STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

UTENOS KOLEGIJOS (aukštosios mokyklos pavadinimas)
STUDIJŲ PROGRAMOS "*ŽEMĖS ŪKIO TECHNOLOGIJA*"
(valstybinis kodas – 6531IX007,653D77003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "*AGRICULTURAL TECHNOLOGY*"
(*state code – 6531IX007, 653D77003*)
STUDY PROGRAMME
at UTENA COLLEGE (higher education institution)

Review' team:

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2. **Prof. dr. Dietrich Darr,** *academic,*
3. **Prof. dr. Endla Reintam,** *academic,*
4. **Mr. Povilas Drulis,** *representative of social partners'*
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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Žemės ūkio technologija*
Valstybinis kodas	6531IX007, 653D77003
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Žemės ūkio mokslai
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji (profesinio bakalauro)
Studijų forma (trukmė metais)	Nuolatinė – 3 metai, ištęstinė – 4 metai
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žemės ūkio technologijų profesinis bakalauras
Studijų programos įregistravimo data	2004.03.15

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Agriculture Technology*
State code	6531IX007, 653D77003
Study area	Biomedical Sciences
Study field	Agricultural Sciences
Type of the study programme	College studies
Study cycle	First (professional Bachelor)
Study mode (length in years)	Full-time – 3 years, part-time – 4 years
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of Agriculture Technologies
Date of registration of the study programme	15.03.2004

CONTENTS

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 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 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.	Utena College Strategy Plan for the Enrollment of Prospective Students (2017) (Utenos kolegijos būsimų studentų pritraukimo strategija ir planas).

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

Utenos kolegija, Utena University of Applied Sciences (Utena UAS) is locating in the East Aukštaitija region. After international external institutional assessment, by the decision No SV6-39 of 14th August 2012 of the Director of the Centre for Quality Assessment in Higher Education, Utena UAS was accredited for 6 years. Utena UAS offers the first cycle college level Professional

Bachelor's degrees in the fields of social, technology and biomedicine sciences currently in 21 study programmes, which involve over 1800 students. There are two main organizational subdivisions at Utena UAS: the faculty of Business and Technology and the faculty of Medicine with 9 departments within the faculties. To support successful organization of studies the Department of International Relations, Department of Studies, Department of Strategic Development, Department of Accountancy and Finance, Carrier Centre, Centre of Electronic Learning, Library, Economy Service are included to the Utena UAS. The grounds for the control of the quality bases on ISO 9001:2008 Quality Management Standard, EFQM perfection model as well as the standards and guidelines for the assurance of quality in European Higher Education.

Agriculture Technology study programme is implemented in Technology Department of the Faculty of Business and technology. The programme was started in 2004 and was reviewed by international external experts in September 2013. The programme was approved positively and accredited for 3 years. The main area of improvement was the programme management as the college didn't had clear and coherent strategy on how student recruitment to this course will be carried out at the increasing dropout and reducing numbers of the students (entering and studying). Also it was suggested to strengthen the cooperation with Alanta Technology and Business School as Agricultural Technology study programme of Utena College (UC) is delivered at the Public Entity Alanta Technology and Business School premises. All comments regarding the facilities, resources and study environment are made bases of these resources as that is the place where the students of this programme are locating most of the time of their studies. The improvement of English skills of the students and teachers, finding of new social partners among big farmers, improvement of possibilities of practical training of part time students, inclusion alumni and social partners more deeply to the curricula development, was also suggested by external reviewers. Conclusion was made that the programme is well developed, there are competent teachers and good quality infrastructure available, but without students, the programme will not exist.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 11th April 2017.

