



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ALEKSANDRO STULGINSKIO UNIVERSITETAS

**STUDIJŲ PROGRAMOS**

*Miškininkystė (valstybinis kodas – 612D50001)*

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**

*of Forestry (state code - 612D50001)*

**STUDY PROGRAMME**

at ALEKASANDRAS STULGINSKIS UNIVERSITY

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Miškininkystė</i>
Valstybinis kodas	612D50001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Miškininkystė
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinės studijos (4 metai) Ištęstinės studijos (5 metai)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Miškininkysės bakalauras
Studijų programos įregistravimo data	<b>1997 m. gegužės 19 d.</b>

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Forestry</i>
State code	612D50001
Study area	Biomedical Sciences
Study field	D500 Silviculture
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4 years) , part –time (5 years)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Forestry Science
Date of registration of the study programme	<b>19 May 1997</b>

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## I. INTRODUCTION

### 1.1. *Background of the evaluation process*

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of their studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter - HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit the study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good”. (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

### 1.2. *General*

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document

### **1.3. Background of the HEI/Faculty/Study field/ Additional information**

The Alekaszandra Stulginskis University (Hereinafter referred to as ASU) is the only Lithuanian University awarding all the academic degrees, namely PhD, MSc and BSc in the fields of agriculture, forestry, food sciences, water and land resources management, bioenergy and mechanical engineering, climate change and sustainable use of natural resources. The academic offer of the ASU meets the requirements of the European Higher Education Area covering other areas of knowledge such as biomedicine, technologies and social sciences.

The mission of the University (approved in 2011) is to create and disseminate scientific knowledge, striving for safe and healthy food and full-fledged living environment for every citizen of Lithuania. At the end of 2013, over 4500 students were enrolled in ASU, while the teaching staff and research staff were 340 and 52 people respectively.

The Bachelor in Forest Science (first level University study programme in Forestry), which has started in 1995, is administered by the Dean's Office of the Faculty of Forest Sciences and Ecology and coordinated by the Institute of Forest Biology and Silviculture and the Institute of Forest Management and Wood Science. Other institutes, organisations and companies are also involved in teaching and supervision of students.

The Centre for Quality Assessment in Higher Education (SKVC) has organized the external evaluation of the Bachelor of Forest Science. Based on their rules, a Self-Assessment report was conducted by a Self-Evaluation Team of eight people who are directly involved in the program. The SKVC invited an international review team to be part of the process of evaluation of the program, formulating the current evaluation report.

### **1.4. The Review Team**

The review team was completed according to the document *Description of experts' recruitment*, approved by order 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 22<sup>nd</sup> October 2014.

1. **Brian O'Connor (team leader)**, *independent consultant in education, former Head of School of Business and Social Studies at the Institute of Technology Tralee, Ireland.*
2. **Prof. dr. Jose Antonio Bonet**, *associate professor at the Department of Crop Science and Forest Science, University of Lleida, Spain;*
3. **Prof. dr. Jan-Erik Hällgren**, *professor emeritus of Department of Forest Genetics and Plant Physiology, Faculty of Forest Sciences at Swedish University of Agricultural Sciences, Sweden;*
4. **Prof.dr. Hardi Tullus**, *Professor of Department of Silviculture, Institute of Forestry and Rural Engineering at Estonian University of Life Sciences, Estonia;*
5. **Dr. Kęstutis Armolaitis**, *Chief researcher at the Institute of Forestry of Lithuanian Research Centre for Agriculture and Forestry, Lithuania;*
6. **Mr. Justinas Staugaitis**, *master of study programme “Environmental Engineering” at Kaunas University of Technology, Lithuania.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The programme aims and learning outcomes are well defined, clear and publicly accessible. The bachelor of Forestry Science aims to prepare professionals with forest related theoretical knowledge and individual and social abilities and skills interested in acquiring relevant competences in forestry. The students who complete the programme may continue their studies in the second cycle (Master studies-approx. 60% of the students) or may decide to enter the labour market working for private or public companies (forest management, forest industry, environmental agencies or other forest-related jobs). The programme aims and learning outcomes wishing to fulfil this objective are well defined, clearly explained, and are publicly accessible at the ASU's website.

The learning outcomes are defined by the overall aim and by the three partial study aims. The first partial aim is to develop the student's human values, the second is to develop system knowledge and the third to develop special competence in one of the branches of forestry studies. This is a modern approach in line with many European countries that adopted the Bologna process. The program is built on discussions with professionals in the forestry sector, with academic persons in forest science area, with students, teachers and other stakeholders guaranteeing a solid and coherent vision of the Degree.

All those learning outcomes are integrated in all the subjects but some of them are very ambitious and need to be carefully revised (i.e.: “to manage private companies and state forest enterprises under constantly changing forest policy, environmental and business conditions”).

The Programme of Forestry offered by ASU (240 ECTS for full time students) is unique in Lithuania. Kaunas Forestry and Environmental Engineering College of Higher Education (KMAIK) offers a Professional Bachelor of Forestry (180 ECTS for full time students), but the aims, learning outcomes and social perception of both programmes are different.

Forestry Bachelor Programme aims, contents and learning outcomes matches with those offered by other Forestry Faculties in Europe. A constant reference to the need to develop international standards for the Forestry Program appears in the Self-Evaluation Report. This represents a valuable attempt of ASU to help students who wish to continue their studies in other European countries. However, international mobility of Lithuanian students is quite low and very few foreign students are studying in ASU. Concrete measures might be valuable.

The study commission of the Forestry study programme is in charge of the permanent revision of the course contents and learning outcomes. The commission which is comprised of professors, students and the stakeholders who represent the external actors, meets annually. The commission is responsible for updating the program. This structure seems appropriate for balancing the professional requirements, public needs and labour market needs. The employer survey carried out among employers of the graduates of the Forestry study programmes establishes a good mark of 4.13 (ranking from 0-5) for knowledge & abilities but drops at level of 3.14 in practical abilities. More emphasis in promoting practical issues could be appropriate.

