



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

UTENOS KOLEGIJOS
STUDIJŲ PROGRAMOS *ŽEMĖS ŪKIO TECHNOLOGIJA*
(*valstybinis kodas - 653D77003*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *AGRICULTURE TECHNOLOGY*
(*state code - 653D77003*) STUDY PROGRAMME
at UTENA COLLEGE

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Žemės ūkio technologija
Valstybinis kodas	653D77003
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Žemės ūkio mokslai
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė – (3), iššęstinė – (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žemės ūkio technologijų profesinis bakalauras
Studijų programos įregistravimo data	2004-03-16

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Agriculture technology
State code	653D77003
Study area	Biomedical Sciences
Study field	Agricultural Sciences
Type of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Agriculture Technology
Date of registration of the study programme	2004-03-16

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The Centre for Quality Assessment in Higher Education

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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 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.	Supplement to Self Evaluation Report

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

The key point to be noted in this report is that students on this course are taught at Alanta Technological and Business School and all comments on facilities and resources are made based on these resources. The students are taught almost exclusively at Alanta but also have access to facilities such as libraries in Utena. The Alanta School of Technology and Business is a school with over 550 pupils and 50 teachers including a specialism in vocational agricultural training and has various practical resources including, most critically in respect of this report, a farm and associated teaching facilities and workshops of 350ha.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No.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 14th October 2014.

1. **Mr. Michael Pearson (team leader)**, *Principal of Gurteen College, Ireland.*
2. **Dr. Antti Pasila**, *Seinäjoki University of Applied Sciences, SeAMK Food and Agriculture, dean, Finland.*
3. **Dr. Endla Reintam**, *Estonian University of Life Sciences, Institute of Agricultural and Environmental Sciences, director of studies*
4. **Mr. Gediminas Viškelis**, *head of VŠĮ "Agroschool", project manager of AB „Agrowill Group“, Lithuania.*
5. **Mr. Vygintas Eidėnas**, *student of Mykolas Romeris University, Faculty of Politics and Management, bachelor studies, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme (hereinafter – course) aims and learning outcomes for this course are well documented in the Self Evaluation Report (hereinafter - SER) provided. There is a clear and coherent link between the programme learning outcomes of the professional Bachelor of Agriculture Technology who is able to apply modern agriculture technologies and prevention measures in the professional activity, able to analyze and creatively apply acquired knowledge as well as constantly learning under conditions of the establishing knowledge society and ultimately the subject learning outcomes of the following subjects: Plant-growing Technologies, Cattle-breeding Technologies, Mechanization of Agriculture, Horticulture and Olericulture

Technologies, Basics of Seed Farming and Basics of Management. Learning outcomes are being achieved also studying Biology and Biochemistry Basics, Cattle-breeding Technologies and Veterinary Basics subjects. Also, the intended learning outcomes of the three subjects: Plant-growing Technologies, Cattle-breeding Technologies and Mechanization of Agriculture are achieving the common intended learning outcomes – *will choose agriculture engineering and buildings*. Meanwhile, the learning outcome – *will organize the enterprise control process* – is being achieved by even thirteen subjects intended learning outcomes. The website for the college is to be commended for the English version but does not appear to go into this level of detail.

Liaison with the industry is apparent at several levels and the needs of the industry have been taken into account when developing the course syllabus. It is noted in SER that a survey of agricultural technologists prepared in 2011 was used to gather evidence on the needs of the labour market and discussions with employers, stakeholders, social partners and specialist practitioners also took place. For example, based on the survey, new intended learning outcomes were formulated: *will assess plant-growing technological processes; will assess cattle-breeding technological processes; will choose agriculture engineering and buildings*. Social partners, the Expert Team (hereinafter – ET) met, were happy with the level of knowledge and practical skills of students. The fact that external practitioners also are involved in teaching the course helps in this area.

The well designed programme and its learning outcomes are correct and applicable to this level of qualification offered. It is pleasing to see that the links with industry are obvious at lecture level and during work practice. As a Professional Bachelor, course involves significant amounts of practical training and professional practice, the education delivered on this course seems well suited to the needs of the industry. According the SER, practice and practical training takes 1642 hours, which makes more than 1/3 of the study programme scope.