1. **Mr. Michael Pearson (team leader)** *principal of Gurteen College, Ireland.*
2. **Prof. dr. Dietrich Darr,** *professor of Agribusiness at the Faculty of Life Sciences, Hochschule Rhein-Waal, Germany.*

3. **Assoc. Prof. dr. Endla Reintam,** *professor at Institute of Agricultural and Environmental sciences, Estonian University of Life Sciences, Estonia.*
4. **Mr. Povilas Drulis,** *Managing director at JSC Agrotikslas, Lithuania.*
5. **Mr. Gabrielius Jakutis,** *student of Vilnius University Faculty of Medicine, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

As an Annex 8 of the Self Evaluation Report (SER), the project aims and learning outcomes are presented clearly. The learning outcomes are defined according to the Lithuanian standards and fits with the study programme aims. The information about the study programme and the learning outcomes is available on the college website and via UTENA UAS paper publications, also in the Open Information, Counselling and Guidance System AIKOS, in Association of Higher Education Institutions of Lithuania to Organize and Coordinate Common Admission Procedures (LAMA BPO) websites. Open days are organized to introduce the prospective students to the study programmes in general. Although, no information about study outcomes is presented in English on the college website. There is no information in the SER and also the management team of the college did not give any information about what kind of specific actions have been taken to announce specifically the *Agricultural Technology* study programme.

According to the analysis presented in the SER by the data of Lithuanian Labour Exchange, as well as according to the feedback from the employers and social partners during the site visit, there is a lack of employees in agriculture. Young, hardworking, tolerant professionals showing initiative are needed in the labour market according to the employers. According to the aims of the programme, the college educates specialists*, who are „able to apply modern agriculture technologies and prevention measures in the professional activity, able to analyse and creatively apply acquired knowledge as well as constantly learning under conditions of the establishing knowledge society".* However, when the experts asked the employers during the site visit if the college had been providing the students with all these characteristics, the feedback was that „partially". The discussion with students and employers revealed, that often, if the practical training is done in the students home farm, they suffer from the lack of knowledge of modern agriculture technologies. The evaluation team revealed during the discussions with the students that they also have modest communication skills. Even when questions were asked in Lithuanian, the answers were short, without real discussion. Low number of students leads to poor attendence of lectures. During the interviews with students, it was revealed, that the attendence sometimes equals only to 1

student, therefore it is difficult to develop communication skills and thus the learning outcome "*Will learn independently, will communicate in own and foreign language, will apply the opportunities provided by information technologies, the principles of professional ethics when analysing and summarising activity results"* is difficult to reach. Moreover, this also depresses motivation and the atmosphere in the college, which can inevitably further reduce the number of students interested in studying this programme in Utena college.

It is pointed out in the SER that the demand of agriculture and livestock specialists will increase in the near future or at least remain the same. In addition, there is a lack of the specialists now. So, this programme is important to fulfil the gap between the demand and current number of specialists, and the aim of the study programme and learning outcomes match to the strategic aims, the vision and mission of Utena UAS for 2014–2020 to train and educate the professionals, meet the demands of the regional, national, and European labour market and to create opportunities of lifelong learning.

The objectives and learning outcomes of the programme were revised and corrected lately in 2016 according to the feedback from the students and employers and also re-adjusted according to the requirements of the order of the Minister of Education and Science of the RL No V-501 of 9 April 2010 the issue of 26-11-2014. Study programme aims and intended learning outcomes are formulated following Agriculture Technologist's Training Standard, approved by order No ISAK-2039/11-301 of 31 December 2004. The setup of the programme enables to reach the aims and learning outcomes during full-time and part-time studies. The main priority is set to the achievement of practical skills. And thus it may be concluded that the programme fits with the standards set to the agriculture technologists on the college and professional level.

The generalisation of the feedback from the employers' and social partners' surveys resulted in reviewed specialization: Organization of Agriculture Activity. Descriptors of two subjects – Project Management and Logistics of Agriculture Products, two subjects have been rejected – Logistics of Commercial Activity and Products Quality Management. The specialization Field and Garden Plant Seed Growing, unpopular and not selected by student's, was replaced by a new specialization Production and Management of Renewable Energy. In light of the currently low student enrolment, the experts would like to encourage the college to further develop innovative teaching modules on topics relevant for the modernizing agricultural sector and responding to the interests of prospective students. This could also help further differentiating the study programme from similar courses offered elsewhere in Lithuania thereby increasing its attractiveness and contributing to its unique profile.

