final year thesis indicates a very wide range of interests among the students. This is a commendable situation but care must be taken to ensure that the course does not become too broad based. The thesis is a valuable learning tool and should be encouraged. Care must be taken with the marking of the theses; the standard of the work produced and displayed was not as good as the marks indicated. An introduction to research methodologies prior to undertaking the thesis would be beneficial for the students so that the acceptable quality of present theses could be raised further in the future.

Whilst there is the possibility of studying abroad as part of the programme, there is little evidence of student mobility abroad with only one student listed in the 2010/11 academic year visiting Ege University in Turkey and one in the year 2012/13 visiting Olscyn Varmia Mozuria University in Poland. This should be encouraged and if language is a barrier, as mentioned in other sections, then ways to address this should be sought. It is also essential that any student travelling abroad on an Erasmus programme should be given full credit for their study period abroad and not be disadvantaged on their return by any catch up work in their studies at home.

Social support is in place and from the information in the documentation provided the students have access to a wide range of extra curricular activities ranging from music and dance to sport. They also have access to university counselling services if assistance is needed in a variety of areas including financial assistance and planning. Students and former students that came to the series of meetings made reference to the fact that academic staff are freely available to discuss all academic issues.

The statistics presented to the evaluation group and discussions with staff, students, former students and social partners indicate that of students graduating from the faculty 64% are in hired employment, 9% in independent work and 27% on child care leave. This indicates that the course is fit for purpose in training graduates for their chosen area of work.

The sequence of study throughout the programme is good with a logical progression of modules throughout the semesters. The course of study therefore allows the learner to achieve the stated learning outcomes as mentioned earlier in section II part 1 of this report.

6. Programme Management

A lack of a coherent structure for the management of this programme and its aims and focus was evident throughout the evaluation meetings. Whilst it is recognised that a Study Programme Committee has been established, management of the university must ensure that this committee works in a coherent and coordinated way to ensure that all parties and stakeholders are involved in the designing and planning of this course in the future. Links, in particular with Social Partners and Alumni, and their involvement in the future course development are critical to the future of this course and should be further developed.

The committee has started to present recommendations associated with the study quality; suggests measures to improve study quality and ensure transparency of assessment. The aim of Study Programme Committee is to collect data regarding study programme content and improvement of its implementation and arrange internal analysis. Methods of on-line surveying of all involved parties would assist in the collection and subsequent analysis of the data.

The Self-Evaluation report presented to the evaluation group was difficult to understand in places with tables of figures that did not clearly show recruitment on the continuous route of study for example. Whilst most of these figures were explained in the meetings it would normally be expected to find this sort of information in the initial report.

The Farm Animal Husbandry Technology Council, which is elected every five years from teachers engaged in the programme, consists of 11 members, representing all subdivisions of the faculty is a useful higher link to the rest of the university for this course. Management must ensure that this Council works closely with the Study Programme Committee to ensure that all parties involved in the course have a coherent view on the aims and future focus of the course.

Whilst efforts have been made to promote the course, the strategy at present lacks coherence. This is evidenced by the fact that whilst course details can be found on the internet they are not easy to find and access. In order to attract more students to this course, and therefore to the Master study programmes that follow on from it, a co-ordinated marketing strategy should be developed and implemented. This strategy will have to address the perceived lack of attractiveness of this course to future students, particularly those with a city rather than rural background.

Whilst the study programme has now been altered based on some of the recommendations of previous reviews (particularly with respect to enhancing the practical and work practice elements

of the course) it is essential in future that any recommended changes and developments resulting from internal and external reviews are put in place promptly.

Whilst internal quality assurance measures have been introduced, it would be desirable to make more use of on-line surveys of students, parents, employment providers and teachers to make sure that all aspects of the course are continually assessed and then hopefully developed to meet the challenges and opportunities presented within the Lithuanian and European agricultural industry

III. RECOMMENDATIONS

It is hoped that this report, whilst recognising the strengths of this programme, enables the university to further develop this programme to meet the challenging demands of Lithuanian agriculture at present and its impact on the European market. This is particularly relevant at a time when the support structure for agriculture across the whole of Europe is undergoing a fundamental change and markets will change significantly in the next five years.