The name of the programme is suitable and gives the industry an accurate description of the type of student graduating from this course. All aspects of the programme are linked together and co-ordinated with each other through the use of several modules to deliver course learning outcomes.

2.2. Curriculum design

The curriculum design meets the legal requirements for a Professional Bachelor of Agriculture Technology study programme. It has the prescribed number of 180 credits and the correct number of hours associated with these credits on both the full time and part time study routes.

There is a clearly documented list of modules delivered in each semester. This structure makes it easy to see how progression occurs within the course and that whilst subjects are complimentary to each other they do not overlap significantly in terms of subject delivery.

Subjects appear to be delivered in a logical order to ensure sequential learning at a progressively higher level. An example of this is Biology and biochemistry basics in semester 1 followed by seed Farming basics in semester 3 followed by specialism Seed production modules in semesters 5 and 6.

The content of the subjects is clearly defined and follows a consistent pattern throughout the documentation. The layout within the structure of each subject descriptor is excellent, with immediate clarity of how learning outcomes are achieved through subject topics and the processes and variety of student assessment. For example, it's been explained in the SER that the subject "Cattle breeding technologies" will enable students to assess cattle-breeding technological processes, execute a technological process, assess quality of performed jobs, choose agriculture engineering and buildings, organize agriculture production storage and sale. Study programme scope is not less than 180 credits, however, the number of subjects studied during one semester is not larger than 7 in order students could properly master knowledge and practical skills during the whole course. These factors combine to achieve the learning outcomes in the subjects. The production technology modules are comprehensive and ensure that student's knowledge of agriculture continues beyond the farm gate which is essential in today's world trade in agricultural commodities. This is evident in modules such as Plant Growing Technologies, where there is a very clear and coherent link from course learning outcome to subject learning outcome, the topics which enable this to be achieved and how assessment will be carried out.

There is a wide variety of topics like Plant growing technologies, Cattle breeding technologies, Veterinary basics, Mechanization of agriculture, Horticulture, Seed farming basics, Economics of enterprises, Management basics, etc., within the course of study and this should enable a student sufficiently cover all learning outcomes also successfully completing the course and to be well trained in the industry for which they hope to work in.

Expert Team thinks there is a significant amount of Self-Study time, which makes 52.3% of the study time for full time students and 79.1% for part-time students according the SER. Particularly, for part-time students, the subject specific recommended literature is a welcome addition to the study subjects' abstract document. The inclusion of websites in some subject descriptors is also valuable and should be encouraged.

Consistency of presentation of the subjects within the syllabus documentation provided is sufficient and each subject, where relevant, makes reference to up to date science and technology.

Basing on SER and evidence during the site visit, Expert Team concluded that the syllabus is adapted continuously to meet the needs of the rapidly changing industry at the moment; it reflects the latest achievements in science and technologies. Examples of this recently have been in the area of plant technology and growing.

2.3. Teaching staff

The teaching staff meets legal requirements for a course of this type and are well qualified to deliver the learning outcomes of the course. All members of the academic staff as is required by 58 Article of Science and Study Law of the Republic of Lithuania have acquired not lower than Master's Qualification Degree or a Qualification of Higher Education equated to it. On a professional bachelor course such as this it is essential to have people with significant practical experience teaching on the course. This is the case on this course with 10 out of 19 teachers having significant practical work experience.

There are sufficient staff available to teach this course. A combination of a total of 19 staff teaching a total of 3.08 full time equivalents means that adequate resources are available. With relatively low numbers of students, this model ensures that students can draw on the expertise of a reasonable number of people. Whilst some staff has a basic competency in English, as the Expert Team could see at the meeting with the academic staff, an increased emphasis on this area would be beneficial to staff and then subsequently to students. This in turn would help students adapt to and work in the European agricultural industry. Students told ET that at present they work mainly in Lithuania with one of the factors preventing them going abroad being language.

