



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ALEKSANDRO STULGINSKIO UNIVERSITETO
**STUDIJŲ PROGRAMOS ŽEMĖS ŪKIO
TECHNOLOGIJOS IR VADYBA
(612D70002)**
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF AGRICULTURAL TECHNOLOGIES AND
MANAGEMENT (612D70002)
STUDY PROGRAMME**
at ALEKSANDRAS STULGINSKIS UNIVERSITY

Grupės vadovas:
Team leader:

Prof. Peteris Rivža

Grupės nariai:
Team members:

Prof. habil. dr. Csaba Forgács

Doc. Dr. Roland Sigvald

Gediminas Viškelis

Vytautas Juozas Petkus

Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Žemės ūkio technologijos ir vadyba
Valstybinis kodas	612D70002
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Žemės ūkio mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4 m), iššęstinė (6m)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žemės ūkio mokslų bakalauras
Studijų programos įregistravimo data	2011-07-12, Nr. 1-01-94

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Agricultural Technologies and Management
State code	612D70002
Study area	Biomedical sciences
Study field	Agricultural sciences
Kind of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full time (4 years), part time (6 years)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Agricultural Sciences
Date of registration of the study programme	2011-07-12, No. 1-01-94

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I. INTRODUCTION

Aleksandras Stulginskis University (hereinafter referred to as ASU) is a State establishment of higher education and studies having a unique mission, which makes it distinctive among other establishments of the kind. The University mission is directly related to agricultural and rural development as well as to the sustainable use of natural resources. The university has old traditions and strong positions in university studies related to agriculture and rural development of such areas as biomedicine, technologies, social sciences and economics in particular. Its predecessor, the Academy of Agriculture, was established in 1924 in Dotnuva. In 1945, it moved to Kaunas and later, in 1964, to the specially constructed campus on the outskirts of Kaunas.

After the restoration of Lithuania's independence, the management system of the Academy of Agriculture was democratised, a modern system of three cycles of studies was created and a unified system of science and studies was developed offering market driven study programmes. In 1996 the Academy of Agriculture was granted university status and its official title was changed to Lithuanian University of Agriculture (LUA). The university was renamed to Aleksandras Stulginskis University (ASU) on 16 August 2011. Presently, it has 400 teachers and research staff as well as almost 5 000 of students.

The self-assessment group was formed in 2013 and considered all relevant data from the last three years. It was coordinated by Assoc. Prof. Dr. Liuda Žilenaite, who was supported by four staff and one student representative. There was external representation in the group Romas Majauskas – president of the Lithuanian Grain Growers Association. The self-evaluation report (SER) was completed in October 2013.

The external evaluation by a team (ET) of international experts took place in May 2014. The site-visit to the University was on Wednesday, the 14 of May. The team leader was Professor Peteris Rivža (Latvia) and the other members were Professor Csaba Forgács (Hungary), Docent Roland Sigvald (Sweden), Gediminas Viškelis and Vytautas Jouzas Petkus. A meeting was held after the site visit to finalise the judgements and the report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim of the study programme is to train bachelors in agricultural sciences and management or rural development administration with profound erudition and high qualification level. The primary aim is detailed in 3 sub-aims, which provide a basis for the learning outcomes thus specifying the primary aim of the programme. The aim and the sub-aims are well defined, publicly available in the university website www.asu.lt and they are in correspondence with the overall aims of the University.

The learning outcomes, which particularize the first, second, and third sub-aims, do not duplicate each other and comprise a whole set of required knowledge and skills. The learning outcomes defined in the sub-aims of the programme are achieved through the outcomes of the study subjects (SER, page 7). The main learning outcomes of this study programme are linked with developing competences of selecting, implementation and management of agricultural technologies and also with management planning and financial administration of an agriculture enterprise. The content of the subjects complies with the programme aims and learning outcomes. The survey of employers (agricultural enterprises, business companies, state and local administration institutions, farmers, etc.) also confirmed the need for the study programme (SER, page 6). Since the first students of this study programme will graduate in 2015, the survey data from 2008-2013 graduates in other programmes in the agricultural field were analysed, which showed that 86% of the graduate employment is related to the profession they acquired at the University, i.e. the agrarian sector (SER, page 6). These graduates of other programmes are successfully employed in agricultural enterprises and infrastructure companies providing services to the latter, consulting services, state and local authority institutions, private companies engaged in agricultural business or continue with master's studies in the field of agricultural sciences or other fields. Thus it could be concluded that the programme aims and the learning outcomes will correspond to the professional requirements and needs of the labour markets; this could be foreseen basing on these surveys' results in agricultural field.