Although the programme title reflects the content of the programme; it doesn't attract young people to study on this programme. The programme in its present content and aims attracts only those students from family farms of the nearest region and doesn't give employees to the labour market, even majority of the graduates are working on the speciality area as was described in the SER and approved by the site visit.

The aims of the study programme and learning outcomes should be revised according to the specific needs of labour market, employers, and possible student's expectations. More effort should be paid to attract and maintain students without agricultural background as in its current form the aims and outcomes doesn't attract enough students to run this study programme. This could be achieved, for example, by collaborating more intensively with social partners in other parts of Lithuania and/or industry partners who are particularly innovative and leading in their respective fields, by constantly updating teaching contents/ methodology and/or by intensifying and promoting more actively study abroad opportunities and other forms of international academic collaboration for students and staff. If the renewable energy is the point to attract more students, the review team suggests to make it more visible in the aims of the programme. As there are increasing quality requirements for livestock products the quality concept should be stressed out more clearly in the learning outcomes. At the moment, the subject is included to the different courses (for example *Planting Technologies, Horticulture and Olericulture Technologies, Marketing, Fundamentals of Veterinary* etc.) and is not so visible.

The study outcomes do not indicate the achievement of the skills needed in broader area than Lithuania. According to the SER and interviews during the site visit, the expert team does not see the Utena college students being competitive in the EU labour market as well as being very narrowly oriented specialists for local labour market. It is evident that the college teaches them good farming skills, but students obviously lack qualities of agronomy business managers or sales representatives (also mentioned in the chapter 2.5). While the college has the infrastructure, competence and technical capacity available, which are required to modernize the programme, the experts conclude that the programme aims and learning outcomes need to be reviewed in order to better affect the required changes.

2.2. Curriculum design

As it reveals from the SER and site visit, the study programme is prepared according to regulations of Lithuania (see previous section) and fits with the requirements of the college level of professional bachelor programmes. The main criteria for college education – to be more applied and practice oriented, is fulfilled. Total volume of practices is 30 credits in the current programme,

including cognitive practice (6 credits), practice of farming technologies (9 credits), practice of mechanization of farms (6 credits), and final practice (credits 9), thus fulfilling the criteria to have at least 30 credits of practice in the curricula. The volume of final theses (9 credits) is fulfilled and there are no more than 7 subjects per semester, including practice as it is required in the legislation. Professional internship covers 24 credits as required.

The study programme is coherent and subjects are not repeated according to data presented in the SER and according to the feedback from the students during the site visit. The Study Programme Development Committee is responsible on the coherency of the programme and constant discussions (at least once per year) between teaching staff should avoid the overlapping of the topics.

According to the SER the general studies are in the frame of the requirements with 16 credit points, subjects of the study field (155 credits) consists from 101 credit, practices 30 credits, specialization subjects 15 credits and final work 9 credits. The workload is considered 25-28 work hours per one credit according to the European Credit Transfer and Accumulation System (ECTS) principles and national legal acts requirements. The full-time students are satisfied (according to site visit) with the contact hours and self-study workload, what is for them 53% from the time, according to the SER. However, according to the SER the high dropout (ca 50%) of part-time students relates to high self-study work load (79.1%). Unfortunately, it was not possible to talk with part-time students during the site visit to find out their satisfaction with the workload.

The content of courses and described (Annex 3in the SER) study methods (lectures, seminars, discussions, site visits, practical training ect.) enable to achieve the intended learning outcomes. However, it needs more commitment from the students without farming background. As the site visits revealed and was described in the SER the drop out is higher inside of students without farming background. The specific tutoring or change of study methods is needed for these who are without farming background to encourage finishing the studies.

Subjects of study correspond to the type and cycle of studies. Every subject is described according to requirements. Aims, learning outcomes, content, timetable, rules of examination are presented, as well the study methods and achievements assessment methods are foreseen. The study programme is constructer in the way, that there is possible to achieve the learning outcomes. There are more contact hours in the beginning of studies (lectures, practical work) and more time is left free for thesis preparation in the end. The final training should be related to the thesis compilation.