The following therefore are our recommendations

1. Whilst the overall aim of the programme is acceptable, the title of the course should be reviewed to ensure that it is sufficiently different to other courses. It should also allow a new prospective entrant to clearly differentiate between this course and others so that from the start they are clear what their course of study is. The name should therefore clearly reflect what you are going to learn.
2. It is essential that the learning outcomes for each subject are available, clearly defined and specific. This will ensure that students will have a clear understanding of each subject and that no repetition of taught material occurs between modules. It is however important that students understand the relationship between similar but different subjects, such as the relationship that nutrition has on an animals breeding capacity.
3. The curriculum needs to be continuously and quickly updated in response to external stimuli and reports. This will avoid in future a repeat of the current situation where recommendations on practicals made 6 years ago have only recently been introduced.
4. It should be ensured that students following the continuous study route are exposed to and participate in similar amounts of practical time on their syllabus to the full-time

students so that the quality of both courses is ensured and neither is compromised. On-line lecturing methods can be employed to mitigate the amount of extra time that this would entail in total.

5. Students wishing to travel abroad on European programmes should not be penalised at all and catch up work should not be necessary. Under the European Credit Transfer and Accumulation system students should be able to study in other countries and gain credits for their own course of study.
6. Care should be taken when marking the BA theses that the marking is in accordance with European norms with an appropriate spread of marks.
7. The very good standard of teachers and teaching should be encouraged and the opportunities for professional development both abroad and at home further developed. Language should continue to be a major priority as this will also positively impact on the student population.
8. Stronger and more formal links with both the social partners and Alumni should be developed so that feedback on course content, development, and the needs of the industry can quickly be incorporated in courses. The new programme committee is the ideal vehicle for this and it is essential that this committee is fully functioning with all partners involved as quickly as possible.
9. A coherent view on the aims and focus of the course should be developed across all levels of the course including strategic management, course management, teachers, students' alumni and social partners.
10. A strong and coherent marketing policy should be developed for this course, both to ensure success of this course and also the two main MA programmes in Animal Husbandry and Animal Resource Management that are progression routes from this course.
11. Future Self-Evaluation reports should be clearer and more concise with precise figures that do not need interpretation.

IV. SUMMARY

The quality of teachers is to be commended on the course. This quality is across a broad range of areas and not just their academic qualifications. From the meetings with teachers and students it was apparent that the teachers are very approachable to students and willing to give their time to students outside the formal taught lectures and practicals. The teachers also have a willingness to partake in continuous professional development both in the academic and pedagogic areas.

From the facilities visited, it is evident that the university has a very good structure of laboratories, libraries and other student teaching facilities and continued investment in key areas will ensure that quality education in both lectures and practicals continues to be developed.

The result of good teachers and facilities, coupled with an industry that is willing to employ nearly all graduates from the course has resulted in a high level of satisfaction amongst the interviewed graduates and Alumni.

Currently less than 55% of first to sixth priority students who choose the course initially actually enter the course. Ways should therefore be found to work with the industry to increase the awareness of future students of the benefits of a career in agriculture. This in turn will increase recruitment on the programme.

Internationalisation of the course for both staff and students need to develop further so that the courses, students and staff have greater international visibility and opportunities. This will entail ensuring that the language skills of all concerned continue to develop, that visits abroad are encouraged for all concerned and that the visit is not to their detriment on return to Kaunas.

A more coherent and integrated structure of course management needs to be introduced so that in future the aims and objectives of the course are clear, responsibility for overall management of the programme is clearly identified and the module structures, particularly with reference to the practical content of the subjects for the continuous study students is reviewed.