The content of the study as a whole and of separate courses of this programme is developed in a way that allows providing learning outcomes for the students both in agriculture and also in management fields. The study programme successfully links these two study fields and adds value to the applicability of the obtained education and increases the employment possibilities for the graduates as well as the possibilities to establish agriculture entrepreneurship after finishing this programme. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered by the study programme and they are compatible with each other.

In general, ET confirms that the programme name *Agricultural technologies and management* reflects the content and the qualification offered.

2. Curriculum design

The scope and structure of the programme are in line with the provisions of the *Law on Higher Education and Research* and meets *the General Requirements for the Study Programmes of the First Cycle and Integrated Studies*.

The bachelor's study programme of *Agricultural Technologies and Management* is offered in full-time and part-time forms. The full-time studies last 4 years (8 terms) and the part-time studies take up to 6 years (12 terms). The credit value of the study programme is 240 ECTS credits, including the practice of professional activity and final theses. In the full-time studies, the number of subjects included in the programme does not exceed 7 subjects per term, while the credit value of a subject is at least 3 credits. In the full-time studies, the credit value of studies is

60 credits per year, 29-31 credits per term, whereas in the part-time studies it shall not exceed 45 credits per one academic year and 18-23 credits per term. Since the credit value of the part-time studies is the same as that of the full-time studies and only the arrangement of the study subjects and the numbers of credits during respective terms are different, the study subjects in part-time studies are not specifically covered in this Evaluation Report. The duration of a term in weeks corresponds to the credit value of the term.

ET confirms that the content of the study subjects is consistent with the type and level of studies, and equal study subjects are given to both full time and part-time students, as it was also told to ET during the site visit. By studying the study subjects of the programme, students reach the intended learning outcomes and fulfil the aim and the sub-aims of the programme. ET can also contribute confirming this, for example, study subjects as Basic Economics, Agriculture Economics and Policy, Basics of Management, The Management of Agricultural Businesses, Agricultural and Food Marketing, Practice of Professional Activity, Human Resource Management help to reach three learning outcomes and third sub-aim (alternative Management): to provide the students with knowledge in economics, management and marketing that forms a theoretical basis for profession and special managerial skills required in independent work related to the implementation and management of agricultural technologies and other strategically issues in agriculture (SER, Table 2).

Still, ET agrees, that the content of the subjects, modules of the programme miss some important topics the future agriculture technologist and manager have to deal with. ET agrees that the weaker point of the curriculum could be the lack of study subjects related with precision agriculture and integrated pest management that are not included currently thus reflecting the modern methodic and technologies in agriculture. Also, the computer software used in the study process could be updated and, specialized software could be used more extensively in the study process. At the meeting with the students ET was informed, that during the studies students are being introduced to eGEBAs software, which, to ET knowledge, enables the user to perform some basic agriculture planning tasks. However, the software mentioned does not provide a future agriculture manager a broader scale possibilities of simulation of agronomic scenarios, preparation of budget forecast, calculations of return on investment, risk management or identification of KPI (key performance indicators), which are very important topics for agriculture manager or scientist. According ET knowledge, specialized software, which allows performing the tasks mentioned, exist in the Lithuanian market and are being used in farms and agriculture companies. ET suggests the university to explore all existing software and include them to the learning process next to the currently used EGEBA software.

During the site visit, in the discussions, students and employers stressed the need of acquiring more practical skills during the studies. More topics related to process management and efficiency improvement in agriculture organization (quality management methods like Lean, Six Sigma, ISO) could be integrated into the subjects. ET concludes that Agriculture manager's knowledge in process management, standardization and efficiency improvement methods becomes crucial in a modern agro-economy. Manager's ability to ensure fluent company's development, profit maximization or cost reductions was always highly welcomed by companies' shareholders, however the global trends of growing population and rapidly growing demand of good quality food raises higher and higher requirements to a modern agriculture manager to perform the tasks better, faster and more efficiently. Lean, Six Sigma, ISO are being

rapidly implemented in all business sectors worldwide, therefore students should be introduced to these topics.