In their courses teachers use scientific papers to introduce the latest academic and technological achievements for students, however the expert team has doubts, if the English language skills both of students' ant the teaching staff is proficient enough to critically analyse

publications in foreign language. To improve the language skills, some parts of courses are taught in English, such watching videos and discussing them afterwards in English. GIS, AgroGIS and other programmes are used. However, during the interviews, the expert team was informed, that the students did not face any new and special technological achievements in the college, as most of them (or even more advanced) were already implemented in their own farms.

2.3. Teaching staff

The teachers of this study programme are working mainly with part time load. According to the SER, only 2 teachers out of 20 are working with full load on the programme. Although, the study programme fits with the criteria set for the college, to have enough teachers with professional experiences more than 3 years, as 13 teachers have practical experience more than 3 year (according to the SER, Annex 5). The qualification and the number of the staff are adequate. All teachers have qualification equal to the Master's degree or higher. According to the SER, 4 teachers have scientific degree and scientists teach 17.0% of the volume of study field subjects. There is good age balance of the teachers having young and more experienced teachers as well, as the average age of the teachers is between 41–55 years. There were 46 students on the programme and 20 teachers.

The teaching staff turnover takes pace according to the need raised by changes in the study programme to keep it on the professional level. In 2015 two new young teachers of age 32 and 30 with practical experience 6 and 5 years, started working in this study programme.

The teachers are offered favourable opportunities to update their qualification using ERASMUS+ mobility, didactic and language courses by the college. From the material given in the SER main text and Annex 5, it reveals that only up to 8 teachers participate in all the congresses, mobility programs and publish researches. During the site visit teachers confirmed that next to the local and international conferences they improve their professional skills on the seminars provided by different companies (for example fertilizer companies, and the Lithuanian commission of food and veterinary (i.e. a course on the African pig plague). They also take part in the courses offered by the college. However, their communication skills in English did not improve since the last evaluation. Although the college ensures abilities to improve the English language, it is evident that teachers are unwilling to take these courses as only two teachers could communicate in English during the site visit. The college should take measures to motivate the staff to take additional language courses.

2.4. Facilities and learning resources

The description of the facilities in SER and demonstrated during the site visit revealed that there are good facilities used by the college at Alanta Vocational Training School in terms of classrooms, laboratories with plant growing, cattle breeding, milk analyses, laboratory kits, IT facilities and library. It belongs 350 ha of land to the Alanta School. New agricultural machinery, as well old ones are available for the teaching process. The existing biogas facility and laboratory of renewable energy enables to teach this specialization in the highest quality. There are 3 IT classrooms with 12 working places each, where SMARTFARMER, AgroGIS, AgroSchool as well virtual learning environment are available for the students. As it revealed from the discussion with the students, the virtual learning environment is used more for part time studies than for full time studies. Considering the number of students, the number of classrooms is sufficient and IT facilities are adequate for the level of the course. However, lack of own age students and social relations can prohibit students interest to this study programme.

Practical training of all necessary steps for the study programme is possible in Alanta premises. However, as there are no milking cows on the place and Alanta land is managed organically. The recommendation during the previous evaluation was made to find new social partners inside of big conventional farms. According to these suggestions, in 2015–2016 agreements of cooperation were drawn with big farmers owning 300–500 hectares of land, operating the most recent agriculture machinery and devices. The cooperation expansion involves not only Utena region stakeholders, but also enterprises from Švenčionys, Rokiškis districts, farmers from Pasvalys, Pakruojis districts. According to the discussions with the management staff and with the teachers there are no financial limits to visit social partners. Cooperation agreement enables students to choose adequate training places.

The site visit revealed that the teaching materials are adequate and accessible for the programme students in the libraries of Utena and Alanta. The list of new teaching materials is included to the SER (Annex 9). According to that, there were obtained materials in Lithuanian as well in English as follow: Utena 28 local and 10 English; Alanta 49 local and 4 English. For both libraries, the EBSCO Publishing Data Base Package is available. As the site visit revealed, the computers in library are rather old with old operating systems (Microsoft XP). However, as students are using more their own computers and they have access outside of library information system, it is not a problem to access to the materials. According to the suggestions from the last time (to tight cooperation with associated partners to show students the newest technology), the agreements of cooperation were drawn with the grain processing company “Maltosa”, UAB; “SV Obeliai”, KB,

which produces quality oil for food, feeds, and the biodiesel industry; provides rapeseed cleaning, drying and storage services.