The college appears to have a good range of staff teaching on the course with a good blend of age, pedagogic experience, practical work experience and scientific experience. This is to be commended as this blend of youth, age and experience encourages varied and ever developing teaching methodologies and environments. The turnover of lecturers is acceptable and assures appropriate delivery of the programme. According to the SER, only 2 lecturers retired as they were of the retirement age and replaced by new teachers during 2012-2013.

Utena College appears to actively encourage staff development and training through a variety of seminars, conferences and courses which was confirmed during the discussions with teaching staff. According to the SER, the staff organized, took part or made their presentation in the following seminars and conference: *"Promoting Synergy between Business and Education"*, *"VET and Industry Collaboration in Lithuania"*, *"Sustainable Development Aspects: Theory and*

Practise“, etc. It was clarified to ET that there is a possibility of release from teaching duties for not longer than a year period (every 5 years) to undertake further scientific research in their speciality. During the above mentioned period, his/her average salary is paid. Opportunities have also been given and undertaken by staff to participate abroad under the Leonardo programme. Moodle has been introduced as a learning tool for students and the majority of staff have been trained and then actively use this virtual learning environment system. All in all, it can be stated by ET that college creates conditions for professional development.

Staff are undertaking and presenting research relating to this programme of study, such as the initiative every 2 years to present papers at the international scientific-practical conference ‘Sustainable Development Aspects: Theory and Practice’ organised at the college.

2.4. Facilities and learning resources

The facilities used by Utena College at Alanta are good in terms of classrooms, laboratories with plant growing, cattle breeding, milk analyses, laboratory kits, IT facilities with specialized agriculture software like “AgroGIS”, “Smart farmer”, “Smart dairy farm” and library. The numbers of classrooms are sufficient for the numbers of students and IT facilities are adequate for the level of the course. A concern in the IT facilities is the use of Microsoft XP as this operating system is now outdated.

The library facilities are suitable for this level of student and a variety of textbooks are available in the Alanta library. There has been a good attempt over the last 10 years to keep continually updating the stock of books alongside the copies of older yet still relevant texts. Students also have access to several databases and other literature through the IT facilities.

Alternative energy technology was well displayed in an innovative demonstration laboratory, alongside other more traditional science facilities. ET was told on their site visit that students are given an introduction to this area of land use. In ET’s opinion this is a valuable development of the course.

ET saw a greenhouse during the site visit and were told that vegetable growing facilities also exist. This facility is used not just as a production system, but also to feed the students in the college canteen.

The college has good analytical facilities in both the Milk analysis laboratory and the Plant growing laboratory where industry standard machines can be seen and also used by students.

ET thinks that a particular strength of the college is the 350 ha farm and the quality of the machinery in the workshops accessible and used by students from a variety of manufacturers including Kuhn and John Deere. When linked to the 300 tonne grain handling and drying facility and other facilities such as the biogas digester running on farm and food wastes this area is to be

commended. Livestock handling and operating facilities for cattle and sheep are also present, although further investment in livestock facilities would be beneficial to develop this area of teaching with facilities to demonstrate milking, milk storage and associated techniques. Students and teachers informed ET that they use these facilities during many practical sessions on the course.

A range of practical learning facilities were mentioned in several meetings at the premises of social partners but it is beyond the remit of this Report to comment on these as they were not visited. According to the SER, the College has concluded cooperation agreements where opportunities to perform practice are foreseen in large-size and medium-sized farms of Utena region: Ina Jamantienė's ecological farm, Arvydas Čereška's farm, Danutė Mažeikienė's farm, Valerija Sinevič' farm, Bronius Skebas' farm, Stanislovas Grajauskas' farm, Alvydas Šeikis' farm, Zenonas Lasys' farm, Private Company Alantos Agroservisas (Alanta Agroservice), etc. Students did comment that the practical subjects and practice were very useful to them after graduation.

2.5. Study process and students' performance assessment

The entry of students to the course of study is in accordance with the 'General regulations of the association of higher education institutions' and is further enhanced by the detail found on the website.