*In sum, the programme name, the aims, its learning outcomes, the content and the qualifications offered are compatible with each other and are very appropriate to studies in Forestry at University level.*

- *The aims reflect the professional requirements and the needs of the labour market that are strongly supported by the social partners. The learning outcomes are very well integrated in the programme contents. However, some of them should be reviewed, because are very ambitious (i.e.: “to manage private companies and state forest enterprises under constantly changing forest policy, environmental and business conditions”).*
- *The programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the forest management and the forest industry labour market. Nevertheless, more emphasis in practical abilities is needed.*
- *The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered, matching with those offered by other European Forestry Faculties. This represents an opportunity for the Programme internationalization.*

## **2.2. Curriculum design**

The design of curriculum meets the legal requirements for University Bachelor programme. The present curriculum adopts the legal resolution established in 2009 by the Republic of Lithuania and the following Rector's mandate, which establishes the reduction of the total program credits from 283 to 240. Currently the structure of the program is:

- General university study subjects – 18 credits (7.5% of the total program)
- Major subjects of forestry study field and related subjects (141 cr.), practices (24 cr.) and final thesis (12 cr.) – 177 credits (73.75% of the total program)
- Elective subjects that are divided in 5 groups of study fields of Forestry (*Forest growing; Urban and recreational forestry; Wildlife population and game management; Forest resource accounting and design; Wood science*) – each specialisation consists of 33 credits (13.75% of the total program)
- Free elective subjects in foreign language – 12 credits (5% of the total program)

Forestry bachelor programmes in Europe range between 180 and 240 ECTS. The total scope of the programme in ASU is 240 ECTS credits covering the key areas of the forestry sciences allowing the graduates to achieve the learning outcomes. Elective specializations needs to be constantly revised and updated mainly based on the demands of the labour market. The annual meetings of the Forestry Study Programme Committee seem an appropriate forum for this discussion.

The programme curriculum is the same for full-time (4 years) and part-time (6 years) students. The studies begin with the teaching of general university subjects (first and second year of studies) and study field and related subjects (by increasing their weight in the subsequent years). During the third year, students freely select specialisation subjects.

The academic itinerary of the Forestry Bachelor is adequate. Students start the first two years with general university courses, selecting the specialisation module during the third year finishing with the final thesis at the end of the fourth year. The curriculum structure is correct and no overlapping between courses have been noticed.

The content of the subjects in general is well described and is consistent with the study programme of Forestry at the University Bachelor studies. The contents for full-time and part-time modes are similar. Literature references in some subject descriptions (more than 40%) contain mainly material in Lithuanian and should be supplemented with literature in international languages. While efforts at internationalisation are taking place, a wider use of international textbooks in English is encouraged.

In general, the content and methods are clearly outlined and are appropriate for the achievement of the intended learning outcomes. However, several competences such as analysis, critical thinking or independent work are not specifically addressed and are integrated in the different subjects. More innovative teaching methods, such as seminars, role-plays, case studies, etc. instead of traditional lectures should be incorporated.

Contact teaching (lectures, practicums, laboratory activities, seminars, consultations, training practice and exams) accounts for 53.8%, individual assignments - 46.2% of the total scope of the programme, but the percentage of practical activities seems scarce (11-12% of the total programme). Practices ought to be coupled to study of the theories. Extra-curricular periods such as summer time periods (Summer schools) or internships in companies could be an example of

new teaching methods, which would help to close the gap between theory and practice without affecting the current subjects.

The programme content is up-to-date and reflects the latest achievements in the area. Nevertheless, stakeholder analysis indicated the need for improving several competences. On this topic, it seems that forest sociology, forest economics, marketing or social abilities related to business administration (e.g: management, organisation and leadership) and economy are missing in the curriculum.

The distance learning methods (e-learning courses) have been included in the Self Evaluation Report as a potential strategy, but concrete actions improving this methodology are not evident. The expert panel encourage the Programme to adopt specific strategies in this sense taking advantage of current available platforms such as Moodle.

*In sum, the curriculum design meets the legal requirements. The spread of the subjects is even ensuring the learning outcomes and no overlapping of subjects has been observed.*

- *The content of the subjects and modules is consistent with the type and level of the studies, but more emphasis in forest sociology, forest economics, marketing or social abilities are recommended.*
- *Study subjects are well documented reflecting the latest advances in Forestry. The gap between the acquired competences in the Programme and relevant competences for labour market (highlighted by the employer's survey) should be closed using new instruments such as summer schools, life-long learning or internships.*
- *It would be useful to accelerate the adoption of innovative teaching methods such as summer schools or the wider use of e-learning using the Moodle system. The use of more English textbooks is also recommended.*
- *The scope of the programme is sufficient and the content is generally up-to-date.*

### **2.3. Teaching staff**

The teaching staff of the programme meets the legal requirements. In 2013-2014 academic year 68 faculty members have been involved: 44 of them (69%) with a scientific degree (11 professors, 22 associate professors and 14 lecturers) and 21 (31%) without a scientific degree (14 lecturers and 7 assistants). Doctors of sciences teach a high percentage (81%) of the main subjects.

During the period of 2007-2014 the scientists taught 67.7-85.9% of total subjects. The average length of teaching experience of Programme teachers is 16.2 years (19.6 years of scientific work experience and 12.4 years of practical work experience).

Currently, 80% of the teachers participating in the program are scientists. This percentage was maximum in 2007/2008 (85.9%) and minimum in 2010/2011 (67.7%). There are also two permanent invited teachers (Dr. Heinz Roehle (Germany) and Dr. Villis Brukas (Sweden)) and several visitors, but the number of guest teachers from academia and from professions varies a

lot and only the above mentioned teachers from other universities are engaged in courses every year. The review team considers that this number can be bigger, encouraging the programme to develop a policy for engaging foreign professors in a key areas (not exclusively based on personal contacts), offering them also possibilities in research coupled with teaching.

The teacher to student ratio was on average 1:13.8 in 2013-2014 (334 students-217 full-time students and 117 part-time students) that seems adequate for ensuring the learning outcomes. Teaching staff turnover is based on general Lithuanian system being able to ensure an adequate provision of the programme. During the period under analysis, the number of teachers with a scientific degree has significantly increased. The average age of teaching staff shows a tendency to decrease (from 55.5 in 2007-2008 to 47.8 in 2013-2014). Breakdown of Programme teachers by age is close to regular in 31-40, 41-50, 51-60 and 61-70 age groups.