The specific of the programme is the merging of such study courses as Mathematics with Informatics and Fundamentals of Research Methodology with Statistics. These combinations of study courses are evaluated approvingly by the students also by ET. The curriculum offers a wide range of economical and management subjects thus giving the students an opportunity to study further both in agriculture or management study programs what is also an advantage of the study programme.

Overall, the connection of the study subjects to the aims and learning outcomes is very clear and easy to follow; during the site visit ET noticed that this system is clear also to the academic staff and students. It was noticeable that the students understand the need for both agriculture and management study subjects and they see the perspective to apply the obtained competences in their further career. It is also good that study programme includes study subjects in public administration and regional planning thus extending the applicability of the obtained competences for the rural labour market.

3. Staff

Decisive part of subjects is taught by professors and associate professors meeting the legal requirements. Pedagogical experience of teachers is varied between 3 and 38 years, 34 % of them having at least 20 years of pedagogical experience. Teachers are strongly committed to be involved in research. More than 60 percent of the programme teachers were participating in continuous projects of scientific research and studies (SER, page 20). Besides teaching obligations and methodological work, 35 % of working time of professors is allocated for research while in case of associate professor this figure is 30 % (SER, page 19) giving solid basis to increase the quality of the content of subjects taught. Qualifications of teachers are in line with subjects' needs concerning both agricultural technologies and management fields. Both professional orientation and subject specific qualifications of teachers are taken into consideration during the selection of staff and ET has no doubts that teaching staff meets the legal requirements.

Number of teachers has increased since the programme was put into force in 2011/12 academic year. In 2013/14 50 teachers were engaged in teaching including 4 professors (8%), 33 associate professors (66%) and 9 lecturers (18%) five of them having PhD degree. The number of staff is adequate to reach learning outcomes and all of them having full time position. During the analyzed period number of professors increased from 1 in 2011/12 to 4 in 2013/14 and that of associate professors from 11 to 33 respectively enabling the staff for adequate provision of the programme (SER, p. 18). As average age of teachers amounts to 47 and it is 52 in case of 33 associate professors that means a bit higher turnover of teachers would be desirable to reach reduction in average age of staff. During the visit ET learned from staff that improving qualification and scientific progress is mainly left on teachers' individual interests and,

everybody are familiar with the requirements. ET agrees that more efforts from university side would be needed to make teachers more interested in making progress in their professional development. Teachers' involvement in research is strong in general, but its level is varied between individuals. Some of them have been carrying out research for 25-35 years or above while there are colleagues where such activities less than 7 years not necessarily related to age. (SER, Annex 2). Research topics are connected to study programme needs helping to improve the content of related subjects in teaching.

In conclusion, the composition of teachers by qualification is rather strong and it is the guarantee for sufficient provision of the programme. Experience of teachers also meets the legal requirements. However, having a clear strategic plan on making shift in teachers' turnover to reduce average age of staff would help to reach even higher teaching quality in a long run, what ET suggests for consideration.

4. Facilities and learning resources

The premises as lecture rooms, laboratories etc. for studies are adequate to the study programme needs. The teaching and learning equipment is also modern and even more than sufficient. There is good equipment in laboratories that ET could see during the visit, e.g. draying samples, NIR spectrophotometer, etc. The computer equipment that the ET saw during the site visit is also modern and students were very happy of availability via Internet to different kind of information.

In total, the students confirmed they were very satisfied with the facilities and just a few mentioned they wanted more advanced equipment and technology.

ET also heard from administration and staff responsible for evaluation that there were good possibilities for practice for students and that they had good contacts with Advisory service and companies outside university, good contacts with stakeholders. This was confirmed by the teaching staff and also in the meeting with social partners. What is also necessary to mention and to commend for that university has an Experimental Farm where students can do their practice; also they can make part of the thesis work at the Experimental Farm. ET agrees that this possibility is a huge advantage of the study programme.

What is more, students mentioned to ET they wanted even more practice and contacts with stakeholders. In fact, as ET revealed during the site visit, they could get practice at companies and Lithuanian consultancy services but they expressed the wish to improve the contacts with companies and other institutes outside the university.

Teaching materials that ET saw during the site visit were adequate and accessible. Students confirmed to ET that they had very good availability to the library (books, periodical publication and databases). It is possible to read the publications at reading rooms or borrow them for one night, day or several days, also to connect to databases from their home. Still, ET would like to recommend to improve the software stock as there is no very specialized software related to Precision farming (GIS) economics and management (e.g. AgroGis, Agrosmart, Smart farmer etc.) which would be very useful for students teaching them how modern IT solutions increase

manager's of agriculture capabilities in a more accurate planning, ability to quickly simulate scenarios and make the most optimal decisions, which could increase profit, reduce costs, save time and minimize risk in a farm or agriculture company.