The entry criteria for students is well documented in the SER and whilst there is some variation in their competitive entry score from year to year, this is understandable and explained by the relative influence a graduation exam in biology may have when not all students take it at all.

Recruitment numbers have fluctuated on both the part time and full time routes over the last 7 years. 2013 had no recruitment of students whereas 2014 numbers of students are 11 full time and 11 part time. It is a worrying trend to have no students admitted to a full time programme for 4 of the 7 years documented in SER and that part time numbers, whilst more stable, have also fluctuated. Whilst it is acknowledged that the funding methods for students has changed over the last few years and 16 state funded places are now available on the full and part time route this whole area of consistent student numbers gives the most cause for concern. The College at present has some ideas on how to recruit more students on a regular basis by visiting schools but this should be developed into a coherent strategic plan developed by Utena College in conjunction with Alanta. This is discussed further in section 2.6 of this report.

As mentioned extensively in section 2.2 of this Report, curriculum design area, the study process is well organised and enables the participants to achieve the learning outcomes thus equipping them to work in the industry. During the site visit Alumni of the course indicated that the

achievement of the learning outcomes, documented in SER, helped them to either find employment in the industry or to assist them in developing their own farm. Graduates of this course have taken part in national milking competitions, achieving a very commendable second place in 2013.

Care must be taken when a course is delivered by both full time and part time routes that each group of students is given the same quality of delivery in the course and can thus both achieve the learning outcomes. ET feels that whilst the increase in self-study hours and decrease in contact time is possible to be accounted for in lecture sections by innovative methods such as moodle and other distance learning tools, this is not so easy to achieve in the practical sections. Although part time students mentioned during the visit they received sufficient teaching and instruction, care must therefore be taken to minimise the impact of this.

As all students have to complete a thesis in their final year, most of which have a research element, students said they are encouraged to be involved in research. When analysing the final theses, ET found this research is at a very basic level and little use of scientific databases or research in the study process.

During the site visit students confirmed to ET they participate in a variety of seminars, conferences and activities outside the normal class delivery indicating definite encouragement by the College and staff to participate in these activities.

Students said at the meeting with ET that as a part of their practical training they would like to visit more crop farms in different regions of Lithuania, not only in the region where the College is based. It could be also beneficial for Alanta: to be widely known and to attract more students. This in turn could also lead to more employment opportunities for graduates.

Students also are given the opportunity to participate in student mobility programmes and even only few students have participated in this over the last few years, an example is set for future students to follow this route of the study. These students took part in visits to Finland and Poland.

Academic support is given to students, particularly when producing their final thesis. Throughout their stay at the College, each group of students is allocated a course tutor to be their first point of contact. Part time students are facilitated with support consultation at various times including Saturday every month. There was little information in SER about students' social activities but students had no complaints on this issue.

Financial support is evident for students with a scholarship system in place. College should be also commended on providing free soup and bread to all students every day which may also

contribute helping students with their financial burden. This opportunity is possible because of the integration of a working practical farm providing the raw material resources of food.

Concerning the assessment system, each subject has a clear assessment guideline. Students then have the opportunity in consultation periods to discuss and get the feedback on their work which is good. Moodle system is also used to assist in this area.

Graduates of this course therefore meet the requirements of the industry although social partners perceive that there will always be a problem with young people having enough motivation and skills to work in the industry. Graduates of this course are working in a variety of jobs such as on the home farm, working for other farmers and working in a milk collection.

According to the SER, the largest students' drop-out is noticed during the first years and only one or few students are drop in later years of the studies. The main drop-out causes were indicated as failure to study or insufficient study motivation. For example, in 2011, 25 students were admitted to the course - 16 of them finished the course. ET thinks College should take into account these numbers seriously and prepare a plan how to reduce student dropouts.

2.6. Programme management

There is a comprehensive structure of all layers of the College management and staff in the decision making processes for this course. The development of a study programme committee is a welcome development as this body is focussed on this course and not on the all courses within the College. It is considered essential that individuals at strategic layers of this structure take responsibility for recruitment onto the course and that coherent strategies are developed and then actioned by whoever is given the responsibility to bring more students onto the course. It is also critical that there is a reasonably constant number each year so that long term strategic planning can take place.