The rates of the Programme teachers' turnover were low among the professors and associate professors (higher than 70% in both cases worked during the entire period), but higher in the case of assistants and lecturers (between 15 to 20%). Since the programme is very competitive at a European scale, and internationalization seems to be a challenge for the Degree, we encourage elaborating a medium-term plan opening teaching positions exclusively addressed to foreign teachers, or at least to consider opening the positions to international researchers and professors.

The qualifications of the teaching staff are adequate to ensure learning outcomes. All the candidates seeking a five-year term teaching position are under certification in scientific, methodological, pedagogical and organisational activities. The teachers of the Programme enhance permanently their qualifications in the special courses and seminars. During the five recent years on average 3 teachers annually upgraded their qualification in special courses abroad.

The teachers of the Programme deliver lectures to the ERASMUS students and participate in the exchange programmes. During the period of 2008-2012 on average 30 programme teachers upgraded their classification abroad and on average 12 teachers participated in short-term and long-term internships annually. Furthermore, once per 1-2 years, teacher groups visit other Universities aiming to interact with other Program teachers and models.

The Self Evaluation Report recognizes the need for upgrading pedagogical skills, the need for more use of IT and other innovative methods by the academic staff because their backgrounds are more scientific than pedagogical. The review team recommends reinforcing the professional development policy of teaching staff offering more incentives for staff who attend the upgrading courses. At the same time, the upgrading offer needs to be constantly updated, linking with the quality surveys and student survey outcomes. It would be also useful to invite specialists-practitioners of forestry to be part of the programme.

Most of the teaching staff are involved in research directly related to the courses they teach in the study program. There is also a strong connection between the University and the Institute of Forestry of LRCAF that clearly indicates a positive environment for both teaching and research. This is a clear strength of the program that should be preserved. Scientific workload varies between positions (from 25% of time in the case of assistants to 39% and 37.9% of the time in the case of associate professors and professors respectively).

*In sum, the teaching staff is very appropriate for the programme development*

- *The academic staff meets the minimum legal requirements, with a high percentage of staff with scientific degrees.*
- *The average age, number and turnover of the staff and teacher to student ratio are at acceptable levels.*
- *A good percentage of teaching staff is engaged in conducting research. There is a strong relationships with the Institute of Forestry of LRCAF as well as other institutions abroad. This is a strength of the programme that needs to be preserved, but based on the surveys, it is recommended to invite more specialists-practitioners in forestry to be part of the programme.*
- *The number of invited teachers is very variable. It's recommended to develop a policy for inviting more foreign professors to be part of the program. The invitation of foreign professors should cover the existing gaps in key areas.*
- *The University has been very active in the improvement of teacher qualifications. We encourage the continuation of this policy and the provision of incentives for the academic staff who attend the courses. At the same time the courses offer needs to be constantly updated based on the results of the current surveys and quality systems.*

#### **2.4. Facilities and learning resources**

The premises used by the programme are very adequate in both their size and quality, being favoured by the renovation of recent years. The Faculty uses premises in the Central Building and Buildings 7 (Institute of Forest Management and Wood Science) and 6 (Laboratory of Game Management) (both buildings 6 and 7 were rehabilitated in 2010), but also other specialised classrooms, laboratories or computer rooms which are already used depending of the typology of the courses and the course content. The library includes two reading rooms with capacity for 237 students and 30 computerised workstations. Students have at their disposal the option to live in the residences of the University, having also at their disposal other services such as sport facilities, gym or cafeteria. The level of satisfaction of all the users (both teachers and students) is very high. The review team recommends paying attention to providing also access for disabled people to all the facilities and premises.

The teaching and learning equipment are very adequate. Specialized classrooms and special purposes laboratories have been updated during recent years. All this new equipment allows the programme to be very solid in both teaching and research. This also means that special attention should be paid to the requirements of specialized technical staff who also help the students with their practical work. Students are satisfied with the facilities and learning resources but pointed out that some of the computers available to them were too slow. However it seems that this will be solved after the renovation of the central Building.

The students' practical lessons are a key element of the Forestry Programme and the close cooperation with Kazlı Rüda Training Forest Enterprise is an excellent example. Considering that, the ASU has established agreements with state forest, enterprises and forest districts enhancing the student's practice. Good cooperation with private companies seems also to occur, since 80% of the students find enterprises for their own practices. The Arboretum of the University is the largest infrastructure for practical purposes (64 ha). Moreover, the strong cooperation with the Institute of Forestry Research Centre for

Agriculture and Forestry allows the teachers to carry on scientific research and the students to prepare their final theses. However, more investments need to be allocated to practices. Concretely, financial support for student transportation and accommodation during their training practices in the forests of Lithuanian regions and forest enterprises, including private-owned forests seems to be needed. More cooperation with public and private companies is recommended in order for the students to have access to more practical equipment.

The library has been recently renovated. It has nearly 0.5 million publications, and acquires nearly 2,500 new publications per year. However, this trend might decrease in the near future due to monetary restrictions. Twenty-three databases (20 of them are international) are also available. ASU shares an electronic database of theses and dissertations (EDT) with other Lithuanian institutions. This Lithuanian Virtual Library (LVL) is accessible to all the students. The evaluation panel encourage the Programme to continue improving the availability of further copies of relevant textbooks in English

*In sum, the facilities and learning resources at the disposal of the programme are good. Significant renovation has been done over a long number of years.*

- *The learning premises are adequate both in their size and quality and there is a good level of satisfaction by the users. The access for disabled people needs to be taken into account for the near future.*
- *Other equipments such as student residences, sport facilities or canteen are also present in the campus.*
- *Newly renovated laboratories and specialized classrooms are available for the Programme. We recommend that the University pays attention to the current and future need for specialized technical staff who should be in charge of the specialized infrastructure.*
- *Additional effort seems to be needed for the practical issues. Transport and accommodation for students on practice placement in forests seem to be a weakness of the programme. Improved cooperation with forestry companies is recommended.*
- *The library has high standards in terms of physical facilities, documents and online access. The review team encourages the library to acquire more international textbooks.*

## **2.5. Study process and students' performance assessment**

The rules for Programme admission are common to all the Lithuanian HEIs. The Senate of Aleksandras Stulginskis University approves annually the admission procedure based on the sum of competitive scores of the students. The same procedure applies to both full-time and part-time students. This represents an objective, clear and auditable system for the student admittance.

The average numbers of students enrolled during the period 2009-2013 are 63 (full-time students) and 29 (part-time students) of a total of 550 and 181 yearly applications respectively demonstrating the high demand for the program.