In total, students have very good facilities for their studies, laboratories are mostly well equipped, as it is difficult to judge on possibilities for practice work at companies, and the teaching materials are clearly adequate for this study programme. Still, software, used in teaching needs, could be updated.

5. Study process and student assessment

The admission requirements are well founded and described on page 22-26 in SER. Majority of students are not-state funded and after graduating the school gave 1st priority to this study programme. The number of applicants is high (about 170) in comparison with number of admissions (22-34) during 2011-2013 (SER, page 23), which was partly due to other choices after application to the programme. ET would like to note, that there were great difference in competitive score between state financed (high) and students who paid themselves (low score), for example, for state financed studies the average score was 16,96 in 2013 and for students who paid themselves the average score was 9,53. In 2015, when the programme has first graduates, all this data should be carefully analyzed.

During the site visit teaching staff mentioned that they got new information in technology from study tours, visiting exhibitions abroad etc, so they expressed the wish to continue this in the future too. However, obtaining new information from studies abroad or foreign professional journals or documents demand sufficiently good command of English. There is a need to make more efforts from the staff side to improve their English language skills and ET thinks the university has to make staff more interested in improving this.

Students are encouraged to participate in research and applied research (according to SER, p. 24 and also during the discussion with teachers). Students told to ET there were good possibilities to participate in projects at the university (in laboratories as well as at the experimental farm), but less possibilities offered to participate in projects outside the university. ET also reviewed the course works and would like to recommend to include content descriptions and explanations what is done and for what purpose in each of the work. Quotation level in some cases for example (like using: www.asu.lt, www.konesko.lt) could also be improved.

Students have good possibilities to participate in mobility programs, but due to low language skills, students' involvement in mobility is a bit low. ET got that information during the meetings with students and teachers. Efforts are needed by ASU to increase students' mobility, however most students work part time, so they cannot participate in the mobility programmes. During 2011-2013 17 students studied at universities abroad. Students also mentioned to ET that Integrated weed and Pest management were not included in the studies as a special subject. They had heard of it, but it seemed that they had no good knowledge of the systems and that IPM has to be implemented within EU. They had not discussed the National Action Plans, which in all EU countries have to be written. There are many new rules and recommendations within EU related to crop production. Integrated weed, pest and disease management has to be implemented

within EU during 2014 and this should also influence development of this study programme. Sustainable agriculture is becoming more important partly in order to minimize the use of pesticides in agriculture to avoid negative impact to flora, fauna, drinking water, streams, lakes and to the Baltic Sea. This is not possible without good knowledge in Insect population Dynamics, Virus epidemiology, etc. and, also effective warning systems and forecasting methods has to be developed and implemented. In conclusion, management education needs to be better integrated into agronomy education.

To add with, students expressed the need of more practice where they are proactive themselves, having better knowledge in using specialized agricultural software in every day life. Social partners underlined the need of more managerial skills and having a more up to date knowledge on latest technologies too.

In total, after the discussions with teachers and students there were no complaints on assessment system or academic and social support. Students agreed that assessment system is really clear and transparent and ET had no doubts on these issues.

6. Programme management

Bodies involved in decision making process on monitoring of the implementation of the programme and their functions are described and fixed in official national (<http://dspace.lzuu.lt/handle/1/193>) and university documents (<http://www.asu.lt/pradzia/lt/48663> and <http://www.asu.lt/pradzia/lt/7343>). Supervision of the programme implementation and coordination of programme development are in the hand of Study Program Committee. However, as it was clarified during the site visit, there is no clear task allocation for students and social partners in the programme Committee and no official active system asking social partners for providing regular feedback on study programme content and improvement. ET would recommend reviewing this issue and making proposal for steps for further development.

Different management's databases are very good: as that on student admission, student mobility, learning outcomes of the students, surveys of stakeholders, graduate employment monitoring and statistical information. The information on implementation of the programme is collected and being analyzed. As the study programme was launched in 2011/12 there was no previous evaluation of it. An assessment of the programme aims and outcomes takes place annually.