The evaluation team hopes that this balanced report is useful in assisting the university in further development of this course in a way which will help the agricultural industry of Lithuania to provide workers and experts who will fully participate in the European market.

V. GENERAL ASSESSMENT

The study programme *Animal husbandry* (state code – 612D73001) at Lithuanian University of Health Sciences 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	2
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)	2
	Total:	17

*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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**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO PIRMOSIOS
PAKOPOS STUDIJŲ PROGRAMOS *GYVULININKYSTĖS TECHNOLOGIJA*
(VALSTYBINIS KODAS – 612D73001) 2014-05-02 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-208 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sveikatos mokslų universiteto studijų programa *Gyvulininkystės technologija* (valstybinis kodas – 612D73001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	17

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Šios programos dėstytojų kvalifikacija pagirtina – ir ne tik akademinę kvalifikaciją, bet ir daugelyje kitų sričių. Per susitikimus su dėstytojais ir studentais paaiškėjo, kad dėstytojai labai prieinami studentams; yra pasirengę skirti jiems savo laiką – ir ne tik

per oficialias paskaitas bei praktinius užsiėmimus. Be to, dėstytojai nori nuolat tobulinti savo profesinę – akademinę ir pedagoginę – kvalifikaciją.

Apsilankiusi universitete vertinimo grupė įsitikino, kad jis turi labai gerai išplėtotą infrastruktūrą: laboratorijas, bibliotekas ir kitas studijoms skirtas patalpas bei įrenginius. Grupė buvo patikinta, kad nuolat skiriama lėšų pagrindinėms sritims, tad užtikrinamas nenutrūkstamas paskaitų ir praktinių užsiėmimų kokybės gerinimas.

Dėl gerų dėstytojų ir materialiujų išteklių, aptariamo sektoriaus, kuris pasirengęs įdarbinti beveik visus šio kurso absolventus, visi apklaustieji absolventai ir buvę studentai išreiškė didelį pasitenkinimą.

Šiuo metu faktiškai studijuoti šią programą įstoja mažiau kaip 55 proc. asmenų, įrašiusių ją tarp šešių pirmų norimų studijuoti programų. Todėl reikėtų glaudžiau bendradarbiauti su pramone, kad būtumi studentai daugiau sužinotų apie profesinės karjeros žemės ūkyje privalumus. Tai turėtų atitinkamai padidinti stojančiųjų į šią programą skaičių.

Reikia ir toliau didinti šios programos dėstytojų ir studentų tarptautiškumą, nes taip didinamas programų, studentų ir dėstytojų tarptautinis matomumas ir galimybės. Tam tikslui reikės užtikrinti, kad būtų toliau gerinami visų susijusių asmenų užsienio kalbų įgūdžiai, kad visi susijusieji būtų skatinami vykti į vizitus užsienyje, ir kad studentų išvykimas nebūtų nuostolingas jiems grįžus į Kauną.

Būtina diegti darnesnę ir integresnę programos valdymo struktūrą, kad ateityje būtų aiškiai nustatyti programos tikslai bei uždaviniai ir atsakomybė už bendrą programos vadybą, peržiūrėta modulių struktūra, ypač praktinis dalykų turinys ištisinųjų studijų studentams.

Vertinimo grupė tikisi, kad šios subalansuotos vertinimo išvados padės universitetui toliau tobulinti programą ir aprūpinti Lietuvos žemės ūkio sektorių darbuotojais bei ekspertais, kurie įsilies į Europos rinką.

III. REKOMENDACIJOS

Tikimasi, kad šios vertinimo išvados (pripažįstant programos Gyvulininkystės technologija stipriąsias puses) padės universitetui toliau tobulinti programą, kad ji tenkintų dabartinius Lietuvos žemės ūkio sektoriaus poreikius ir turėtų poveikį Europos rinkai. Tai ypač svarbu šiuo metu, kai visoje Europoje vyksta esminiai paramos žemės ūkiui struktūros pokyčiai ir per ateinančius penkerius metus pastebimai pasikeis rinkos.