The number of admitted students who are funded by the State has increased in the last year of evaluation (18 state funded students) in comparison with the previous years (normal figures are 4 to 5 students) because the Government has prioritized agricultural science study fields. The other students themselves pay the tuition fees.

The figures show a high percentage of student's success in completing the Programme, demonstrating good organisation of the study process that ensures an adequate provision of the programme and the achievements of the learning outcomes. From 308 total students admitted during the period 2005-2009 in the program, 240 of them have graduated (This represents a 77.7% of success). Similar figures are shown for part-time students (94 graduates of 131 admitted students-72% of success). The highest ratio of student failure occurs among the first year of studies (average of 10 full-time students and 7 part-time students per year). The main explanations behind this drop-out rate includes the difficulties to combine work and study for the part-time students, and the lack of enough knowledge of basic contents and change of programs for full-time students. Student difficulties with the financial situation have also been observed. In the year 2012 semi-distance learning became available for part-time students, allowing these students to have an individual access to the system where the teacher publishes learning materials. More use of e-learning resources should be implemented as a way to offer more flexible options for full-time students who may have occasional difficulties for attending the programme, reducing the number of full-time students that drop out of the Programme.

The Rector yearly approves the academic calendar, while the Faculty Dean is responsible for the course schedules. The same procedure is used for full-time and part-time studies. The award committee of the Faculty establishes yearly scholarships for the most brilliant students, encouraging student interest. In some cases, the scholarships represent 50% of the tuition fee.

The University encourages the students to participate in research, artistic and applied research activities. ASU has a folk dance group. Theatre and other art groups are coordinated by the Department of Public Relations and Marketing. Different sports are also offered and students are satisfied with the current offer. The review team recommends the greater involvement of the students association and/or Alumni in designing the activities offered to the students and also suggest a bottom-up approach which would enrich the current set of activities.

The Faculty is involved in international exchange programmes such as SOCRATES/ERASMUS and the students are supported by the Department of International Relations. Currently, the University has bilateral exchange agreements with 96 European Universities. The University regulates the compatibility between courses attended in foreign Universities and their own courses of the Programme. Based on the graduate employment data, a certain number of students are employed in other countries. Therefore, it seems an opportunity. However, the participation of students in mobility programs is very low, with an average of 4 students/year (20 full-time students in the period 2009-2014, representing 4-5% of the total students). Lack of confidence with language appears as the first cause of this low ratio. The second cause is the economic difficulties to cover the cost of the exchanges. An active policy of promotion of international mobility should be carried out, encouraging the students to be more participative. The evaluation panel also observed good international links of the University with other Universities abroad that is complemented with good facilities and

premises. This should also represent an opportunity for attracting foreign students. Promotional policies and an active search for partnerships are recommended.

The assessment system of student's performance is clear, adequate and publicly available. The University has established a monitoring system for student progress. Mid-term assessment based on 0-1-2 grading system is performed for all the courses. Internal meetings evaluating the results and personal interviews with the less advanced students are the next steps of this process. Measures for correcting the detected problems are established as the final step of this process.

The grading system (0-10 points) is similar in all the study subjects, and the results are published in the University website. The final grade of the subject is determined with the weighted average of the interim assessment, completion of independent works (both criteria represents between 10 to 50% of the mark) and final exam mark (representing at least 50% of the final mark). The contents of the individual courses, the evaluation system and the deadlines for individual work and exams are specified in the description of the course and are notified to the students in the introductory lectures of the courses.

The exam schedules (exam season) are also approved by the Faculty Dean, scheduling exams at least 2 days apart. The exams are taken in an oral or written form. The students who fail an exam have a second opportunity no later than three weeks after the exam season. The exam assessment procedure is very well documented including the procedure for the teacher in the exam correction and the student's appeals in case of disputes. Student's appeals against the examination procedure are also regulated. The final thesis is defended by the student in front of a Committee headed by a scientist of another institution and including teachers of the programme and social stakeholders.

The role of stakeholders in the Programme seems to be very active, participating in different committees, interacting with students during the practices, and ensuring an adequate level of academic and social support. The review team recommends also involving ALUMNI in the different committees associated with the programme.

The active and supportive participation of stakeholders is a clear strength of the programme, ensuring that the professional activities of the majority of graduates meet the programme providers' expectations as demonstrated by the available data. The graduate employment survey recorded between 2009 and 2013 shows that a significant part of the graduates (around 60% of the respondents) are employed 6 months after graduation. The rest are those who continue their studies (33% of the graduates) and those who fail in the process of getting a job (6% of the graduates). The main sources of employment are Forestry activities.

*In sum, the study process and student's performance assessment is good.*

- *The admission to the programme is well-founded, using the common rules and procedures established for the Lithuanian HEIs.*
- *The programme is highly demanded by the students. This ensures a stable number of students can be admitted every year.*
- *The percentage of student's success completing the programme is high and the average drop-out rate of students seems normal. More emphasis in e-learning resources should be a valuable tool to increase the flexibility of the programme and student performance.*

- *The organisation of the studies is according to normal procedures and it ensures that the learning outcomes are achieved.*
- *The efforts of the University promoting research, artistic, sport and research activities are commented on positively by the students. More involvement of the student associations seems appropriate.*
- *The programme is very well positioned for international activities. We recommend further improvement in this area increasing the mobility of students (incoming and outgoing). For this, staff and student English skills should be improved. More subjects and their corresponding teaching resources need to be available in English.*
- *The assessment system of student's performance is clear, adequate and publicly available.*
- *The labour market appreciates the Programme, with very good percentages of graduates working in Forestry activities in a relatively short period of time.*
- *The Academic and Social Partners support the programme. The review team observed a good interaction of the University with the Industry, the Ministry of Environment, Institute of Forestry of LCCAF and the State Forest Service that favours the students' performance.*

## **2.6. Programme management**

The Forestry Programme is managed according to the regulations of the University and the Government of the Republic of Lithuania. The responsibilities are divided between the Forestry Study Programme Committee, the Institute, the Faculty Council, the Dean's Office, the Centre for Study Quality and Innovations, the Department of International Relations, the Career Centre and the Senate of the University:

- The Forestry Study programme Committee (Committee) is in charge of the coordination, assessment and monitoring of the study programme and carrying out its evaluation. The Committee members, which include teachers, students and stakeholders (e.g.: employer's representative) analyse the programme implementation results and propose the upgrade of the Programme. The proposals concerning the updates of the study subjects need to be approved by the Institute while changes in the organisation of the study process concerns the Faculty Dean. The changes in the programme and teaching methods, are supervised by the Faculty Council.
- The Institute reviews and approves the reorganisation and descriptions of the study subjects. The Institute is also responsible of the quality of the teaching and learning materials
- The Faculty Council is responsible for the composition of the studies, approval of the programme upgrades and reports of the Committee chairs for Final Thesis and Examination Assessment. It is the body responsible for obtaining the opinion of the academic community for important issues and also analyses the results of the final exams and theses.
- The Dean's Office and his associate staff organise the study process including administration of the study work, student registration and collection and analysis of data.
- The Centre for Study Quality and Innovations is responsible for the assurance of study quality
- The Department of International Relations is in charge of the study exchange

- The Career Centre is responsible of the student preparation for the labour market. This Centre offers consultation on career opportunities and organises specific training aiming to increase the skills of the students in their future professional life
- The Senate of the University is the higher body of the University. The Senate has no directly involvement in the Programme implementation

The analysis and monitoring of the programme feeds from several databases: student admission, student mobility and student learning outcome (computer databases available since 1999); electronic database of dissertations and theses computer database available since 2004); systematic surveys of social stakeholders, graduate employment monitoring and contacting data of the graduates (computer databases available since 2007). Other sources of information are the annual reports of the departments and faculties, reports of final thesis defence chairpersons and other data are also used for programme analysis. Since there is a follow up every year or twice a year sometimes, the programme monitoring is very good.

The self-evaluation report reflects the involvement of all the teachers in all the process of collecting information, analysing the data and enhancing the programme solutions. The Committee is the central body responsible for the collection and analysis of the data provided by the surveys and other sources of information. In the committee, teachers, students, graduates and social stakeholders participate in the proposal submission to the Council of Faculty for consideration and the Senate for approval.

The last external expert evaluation of the Programme was realized in 2007. The previous evaluation highlighted the need to avoid duplications in several subjects and the decoupling of other subjects, the need to publish more teaching and learning resources, to increase the amount of practical lessons and to guarantee good conditions of the premises and facilities (enough classrooms and specialised rooms, and better conditions for practices in Forest State Enterprises). Those expert recommendations have been satisfied with the implemented measures.

The external stakeholders participate in the activities of the Faculty Council and the Committee, as well as in the thesis committees. The stakeholders also participate in several teaching activities including practices. It seems clear that one of the keys for the success of the programme is the strong involvement of relevant stakeholders in the design, updating and management of the program. The review team recommends that there should be a more systematised basis for this engagement.

The programme quality is guaranteed by the Centre for Study Quality and Innovations (hereinafter the Centre). Quality assurance concerns both the teaching and the learning materials, which are peer-reviewed and approved by the Institute. The Committee of Disputes is the body that mediates between the University Administration and the Students in the case of Student's appeal.

The Centre has introduced a systemic system of sociological surveys aiming to collect the opinions and evaluations of teachers, students and employers. The students are surveyed at the end of each term and also after the defence of the final thesis. In the case of mobility, students who participate in study exchange, the survey is conducted by the Department of International Relations. The teachers are also consulted every two years about the improvement of the programme system and student's motivation and performance. Six months after the graduation, a new survey is conducted by the Centre aiming to evaluate the quality of the employment of the graduates and how the competences acquired during the Programme matches with the

expectations of the employers. Employers are also consulted with specific surveys carried out by the Centre of Career. The University is currently involved in an EU project aiming to develop and implement an internal study quality assurance system. The main risk is that the academic staff may perceive the internal quality assurance system more as a bureaucratic burden rather than a tool of continuous programme improvement. The review team agrees with the self-evaluation report that notes that further improvements to the Programme management require improved efficiency of the dissemination of information received in the process of management among teachers and students.

*In sum, the management of the programme is on a good level and follows the normal procedures.*

- *Even if the system is rather complex, the parties involved in the management of the programme have clearly specified roles and responsibilities.*
- *Information and data are regularly gathered, systematized and introduced in electronic databases. There are very different sources of information and data that allow good basis for analysis and decision making. However, the complexity of the system requires an extra effort for information dissemination.*
- *The stakeholders are committed to the programme, participating in the different committees and panels of the programme.*
- *The quality assurance system already exists, but more systematic feedback for programme improvement are needed*

### **III. RECOMMENDATIONS**

1. The learning outcomes should be carefully revised because some of them are very ambitious (i.e.: “to manage private companies and state forest enterprises under constantly changing forest policy, environmental and business conditions”).
2. The programme should incorporate innovative learning methods in the courses such as seminars, role-plays, case studies, etc. aiming to increase several student competences such as analysis, critical thinking and independent work
3. The University should increase the weight of practical activities. Extra-curricular periods such as summer schools or internships in companies could contribute to this point.
4. Based on stakeholder analysis, the programme should introduce more subjects directly related to forest sociology and economy.
5. The University should promote the international mobility of students (incoming and outgoing).
6. The University should develop a policy to attract foreign researchers and teachers.
7. The number of subjects taught in English should be increased.
8. The University should promote the improvement of the English skills of academic staff and students.
9. In line with the previous recommendations, the use of more textbooks in English is also recommended.
10. The University should adopt specific strategies for increasing the e-learning contents taking advantage of the current available platforms such as Moodle.
11. The University should provide better access for disabled people.

12. The University should continue with its policy of facilities and premises renovation, with special focus on practical equipment.
13. In line with the previous recommendation, the University should take into account the need of specialized technical staff who could be in charge of the new labs and their associated infrastructure.
14. The University should establish mechanisms to ensure more involvement of student associations in academic activities and formal committees.
15. The University should implement further ways for spreading the information derived of the quality system outcomes and current surveys.

#### **IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)\***

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#### **V. SUMMARY**

**The programme aims and learning outcomes are** well articulated and are consistent with the type and level of University studies of Bachelor of Forestry Science. The programme is well defined, clear and publicly accessible. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

- The aims reflect the professional requirements and the needs of the labour market that are strongly supported by the social partners. The learning outcomes are very well integrated in the programme contents. However, some of them should be reviewed, because are very ambitious (i.e.: “to manage private companies and state forest enterprises under constantly changing forest policy, environmental and business conditions”).
- The programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the forest management and the forest industry labour market. Nevertheless, more emphasis in practical abilities is needed.
- The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered, matching with those offered by other European Forestry Faculties. This represents an opportunity for the Programme internationalization.