As ET was informed during the site visit, proposals to improve the content of the study programme can be initiated by the academic community, students of the Faculty or the employers. The involvement of social partners in study program development is indicated, and the Faculty has 22 agreements with social partners what is really a great number, however, there is no transparent system how such feedbacks from social partners are received, evaluated and used in the improvement of teaching process, and according to feedback from social partners the Faculty could better utilize this potential at a required level e.g. to widen the scope of cooperation with social partners by inviting social partners to give more short seminars for students and young graduates, to give lecture for Alumni people, to initiate joint projects with companies with students involvement, to get more internships from the companies too.

Internal quality assurance system is described and the yearly evaluation takes place in March. However, less information is available on how the system really helps to increase the quality of education and develop students' competencies.

In conclusion, ET would like to notice that there is a need to establish a more transparent system on involvement of social partners and students in a regular updating of the programme. Benchmarking would be also beneficial for the study programme. Also, as ET noticed during the site visit, student's representatives should be more familiar with his/her responsibilities within the SER group and what influence he/she can do to improve study programme.

III. RECOMMENDATIONS

1. The current curriculum is not covering the subjects related with precision agriculture and integrated pest, weed and disease management, process management and efficiency improvement. ET would like to recommend eliminating these shortcomings by obtaining specialized agriculture software and adding new lectures on the topics mentioned. This is important when preparing high qualification agriculture managers who could meet current and future market needs and trends and mandatory EU regulations.
2. ET would like to recommend improving English language skills of both teachers and students strengthening internationalization of the programme enabling them to obtain more professional information on latest technologies abroad and from professional journals and information documents.
3. It is suggested to establish a more transparent system on involvement of social partners and students in a regular updating the program in order to ensure that the programme meets current and future labor market needs of a wide range of social partners in agriculture sector.
4. ET suggests widening the scope of cooperation with social partners taking into account in which fields social partners can make more effective contribution to the programme. e.g offering more internship, work places for students.
5. ET would like to recommend the university to working out a strategic plan on making shift in teachers' turnover to reduce average age of staff and to manage a smooth transition of strengthening the staff age composition over time.
6. Concerning course works, ET recommends, as a compulsory part, to include content descriptions and explanations what is done and for what purpose in each of the work.

IV. SUMMARY

Programme aims and learning outcomes are clearly defined and consistent with type and level of studies and qualification offered. The programme was initiated and encouraged by the social partners indicating solid labour markets' needs behind.

The content of the study subjects are consistent with the type and level of studies. Students completing the studies can reach the intended learning outcomes. However, the study programme has weakness as there are missing crucial topics needed for future agriculture technologists and managers. It is the weaker point of the curriculum not covering the subjects related with precision agriculture and integrated pest, weed and disease management, process management and efficiency improvement.

Programme's teachers are well qualified having sufficient pedagogical and practice experience. Most of them are also deeply involved in research for a long period supporting to improve the level of education. Teaching staff get new information on latest technology from study tours, visiting exhibitions abroad etc. to use them in teaching. As the staff average age is a bit high the university is suggested to create a clear strategic plan on making shift in teachers' turnover to reduce average age of staff helping to reach high quality and stable teaching level in long run. However, course works need significant improvement in content, defining aim and methods and in the quotation level.

It was obvious for ET that students have good facilities for their studies, laboratories are very well equipped and there is a possibility for practice work at the companies. Considering how to make the programme even better in the future it is recommended to university to do it's best to update software used in teaching by buying the latest software in related fields.

Students need more practice and they should be more proactive to get better knowledge in using specialized agricultural software in the every day life. Improving managerial skills and having a more up to date knowledge on latest technology should be focused on.

V. GENERAL ASSESSMENT

The study programme Agricultural Technologies and Management (state code – 612D70002) at ALEKSANDRAS STULGINSKIS UNIVERSITY is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

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

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

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

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

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ALEKSANDRO STULGINSKIO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS ŽEMĖS ŪKIO TECHNOLOGIJOS IR VADYBA (VALSTYBINIS KODAS – 612D70002) 2014-08-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-443 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Aleksandro Stulginskio universiteto studijų programa *Žemės ūkio technologijos ir vadyba* (valstybinis kodas – 612D70002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

* 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

Programos tikslai ir studijų rezultatai yra aiškiai apibrėžti ir atitinka studijų rūšį ir pakopą bei siūlomą kvalifikaciją. Programą inicijavo ir paskatino socialiniai partneriai, nurodydami tvirtą darbo rinkos poreikį.