2.5. Study process and students' performance assessment

Admission to the study programme is carried out via Lithuanian Higher Education Institutes Joint Admission (LAMA BPO) in accordance with the general rules of admission. Information about the admission and the procedure of admission is presented on Utena UAS website. Admitted students are sufficiently prepared to study, their admission scores are in the range 1.5 – 3.1 from 10. The entry of students to the study programme is in accordance with the "General regulations of the association of higher education institutions".

It is still a problem with the number of students entering the programme: 2014 was the best year with 26 students (13 part-time, 13 full-time). In 2015 only 4 students entered, it was slightly better again in 2016 with 4 full time and 8 part-time students. It was described in the SER that only 57% from admitted students graduate, but the system is set for the students to achieve learning outcomes. However, as it was mentioned already earlier in the report, that there are difficulties to reach the learning outcomes for the students without farming background as they drop out.

The system of studies is well explained and the information is available. It is assessed by the management team and individually discussed with the students. For the students, the Student Academic Base is available, where students can see their progress results, receive information about the study payments, and optional subjects. However, high amount of self-study is problematic for the students directly entering from secondary schools. Due to the low number of students, more individual attention can be paid for each one of the students. In addition, students can feel alone and lack collective support as well as discussions with co-students. Not all learning outcomes can be reached if only one student is attending the lectures, as it is not possible to organize group works and train presentations skills among the other students. Also, lack of farming background makes difficulties to pass the courses as majority of the students have it and the study process is set up upon their interests and needs. Some basic background information gets lost and will not be explained.

There are some possibilities for the students to conduct research and to participate in student conferences with their reports. As an example, according to the SER, in 2016 student's poster presentation Cherishing and Preservation of Cultural and National Heritage in Alanta Estate was presented during the international students' conference at Utena UAS "A Country that is Good to Live In". The group visits are organized to the events targeting at agriculture development and progress, such garden-blossom festival ect. However, few of the students are using the opportunity

to present their own results. Applied science activities are mainly related to the final theses not with the research projects of the supervisors. As the discussion with the social partners and employers revealed, they usually don't order any specific project from the college, rather support with the data students' final theses. According to the CVs presented in the SER and discussions with the teachers during the site visit, no applied science projects are available for them at the moment. However, teachers take part of the organization local and international conferences in Lithuania.

Students are encouraged to take part in mobility programmes and to present their results on the conferences. There are some examples in the SER, such the visit on 12-25-th of May 2013 to Finland and Norway under the topics Automated Greenhouse Management and Modern Plant-growing Technologies in the framework of the EU Education Exchange Support Fund Leonardo da Vinci mobility project NoLLP-LdV-VETPRO-2012-LT-0721. However, the discussion with the students revealed, that they are not very interested to use mobility possibilities, as the college encourages them to go to the neighbouring countries what is in the other hand not in the interest of the students due to the similarity.

The procedures of scholarship fund and one-time incentive payment of scholarships are regulated by Utena UAS Scholarship Regulation Order. There is a system of social and stimulus scholarships as well a study loan. The students participated in the meeting with evaluation team were satisfied with the help of college to organize scholarships for the studies. They can always communicate with the teachers, who will help them, as well with the tutor or administrative staff. However, even the system is set properly, the students with no deep interest to the subject will drop out.

During the site visit students confirmed the assessment system described in SER. They are aware about the evaluation criteria, which are introduced in the beginning of every course. The system of examination and the evaluation of final theses are regulated with different acts at the college and available on college web-site. More consultations are given to the students; as well 8 hours' course about the organization of studies was included to the study programme.

The discussion with employers and social partners revealed that they are satisfied with the level of education in the college and with the skills of the graduates. The employers highlighted the following personal properties of the employees: honesty, hardworking, tolerance, respect, not to avoid bad conditions (weather, smell, time regime), initiativeness. Does the college provide such characteristics, the answer was, that partially. Also, according to the social partners' students lack communication skills and self-presentation abilities.