**The curriculum design** meets the legal requirements. The spread of the subjects is even and are appropriate and consistent with the type and level of the studies. The content and methods of the subjects are convenient for the achievement of the intended learning outcomes.

- The content of the subjects and modules is consistent with the type and level of the studies, but more emphasis in forest sociology, forest economics, marketing or social abilities are recommended.
- Study subjects are well documented reflecting the latest advances in Forestry. The gap between the acquired competences in the Programme and relevant competences for

labour market (highlighted by the employer's survey) should be closed using new instruments such as summer schools, life-long learning or internships.

- It would be useful to accelerate the adoption of innovative teaching methods such as summer schools or the wider use of e-learning using the Moodle system. The use of more English textbooks is also recommended.
- The scope of the programme is sufficient and the content is generally up-to-date.

**The teaching staff** meets the legal requirements and their qualifications are very good, ensuring the achievement of the learning outcomes. The University creates favourable conditions for the professional development of the teaching staff, necessary for the provision of the programme.

- The academic staff meets the legal requirements, with a high percentage of staff with scientific degrees.
- The average age, number and turnover of the staff and teacher to student ratio are at acceptable levels.
- A good percentage of teaching staff is engaged in conducting research. There is a strong relationships with the Institute of Forestry of LRCAF as well as other institutions abroad. This is a strength of the programme that needs to be preserved, but based on the surveys, it is recommended to invite more specialists-practitioners in forestry to be part of the programme.
- The number of invited teachers is very variable. It's recommended to develop a policy for inviting more foreign professors to be part of the program. The invitation of foreign professors should cover the existing gaps in key areas.
- The University has been very active in the improvement of teacher qualifications. We encourage the continuation of this policy and the provision of incentives for the academic staff who attend the courses. At the same time the courses offer need to be constantly updated based on the results of the current surveys and quality systems.

The **facilities and learning resources** for this programme are very adequate. The facilities have been renovated and modernised during the last years. Specialized classrooms and laboratories provides good environment for the programme development. The users (students and teachers) are generally very satisfied with the facilities and learning resources.

- The learning premises are adequate both in their size and quality and there is a good level of satisfaction by the users. The access for disabled people needs to be taken into account for the near future.
- Other facilities such as student residences, sport facilities or canteen are also present in the campus.
- Newly renovated laboratories and specialized classrooms are available for the Programme. We recommend that the University pays attention to the current and future need for specialized technical staff who should be in charge of the specialized infrastructure.

- Additional effort seems to be needed for the practical issues. Transport and accommodation for students on practice placement in forests seem to be a weakness of the programme. Improved cooperation with forestry companies is recommended.
- The library has high standards in terms of physical facilities, documents and online access. The review team encourages the library to acquire more international textbooks.

**The study process and students performance assessment** for this programme is good achieving the expected learning outcomes. The University ensures an adequate level of academic and social support of the Programme. The students are encouraged to participate in research, artistic activities as well as international mobility programmes.

- The admission to the programme is well-founded, using the common rules and procedures established for the Lithuanian HEIs.
- The programme is highly demanded by the students. This ensures a stable number of students can be admitted every year.
- The percentage of student's success completing the programme is high and the average drop-out rate of students seems normal. More emphasis in e-learning resources should be a valuable tool to increase the flexibility of the programme and student performance.
- The organisation of the studies is according to normal procedures and it ensures that the learning outcomes are achieved.
- The efforts of the University promoting research, artistic, sport and research activities are commented on positively by the students. More involvement of the student associations seems appropriate.
- The programme is very well positioned for international activities. We recommend further improvement in this area increasing the mobility of students (incoming and outgoing). For this, staff and student English skills should be improved. More subjects and their corresponding teaching resources need to be available in English.
- The assessment system of student's performance is clear, adequate and publicly available.
- The labour market appreciates the Programme, with very good percentages of graduates working in Forestry activities in a relatively short period of time.
- The Academic and Social Partners support the programme. The review team observed a good interaction of the University with the Industry, Ministry of Environment, Institute of Forestry of LCCAF and the State Forest Service that favours the students' performance.

**The management of the programme** is on a good level and follows the normal procedures. Responsibilities for the programme development are clearly allocated. There are internal and external evaluations of the programme that are commonly used for the programme improvement.

- Even if the system is rather complex, the parties involved in the management of the programme have clearly specified roles and responsibilities.
- Information and data are regularly gathered, systematized and introduced in electronic databases. There are very different sources of information and data that provide a good basis for analysis and decision making. However, the complexity of the system requires an extra effort for information dissemination.
- The stakeholders are committed to the programme, participating in the different committees and panels of the programme.
- The quality assurance system already exists, but more systematic feedback for programme improvement is needed.

## VI. GENERAL ASSESSMENT

The study programme Forestry (state code – 612D50001) at Aleksandras Stulginskis University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>18</b>

\*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:	Brian O'Connor
Grupės nariai: Team members:	Prof. dr. Jose Antonio Bonet
	Prof. dr. Jan-Erik Hällgren
	Prof. Hardi Tullus
	Dr. Kęstutis Armolaitis
	Justinas Staugaitis

**ALEKSANDRO STULGINSKIO UNIVERSITETO PIRMOS PAKOPOS STUDIJŲ  
PROGRAMOS MIŠKININKYSTĖ (VALSTYBINIS KODAS – 612D50001) 2014-12-11  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-597 IŠRAŠAS**

&lt;...&gt;

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Aleksandro Stulginskio universiteto studijų programa *Miškininkystė* (valstybinis kodas – 612D50001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>18</b>

\* 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)

&lt;...&gt;

**V. SANTRAUKA**

**Programos tikslai ir studijų rezultatai** yra gerai išplėtoti ir atitinka miškininkystės mokslų bakalauro universitetinių studijų lygį. Programos tikslai yra gerai apibrėžti, aiškūs ir viešai skelbiami. Programos pavadinimas, studijų rezultatai, turinys ir siūloma kvalifikacija yra suderinti tarpusavyje.