Studijų dalykų turinys atitinka studijų rūšį ir pakopą. Studijas baigę studentai gali pasiekti numatomus studijų rezultatus. Tačiau studijų programa turi ir silpną vietą – trūksta gyvybiškai svarbių temų, kurios būtinos būsimiems žemės ūkio technologams ir vadovams. Silpnoji studijų turinio vieta yra ta, kad neįtraukti dalykai, susiję su tiksliaja žemdirbyste ir integruotu kenkėjų, piktžolių ir ligų valdymu, procesų valdymu ir efektyvumo gerinimu.

Programos dėstytojai yra aukštos kvalifikacijos, turintys pakankamai pedagoginės ir praktinės patirties. Dauguma jų taip pat jau ilgai dalyvauja mokslinių tyrimų veikloje, tai padeda gerinti ugdymo lygį. Dėstytojai informaciją apie naujausias technologijas gauna studijų kelionių metu, lankydami parodose užsienyje ir t. t. ir ja pasinaudoja dėstydami. Dėstytojų amžiaus vidurkis yra šiek tiek aukštas, todėl universitetui siūloma parengti aiškų strateginį planą laipsniškai pereiti prie žemesnio dėstytojų amžiaus vidurkio, tai padėtų ilgalaikėje perspektyvoje pasiekti aukšto lygio kokybišką ir stabilų dėstymą. Tačiau kursinius darbus reikia žymiai tobulinti turinio, tikslo ir metodų apibrėžimo bei citavimo atžvilgiu.

Ekspertai įsitikino, kad studentai turi gerą materialiąją bazę studijoms, laboratorijos yra labai gerai įrengtos, taip pat yra galimybė įgyti praktikos įmonėse. Siekiant dar labiau pagerinti programos kokybę ateityje, rekomenduojama universitetui stengtis atnaujinti dėstymui naudojamą programinę įrangą ir įsigyti naujausią programinę įrangą susijusiose srityse.

Studentams reikia daugiau praktikos. Jie turėtų labiau stengtis įgyti daugiau žinių, kaip naudoti specializuotą žemės ūkio programinę įrangą kasdienėje veikloje. Daugiau dėmesio reikia skirti vadovavimo įgūdžiams tobulinti ir aktualioms žinioms apie naujausias technologijas įgyti.

<...>

III. REKOMENDACIJOS

1. Dabartinis studijų turinys neapima dalykų, susijusių su tiksliuoju žemės ūkiu ir integruotu kenkėjų, piktžolių ir ligų valdymu, procesų valdymu ir efektyvumo didinimu. Ekspertai rekomenduotų pašalinti šiuos trūkumus įsigijus specializuotą žemės ūkio programinę įrangą ir įtraukus naujas paskaitas minėtomis temomis. Tai svarbu rengiant aukštos kvalifikacijos žemės ūkio vadovus, kurie galėtų atitikti esamus ir būsimus rinkos poreikius ir tendencijas bei privalomus vykdyti ES teisės aktus.
2. Ekspertai rekomenduoja gerinti dėstytojų ir studentų anglų kalbos įgūdžius, tai leistų sustiprinti programos tarptautiškumą ir suteiktų galimybę įgyti daugiau profesinės informacijos apie naujausias technologijas užsienyje skaitant profesinius žurnalus ir informacinius dokumentus.
3. Siūloma sukurti skaidresnę sistemą įtraukiant socialinius partnerius ir studentus į reguliarių programos atnaujinimą, siekiant užtikrinti, kad programa atitiktų plataus spektro socialinių partnerių žemės ūkio sektoriuje dabartinius ir būsimus darbo rinkos poreikius.
4. Ekspertai siūlo išplėsti bendradarbiavimą su socialiniais partneriais, atsižvelgiant į tai, kuriose srityse socialiniai partneriai gali efektyviau prisidėti prie programos, pvz., pasiūlyti daugiau praktikos ir darbo vietų studentams.
5. Ekspertai rekomenduoja universitetui parengti strateginį planą dėl dėstytojų kaitos siekiant sumažinti vidutinį dėstytojų amžiaus vidurkį ir garantuoti sklandų perėjimą palaiptiniam stiprinant dėstytojų komandą pagal amžių.
6. Kalbant apie kursinius darbus, ekspertai rekomenduoja, kaip privalomą dalį, įtraukti turinio aprašymus ir paaiškinimus, kas kiekviename darbe yra atliekama ir koku tikslu.

<...>

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)