As it came clear to ET one lecturer has responsibility for this agricultural technology course in terms of coordinating the study programme, timetables and monitoring of the programme. The head of the department is responsible for study quality of this and other programmes. This seems to be a sensible division of the labour and should ensure that quality is maintained within the programme.

Students participate in the work of the course board, faculty board and Academic Council, although some of this is at strategic College level and not course specific. As all parties, including academic management, staff, students and the industry are involved in the process of evaluation, course development and improvement naturally follows on from this. There seems to be a comprehensive 'Feedback with customers processes' mechanism in place which caters for feedback questionnaires' from a variety of interested parties. For example, module satisfaction

surveys are carried out as are employer satisfaction surveys. These are very useful tools for determining the quality of the course. Information is therefore collected and analysed regularly about the course but ET would like to emphasize it is also important how the College uses the analyses' results.

It was claimed to ET during the site visit that a variety of stakeholders including Alumni club members, employers, department of Agriculture officials are involved in various ways in course improvement and as many lecturers are also practical people working for social partners this is a definite strength of the course. ET thinks these external people could be more effectively used to assist in the critically important role of getting more students on this course into the College. A wider group of larger employers involved in this process would be very beneficial to the College as these organisations employ significant numbers of staff, a potential jobs market for graduated. Students dropping out of the course at any stage make it difficult for management to plan teaching and delivery so strategies should be developed to fully inform students of the requirements of the course and the way in which learning will take place in an attempt to reduce this number of dropouts. As quality assurance procedures seem to be well documented the main and critically important weakness that ET sees in the programme management are low and inconsistent number of new students entering the course and relatively high students' drop-out rates.

Without students a course cannot exist so ET suggests that Utena College form a working group consisting of internal and external experts who prepared the SER identifying the problems. Once the reasons for low and inconsistent numbers of students are identified then a strategic plan can be developed to address this. Alanta school has a crucial role to play in this process but Utena College must take responsibility as the course is owned by them. In the time allowed for the visit ET cannot come up with this plan, merely suggest that action should be taken Alumni and social partners could be also possibly helpful here through the various clubs or associations assisting the College in its development plans.

III. RECOMMENDATIONS

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

The following therefore are ET recommendations:

1. Utena College must ensure that the agreements they have with Alanta Technological and Business school are secure and long term as the key to successful delivery of this course is the practical resources available at Alanta.
2. The College should develop a clear and coherent written strategy on how student recruitment to this course will be carried out, recognising that this is only one of many courses in Utena. A consistent number of students each year allows strategic development of the course and the resources needed to deliver it. Once a policy is developed, then management should ensure that responsibility for its execution is delegated to appropriate people and all are clear what their role is within the strategy. Once a policy had been introduced and put in to action, regular updating is also necessary to ensure that student recruitment grows into the future.
3. The College should develop links with social partners/large farmers in other regions of Lithuania, so that the good machinery and crop resources available at Alanta are more widely known and used to attract more students. This in turn could also lead to more employment opportunities for graduates.
4. An increased emphasis on use of English language would be beneficial to both staff and students so that a greater participation in international projects and exchanges becomes possible and is desired by all.
5. Whilst it is accepted that part time students have less contact hours than full time ones, care must be taken to ensure that the practical content delivery of the course to part time students maintains the quality needed on the course.
6. Students dropping out of the course at any stage make it difficult for management to plan teaching and delivery so strategies should be developed to fully inform students of the requirements of the course and the way in which learning will take place in an attempt to reduce this number of dropouts.
7. To make more use of Alumni and social partners, possibly through the various clubs or associations to assist the College in its development plans.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*

** if there are any to be shared as a good practice*

V. SUMMARY

Utena College, thanks to its links with Alanta, has developed the basics for delivery of high quality education to future farmers, workers and specialists in the Lithuanian Agricultural industry. The combination of good practical facilities, particularly in machinery and technology linked to the 350ha farm as a resource mean that this area of farming is well resourced. Further investment in livestock facilities would be beneficial to develop this area of teaching. The investment in technology such as biogas, fuel monitoring, demonstration laboratories, welding facilities and construction facilities further enhance this resource. These facilities, linked to a well motivated staff, and a College that is willing to help its staff developing means that the College has most of the building blocks in place to deliver high quality education.