- Tikslai atspindi profesinius reikalavimus ir darbo rinkos poreikius, kuriems tvirtai pritaria ir socialiniai partneriai. Studijų rezultatai yra puikiai integruoti į programos turinį. Tačiau kai kurie iš jų turėtų būti persvarstyti, nes yra labai ambicingi (pavyzdžiui, „valdyti privačias įmones ir valstybines miškų urėdijas atsižvelgiant į nuolat besikeičiančią miškų politiką, aplinkosaugos ir verslo sąlygas“).
- Programos tikslai ir studijų rezultatai yra pagrįsti akademiniais ir profesiniais reikalavimais, visuomenės poreikiais ir miškų valdymo bei miškų pramonės darbo rinkos poreikiais. Vis dėlto daugiau dėmesio reikėtų skirti praktiniams gebėjimams ugdyti.
- Programos tikslai ir studijų rezultatai atitinka universitetinio bakalauro lygmenį bei siūlomų kvalifikacijų, kurios suderintos su kitų Europos aukštųjų mokyklų miškų

fakultetų siūlomomis kvalifikacijomis, lygi. Tai įrodo studijų programos internacionalizavimo galimybes.

**Studijų programos struktūra** atitinka formalius reikalavimus. Dalykų pasiskirstymas yra tolygus ir tinkamas bei atitinka studijų formą ir universitetinio bakalauro lygmenį. Dalykų turinys ir metodai padeda siekti numatomų studijų rezultatų.

- Dalykų ir modulių turinys atitinka studijų formą ir universitetinio bakalauro lygmenį, bet rekomenduojama daugiau dėmesio skirti miškų sociologijai, miškų ekonomikai, rinkodarai ir/arba socialiniams gebėjimams.
- Studijų dalykai yra tinkamai įforminti dokumentais ir atspindi naujausią miško ūkio srityje pasiektą pažangą. Atotrūkis tarp įgytų kompetencijų vykdant programą ir atitinkamų kompetencijų, reikalingų darbo rinkoje (kaip pabrėžiama darbdavių tyrime), turėtų būti panaikintas taikant naujas studijų/mokymo formas, pavyzdžiui, vasaros mokyklas, visą gyvenimą trunkantį mokymąsi ir praktiką.
- Tikslinga paspartinti naujoviškų mokymo metodų diegimą: pavyzdžiui, vasaros mokyklų atsiradimą, arba plačiau taikyti e-mokymąsi naudojant „Moodle“ sistemą. Taip pat rekomenduojama naudoti daugiau vadovėlių anglų kalba.
- Programos apimtis yra pakankama, o turinys dažniausiai yra atnaujinamas.

**Pedagoginiai darbuotojai** atitinka formaliuosius reikalavimus, o jų kvalifikacija yra labai gera, užtikrinanti studijų rezultatų pasiekimą. Universitetas sudaro palankias sąlygas pedagoginių darbuotojų profesiniam tobulėjimui, kuris reikalingas programa įgyvendinti kokybiškai.

- Pedagoginiai darbuotojai atitinka formaliuosius reikalavimus, ir daugelis iš jų yra įgiję mokslo laipsnius.
- Vidutinis darbuotojų amžius, skaičius ir kaita, taip pat studentų ir dėstytojų santykis, yra tinkamo lygio.
- Pakankamai daug pedagoginių darbuotojų dalyvauja mokslinėje tiriamojoje veikloje. Užmegzti tvirti ryšiai su LAMMC Miškų institutu, taip pat kitomis užsienio institucijomis. Tai skiriamasis programos bruožas, kurį būtina išsaugoti, tačiau, remiantis apklausų rezultatais, šiai programai įgyvendinti rekomenduojama pakviesti daugiau miškininkystės srities specialistų praktikų.
- Kviečiamų atvykti dėstytojų skaičius labai kinta. Rekomenduojama plėtoti tokią politiką, pagal kurią dalyvauti programoje būtų kviečiama daugiau profesorių iš užsienio. Kviečiamų užsienio dėstytojų dalyvavimas turėtų panaikinti anksčiau nurodytas programoje esančias spragas.
- Universitetas buvo labai aktyvus keliant mokytojų kvalifikaciją. Mes siūlome tęsti šią politiką ir skatinti įvairius kvalifikacijos tobulinimo kursus lankančius pedagoginius darbuotojus. Pabrėžtina, kad šių kursų pasiūla turi būti nuolat atnaujinama, remiantis dabartinių kokybės sistemoje naudojamų apklausų rezultatais.

Šiai programai skiriami **materialieji ištekliai** yra pakankami. Pastaraisiais metais patalpos buvo renovuotos ir modernizuotos. Turimi specializuoti kabinetai ir laboratorijos užtikrina tinkamą

aplinką programai vykdyti. Naudotojai (studentai ir dėstytojai) paprastai yra labai patenkinti materialiais ištekliais.

- Mokymosi patalpos yra tinkamos tiek dydžiu, tiek kokybe, todėl jų naudotojai yra iš tikrųjų patenkinti. Artimiausioje ateityje vertėtų atsižvelgti ir į neįgaliųjų prieigos poreikius.
- Universiteto teritorijoje taip pat įrengtos kitos patalpos, pavyzdžiui, studentų bendrabučiai, sporto įrenginiai ir valgykla.
- Programos dalyviai gali naudotis naujai renovuotomis laboratorijomis ir specializuotomis auditorijomis. Rekomenduojame, kad Universitetas atsižvelgtų į poreikį įdarbinti specializuotus techninius darbuotojus, kurie būtų atsakingi už šią sukurtą specialiąją infrastruktūrą.
- Reikėtų aktyviau spręsti praktikos klausimus. Studentų transporto problema ir apgyvendinimas atliekant praktikas miškuose, regis, yra tobulintina programos pusė. Rekomenduojama plėtoti glaudesnę bendradarbiavimą su miško įmonėmis. Biblioteka savo fizine infrastruktūra, turimais leidiniais ir interneto prieiga atitinka aukštus standartus. Ekspertų grupė akcentuoja bibliotekos papildymo vadovėliais užsienio kalbomis svarbą.

**Studijų procesas ir studentų mokymosi rezultatų vertinimas** įgyvendinant šią programą, siekiant numatytų studijų rezultatų, yra tinkami. Universitetas užtikrina pakankamą akademinę ir socialinę paramą lygį programos dalyviams. Studentai skatinami dalyvauti mokslinių tyrimų, meninėje veikloje, taip pat tarptautinėse judumo programose.