According to SER, in 2015 all the graduates of the study programme were employed – 85.7% out of them work according to the degree they were awarded with. In 2016, 100 % of the

graduates were employed, 42% out of them are working according to the degree they were awarded with. These results reveal that the programme graduates are in expectations of programme operators and employers. There is regular system set in the college to assess the employability of the graduates. However, during the interviews students' did not display qualities of critical thinking and did not seem to be seeking for higher career goals. Taken this in addition with poor command of English, the expert team does not see the Utena UAS students being competitive in the EU labour market as well as being very narrowly oriented specialists for local labour market. It is evident that the college teaches them good farming skills, but students obviously lack qualities of agronomy business managers or sales representatives. The college must put all efforts not only to teach students practical skills, but also to form them as universal and strong personalities, that are ready to face the challenges of the modern labour market.

The campus is not well suited for young individuals that also seek for out-of-college activities and revel. The college should think of a way, how to involve students in more extracurricular activities, i.e. to launch a private bus between Alanta and Utena, to help students reach bigger city with more possible activities more easily.

According to the SER, the fair learning environment is ensured, as the Utena UAS Administration and Students' Dispute Commission is composed to deal with appeals, acting under regulations. There haven't been serious conflicts between students and teachers lately. However, students are aware about the appeal possibilities in the college. The similar possibilities for part-time students as full-time students to get practical experiences (in lab) have introduced lately. The dropout is still high.

2.6. Programme management

According to the SER and site visit there is a comprehensive management of the study programme. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated and staff included in the decision-making processes for this course. There is developed a SPC, which is focussed on this course and not on the all courses within the College. Rights and responsibilities of the SPC are regulated by the Regulations of a Study Programme Committee of Utena UAS. The management of the programme takes place through several management levels: department, the faculty, UAS administration, self-government institutions of UAS. The responsibility of the implementers of the study programme is defined by the following documents of Utena UAS: the Statute, the Quality Guide, activity regulations of the earlier mentioned self-government bodies (e.g. the Board, the Academic Board), activity regulations of

organisational subdivisions (a department, common departments, centres, and services), position descriptions of the employees and other documents.

The direct monitoring and evaluation following the position description is executed by the head of the Technology Department, the Dean of the Faculty, who constantly evaluates the feedback as was stated in the SER and discussed during the site visit. The SPC reviews the programme annually and acts if needed.

As it was described in SER and discussed during the site visit, the college staff annually meets with social partners and considers all suggestions, such new things to serve the farmers. It was pointed out by management staff as well by employers and social partners that a lot of attention is paid on cooperation with companies. However, it hasn't had any help to get college more students for this study programme. It had already been emphasised during the last international evaluation that one way to get more students would be via the social partners. Employers recognized the problem of getting good students and agreed that the programme needs more promotion but didn't offered any solutions from their own site.

According to the SER there is the Internal Auditor at Utena UAS whose responsibility is to analyse the quality of studies and their results, monitor the progress of the college, evaluate systematically and comprehensively risk management and the internal check-up and monitor the internal quality of studies. The evaluation team revealed that the system is well described on the paper, but hasn't helped to improve the study programme.

The evaluation team also revealed that college haven't taken seriously the last recommendations about students' recruitment strategy. The main comment from the evaluators in last time was that there was no strategy to appetize the students to come to study on the *Agricultural Technology* study programme. Since 2015 two strategic documents were approved by Utena UAS Rector's Order No V-216 of 21 November 2016: Student Enrolment to Utena UAS Strategy for the Period 2016-2018 and The Plan of Measures for Student Enrolment to Utena UAS for 2016-2017. The evaluation team asked to see the document and the first mentioned document was presented. The experts revealed that this document was too general and suitable for the whole college (this was explained also by the management team during the meeting) and was not really a strategic document, rather the collection of ideas. There was only short remark about the *Agricultural Technology* study programme – to introduce it to the Alanta Vocational School students. No strategic document to recruit the students to the specific programme was introduced to the evaluation team. Based on this and other previously described weaknesses, the evaluation team can draw a conclusion, that this study programme is more important to the Alanta Vocational School than Utena UAS.