Todėl pateikiame šias rekomendacijas.

1. Nors bendras programos tikslas yra priimtinas, reikėtų patikslinti programos pavadinimą, kad jis pakankamai skirtųsi nuo kitų programų pavadinimų. Pavadinimas turėtų padėti galimiems studentams aiškiai atskirti šią programą nuo kitų, kad jie iš pat pradžių žinotų, ką studijuos. Taigi, pavadinimas turėtų aiškiai parodyti, ko bus mokomasi.
2. Labai svarbu, kad numatomi kiekvieno dalyko studijų rezultatai būtų prieinami, aiškiai apibrėžti ir konkretūs. Tada studentai turės aiškų supratimą apie kiekvieną dalyką ir nesikartos įvairių modulių mokomoji medžiaga. Tačiau svarbu ir tai, kad studentai suprastų panašių dalykų tarpusavio ryšį, pavyzdžiui, kokį poveikį mityba turi gyvūnų vislumui.
3. Studijų turinį reikia nuolat ir operatyviai atnaujinti, atsižvelgiant į išorės įtaką ir vertinimų išvadas. Tai padės ateityje išvengti tokios situacijos, kokia yra

šiuo metu, kai prieš 6 metus pasiūlytos rekomendacijos dėl praktikos buvo įgyvendintos visai neseniai.

4. Reikėtų užtikrinti, kad iššestinių studijų studentai turėtų tiek pat mokomojo dalyko praktikai skirtų valandų kaip ir nuolatinių studijų studentai. Taip būtų užtikrinta abiejų kursų kokybė ir nė vienas nenukentėtų. Norint sumažinti papildomų valandų, kurių iš viso prireiks iššestinių studijų studentams, skaičių, galima pasitelkti dėstyimo internetu metodus.
5. Studentams, pageidaujantiems vykti į užsienį pagal Europos programas, nereikėtų sudaryti jokių sunkumų ar versti juos „prisivyti“ grįžus. Vadovaujantis Europos kreditų perkėlimo ir kaupimo sistema (ECTS), studentai turėtų sugebėti studijuoti kitose šalyse ir gauti kreditus už savo studijų kursą.
6. Bakalauro baigiamųjų darbų įvertinimas turėtų būti objektyvesnis – pažymius reikėtų rašyti atsižvelgiant į Europoje taikomus reikalavimus.
7. Reikėtų skatinti aukštą dėstytojų kvalifikacijos ir dėstyimo lygį ir toliau didinti jų profesinio tobulėjimo užsienyje ar savo šalyje galimybes. Užsienio kalbų mokymas turėtų išlikti svarbiausias prioritetas, nes tai ir studentams turės teigiamo poveikio.
8. Ryšiai su socialiniais partneriais ir buvusiais studentais turėtų būti glaudesni ir formalesni, kad būtų galima operatyviai reaguoti į jų atsiliepimus apie studijų programos turinį, tobulinimą, rinkos poreikius. Naujas programos komitetas yra geriausia priemonė šiam tikslui pasiekti, tad labai svarbu, kad jis kuo greičiau veiktų visu pajėgumu ir įtrauktų į savo veiklą visus partnerius.
9. Reikėtų formuoti darnų požiūrį į programos tikslus ir jos dėmesio centrą visuose programos lygmenyse, įskaitant strateginį valdymą, programos vadybą, dėstytojus, studentus, buvusius studentus ir socialinius partnerius.
10. Siekiant užtikrinti šios ir iš šios programos išsiplėtojančių dviejų pagrindinių magistrantūros programų (Gyvulininkystės technologija ir Gyvūninių išteklių valdymas) sėkmingumą, reikėtų formuoti tvirtą ir darnią šios programos rinkodaros politiką.
11. Būsimos savianalizės suvestinės turėtų būti aiškesnės ir glaustesnės, o jose nurodyti skaičiai turėtų būti tikslūs, kad nereikėtų jų interpretuoti.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.