- Priėmimas į programą yra tinkamai pagrįstas, taikomos Lietuvos aukštojo mokslo institucijoms nustatytos bendrosios priėmimo taisyklės ir procedūros.
- Programa yra labai paklausi. Tai užtikrina stabilų kiekvienais metais priimamų studentų skaičių.
- Dauguma studentų sėkmingai baigia programą, o vidutinis iškritusių studentų skaičius yra normalus. Didesnis dėmesys e -mokymosi ištekliams būtų vertinga priemonė didinant programos lankstumą ir gerinant studentų pasiekimus. Studijos organizuojamos pagal įprastą tvarką ir tuo užtikrinama, kad būtų pasiekti studijų rezultatai.
- Studentai teigiamai vertina Universiteto pastangas skatinti mokslinę tiriamąją veiklą, sudarytas sąlygas dalyvauti meninėje, sporto veiklose. Gerai, kad dalyvauja daugiau studentų asociacijų.
- Programa yra labai tinkama tarptautiškumui. Rekomenduojame toliau siekti pažangos šioje srityje didinant studentų judumą (atvykstanąjį ir išvykstanąjį). Šiuo tikslu turėtų būti gerinami darbuotojų ir studentų anglų kalbos įgūdžiai. Reikėtų sudaryti galimybę daugiau dalykų studijuoti anglų kalba ir kad daugiau atitinkamos mokomųjų priemonių būtų prieinama anglų kalba.
- Studentų mokymosi rezultatų vertinimo sistema yra aiški, tinkama ir viešai prieinama.
- Darbo rinkos atstovai palankiai vertina programą, nes miškininkystės srityje per ganėtinai trumpą laiką įsidarbina pakankamai daug absolventų.
- Programą remia akademiniai ir socialiniai partneriai. Vertinimo grupė pažymėjo, kad Universitetas sėkmingai bendradarbiauja su pramonės atstovais, Aplinkos ministerija,

LAMMC Miškų institutu ir Valstybine miškotvarkos tarnyba; toks bendradarbiavimas padeda gerinti studentų mokymosi rezultatus.

**Programa valdoma** tinkamai ir vadovaujantis įprastomis procedūromis. Atsakomybė už programos rengimą yra aiškiai paskirstyta. Atliekami programos kokybės vidiniai ir išoriniai vertinimai, kurie paprastai naudojami programai tobulinti.

- Net jei programos valdymo sistema yra gana sudėtinga, programą valdant dalyvaujančios šalys turi aiškiai apibrėžtas funkcijas ir atsakomybę.
- Informacija ir duomenys yra reguliariai renkami, sisteminami ir įtraukiami į elektronines duomenų bazines. Yra labai įvairių informacijos šaltinių ir duomenų, kurie suteikia tinkamą pagrindą analizei ir sprendimų priėmimo procesui. Tačiau šios sistemos sudėtingumas reikalauja papildomų pastangų informacijos sklaidai.
- Socialiniai dalininkai yra įtraukiami į programos įgyvendinimą, dalyvauja įvairių komitetų ir programos grupių veikloje.
- Kokybės užtikrinimo sistema jau veikia, bet reikalingas sistemingas grįžtamasis ryšys, padedantis tobulinti programą.

<...>

### III. REKOMENDACIJOS

1. Studijų rezultatai turėtų būti kruopščiai iš naujo persvarstyti, nes kai kurie iš jų yra labai ambicingi (pavyzdžiui, „valdyti privačias įmones ir valstybines miškų urėdijas atsižvelgiant į nuolat besikeičiančią miškų politiką, aplinkosaugos ir verslo sąlygas“).
2. Programa turėtų apimti naujoviškus mokymo/mokymosi metodus, pavyzdžiui, seminarus, vaidmenų žaidimus, atvejų tyrimus ir t. t., siekiant stiprinti kai kurias studentų kompetencijas analizės, kritinio mąstymo ir savarankiško darbo srityse.
3. Universitetas turėtų didinti praktikų reikšmę. Užklasinė veikla, pavyzdžiui, vasaros mokyklos ar praktika įmonėse, labai padėtų sprendžiant šį klausimą.
4. Remiantis socialinių dalininkų atlikta apklausos analize, į šią programą turėtų būti įtraukta daugiau studijų dalykų, tiesiogiai susijusių su miškų sociologija ir ekonomika.
5. Universitetas turėtų aktyviau skatinti tarptautinį studentų judumą (atvykstantą ir išvykstantą).
6. Universitetas turėtų parengti mokslininkų ir dėstytojų pritraukimo iš užsienio politiką.
7. Turėtų būti padidintas anglų kalba dėstomų studijų dalykų skaičius.
8. Universitetas turėtų skirti didesnę dėmesį pedagoginių darbuotojų ir studentų anglų kalbos įgūdžių tobulinimui.
9. Atsižvelgiant į ankstesnio išorinio vertinimo metu ekspertų suformuluotas rekomendacijas, taip pat rekomenduojama naudoti daugiau vadovėlių anglų kalba.
10. Universitetas turėtų taikyti konkrečias strategijas, skatinančias plėsti e-mokymuisi skirtą turinį, panaudojant šiuo metu turimas platformas, pvz., „Moodle“.
11. Universitetas turėtų suteikti daugiau studijų prieigos galimybių neįgaliems studentams.
12. Universitetas turėtų tęsti patalpų ir įrenginių atnaujinimą, ypatingą dėmesį skiriant praktikų įrangai.

13. Siejant su ankstesne rekomendacija dėl patalpų ir įrangos atnaujinimo, Universitetas turėtų atsižvelgti į specializuotų techninių darbuotojų, kurie galėtų būti atsakingi už naujų laboratorijų ir susijusios infrastruktūros priežiūrą, poreikį.
14. Universitetas turėtų sudaryti sąlygas, leidžiančias aktyviau ir plačiau įtraukti studentų atstovybės (-ių) narius į akademinę veiklą bei formalius komitetus.
15. Universitetas turėtų taikyti ir kitus būdus skleisti kokybės sistemos klausimynų pagrindu surinktą informaciją bei priimtus sprendimus, tobulinant studijų kokybę pagal anksčiau minėtu būdu gautus rezultatus.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)