Even if the information about the study programme is available on the college web-site and on the Open Information, Counselling and Guidance System AIKOS, on the Association of Higher Education Institutions of Lithuania to Organize and Coordinate Common Admission Procedures (LAMA BPO) websites, it is not visible for the possible students in the region and in Lithuania broader. The students who participated on the meeting with evaluation team got the information about the programme from their relatives and friends. They concluded that there is not enough information available about the college and the *Agricultural Technology* study programme. The clear vision, what this study programme should be, who and how to attract these possible students, is still missing.

III. RECOMMENDATIONS

1. The college should develop clear vision of the *Agricultural Technology* study programme in accordance with state, employers as well with possible students' needs.
2. The college should develop clear and coherent written strategy on how student recruitment specifically to this course will be carried out, not as one of the many courses of Utena.
3. The college should take measures to motivate the staff to take additional language courses.
4. The college must put all efforts not only to teach students practical skills, but also to form them as universal and strong personalities, that are ready to face the challenges of modern labour market.
5. The college should introduce specific tutoring system for the students without farming background.
6. The college should improve the teachers' scientific activity to attract more applied projects in cooperation with enterprises, as well to be able to teach the newest scientific and technological achievements.

IV. SUMMARY

Utena College has developed in cooperation with Alanta Vocational School a good basis for the agricultural technologists' education. There is a high demand of these specialists on the labour market in Lithuania. The aims and learning outcomes of the programme are well defined and publicly available in the college web-page as well in other educational systems in Lithuania. The curriculum is designed according to the requirements of the state. The changes in specializations were made according to the feedback of students and social partners and the part of renewable energy was introduced in the curriculum. However, the changes made didn't increase the recruitment of the students to the programme thus it doesn't insure that named specialisations are really needed on the Lithuanian labour market. Although, the programme title reflects the content of the programme, it doesn't attract young people to study on this study programme. In its present, the study programme content and aims attracts only the students from family farms of the nearest region and doesn't give employees to the labour market, even majority of the graduates are working on the speciality area as was described in the SER and approved by the site visit.

The programme teachers are working mainly with part time load – only 2 teachers out of 20 are working with full load on thus programme. Although, the programme fits with the criteria set for the college, to have enough teachers with professional experiences more than 3 years and have teachers in different ages to ensure consistency of teaching.

Alanta Vocational School offers for Utena College students' proper facilities and learning environment. However, lack of own age students and social relations can prohibit students interest to the study programme. The study process itself is well organized and controlled by the regulations of the college. Students are aware on the requirements and their right. They appreciate college support in study process as well in social problems. However, very small number of students prohibits achievements of all learning outcomes, as group work alone in the lecture is not possible.

The management of the programme is regulated with the college regulations. The Study Programme Committee is acting as the main evaluator of the programme. The college has developed general strategic plan to recruit more students, however no strategic document to recruit the students to the specific programme was introduced to the evaluation team. Based on this and other previously described weaknesses, the evaluation team can draw a conclusion, that this study programme is more important to the Alanta Vocational School than Utena UAS.

V. GENERAL ASSESSMENT

The study programme *Agriculture Technology* (state code – 6531IX007, 653D77003) at Utena College 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	2
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	**15**

*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:	Michael Pearson
Grupės nariai: Team members:	Dietrich Darr
	Endla Reintam
	Povilas Drulis
	Gabrielius Jakutis

Vertimas iš anglų kalbos

UTENOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ŽEMĖS ŪKIO TECHNOLOGIJA* (VALSTYBINIS KODAS 6531IX007, 653D77003) 2017-06-16 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-130 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Utenos kolegijos studijų programa *Žemės ūkio technologija* (valstybinis kodas 6531IX007, 653D77003) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	**15**

* 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

Utenos kolegija, bendradarbiaudama su Alantos profesinio rengimo centru, parengė gerą žemės ūkio technologų rengimo bazę. Lietuvos darbo rinkoje juntamas didelis tokių specialistų poreikis. Programos tikslai ir studijų rezultatai yra tinkamai apibrėžti ir viešai skelbiami kolegijos interneto svetainėje bei kitose Lietuvos švietimo sistemose. Studijų turinys sudarytas laikantis valstybės nustatytų reikalavimų. Specializacijos buvo pakoreguotos, atsižvelgiant į iš studentų ir socialinių partnerių gautą grįžtamąjį ryšį, į studijų turinį buvo įtraukta dalis apie atsinaujinančius energijos išteklius.

Nors programos pavadinimas atitinka programos turinį, jis neskatina jaunuolių rinktis šios studijų programos. Dabartiniu pavidalu studijų programos turinys ir tikslai yra patrauklūs tik studentams iš aplinkinių šeimos ūkių ir neduoda darbuotojų darbo rinkai, nors dauguma absolventų

dirba pagal specialybę, kaip buvo apibrėžta įsivertinimo ataskaitoje ir patvirtinta lankantis ekspertų grupei.

Programos dėstytojai daugiausia dirba ne visu krūviu – tik du dėstytojai iš 20 šioje programoje dirba visu krūviu. Nors programa atitinka kolegijai nustatytus kriterijus turėti pakankamai dėstytojų, kurių profesinė patirtis būtų didesnė nei treji metai, reikia turėti įvairaus amžiaus dėstytojų, siekiant užtikrinti dėstymo nuoseklumą.

Alantos profesinio rengimo centras suteikia Utenos kolegijos studentams tinkamą materialinę bazę ir mokymosi aplinką. Tačiau bendraamžių studentų ir socialinių ryšių trūkumas gali sumažinti susidomėjimą šia studijų programa. Pats studijų procesas yra gerai organizuotas ir kontroliuojamas kolegijos taisyklių. Studentai žino reikalavimus ir savo teises. Jie vertina kolegijos teikiamą paramą studijų procese ir sprendžiant socialines problemas. Vis dėlto labai mažas studijuojančių šioje programoje skaičius neleidžia pasiekti visų studijų rezultatų, nes negalima dirbti grupėje, jei paskaitoje dalyvauja tik vienas studentas.

Programos valdymas reglamentuotas kolegijos taisyklėse. Pagrindinis programos vertintojas yra Studijų programos komitetas. Kolegija parengė bendrą strateginį planą, numatantį, kaip pritraukti daugiau studentų, tačiau ekspertų grupei nebuvo pateiktas joks strateginis dokumentas dėl studentų pritraukimo į šią konkrečią programą. Remdamasi šia ir kitomis pirmiau nurodytomis silpnybėmis, ekspertų grupė priėjo prie išvados, kad ši studijų programa yra svarbesnė Alantos profesinio rengimo centrui nei Utenos kolegijai.

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III. REKOMENDACIJOS

1. Kolegija turėtų parengti aiškią studijų programos *Žemės ūkio technologijos* viziją, atsižvelgiant į valstybės, darbdavių ir potencialių studentų poreikius.
2. Kolegija turėtų parengti aiškią ir nuoseklią rašytinę strategiją dėl to, kaip studentai bus pritraukiami būtent į šią programą, o ne į visas Utenos kolegijos programas.
3. Kolegija turėtų imtis priemonių skatinant personalą dalyvauti papildomuose užsienio kalbų mokymo kursuose.
4. Kolegija turi stengtis ne tik ugdyti praktinius studentų įgūdžius, bet ir formuoti studentus kaip visapuses ir stiprias asmenybes, kad jie būtų pasirengę šiuolaikinės darbo rinkos iššūkiams.
5. Kolegija turėtų įdiegti specialią dėstymo sistemą studentams, neturintiems darbo žemės ūkyje patirties.

6. Kolegija turėtų pagerinti dėstytojų mokslinę veiklą, kad būtų galima pritraukti daugiau įvairių taikomųjų projektų bendradarbiaujant su verslo struktūromis, taip pat gebėti supažindinti studentus su naujausiais mokslo ir technologijų pasiekimais.

<…>

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)