The curriculum of this course is well designed and has been regularly updated to suit the needs of modern agricultural industries. Learning outcomes adequately match the syllabus and ensure that the course as designed meets the requirements of the course legislation. The resources of Alanta ensure that the teaching staff has good facilities to work in and this is reflected in the students satisfaction with the course and teaching. Enhancing the language ability of staff would be beneficial to the development of the course.

Without students, the course will not exist and at present, ET thinks, Utena College is too passive in the area of student recruitment. Coherent strategies must be developed to find ways of consistently recruiting more students each year onto the course, retaining them once they have been recruited and finding ways of providing financial help to students (if finance is a barrier to them coming in the first place). Links with social partners in large businesses may be a way of achieving this.

VI. GENERAL ASSESSMENT

The study programme AGRICULTURE TECHNOLOGY (state code – 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	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	2
	Total:	17

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

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

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

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

Grupės vadovas: Team leader:	Michael Pearson
Grupės nariai: Team members:	Dr. Antti Pasila
	Doc. dr. Endla Reintam
	Gediminas Viškelis
	Vygintas Eidėnas

**UTENOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS ŽEMĖS
ŪKIO TECHNOLOGIJA (VALSTYBINIS KODAS – 653D77003) 2015-01-22
EKSPERTINIO VERTINIMO IŠVADŲ
NR. SV4-15 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Utenos kolegijos studijų programa *Žemės ūkio technologija* (valstybinis kodas – 653D77003) 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	2
	Iš viso:	17

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

V. SANTRAUKA

Dėl ryšių su Alantos mokykla Utenos kolegija sukūrė pagrindus, leidžiančius būsimiems ūkininkams, Lietuvos žemės ūkio pramonės darbininkams bei specialistams suteikti kokybišką išsilavinimą. Praktiniams įgūdžiams ugdyti skirti materialieji ištekliai (ypač technika ir technologijos) kartu su 350 ha dydžio ūkiu rodo, kad ši sritis ūkininkavimo ištekliais yra aprūpinta tinkamai. Būtų naudinga daugiau investuoti į gyvulininkystės dėstymui skirtus išteklius, siekiant plėtoti ir šią mokymo sritį. Investicijos į technologijas, pavyzdžiui, biodujas, degalų kontrolę, parodomąsias laboratorijas, suvirinimo ir statybos įrangą, turimus išteklius dar labiau gerintų. Materialieji ištekliai, gerai motyvuotas personalas ir jam tobulėti padedanti kolegija, kuri turi didžiąją dalį pastatų, sudaro sąlygas aukštos kokybės mokymo paslaugoms teikti.

Studijų programos turinys geras, ir, siekiant kad atitiktų šiuolaikinės žemės ūkio pramonės poreikius, yra nuolat atnaujinamas. Numatomi studijų programos rezultatai atitinka atskirų

dėstomų dalykų turinį ir teisinio reglamentavimo reikalavimus. Alantos mokyklos turimi materialieji ištekliai užtikrina, kad dėstytojų darbo sąlygas tinkamos. Tai pažymėjo ir studijų programa bei dėstymu patenkinti studentai. Tačiau, sprendžiant studijų programos plėtros klausimus, būtų naudinga stiprinti personalo užsienio kalbos įgūdžius.

Jokia studijų programa negali gyvuoti be studentų, ir, vertinimo grupės nuomone, šiuo metu siekdama pritraukti studentų Utenos kolegija dirba per daug pasyviai. Privalu sukurti aiškia strategiją ir būdus, kaip kiekvienais metais į šią programą pritraukti vis daugiau studentų, o jau įstojusius studentus čia išlaikyti, surasti priemonių, kaip teikti studentams finansinę pagalbą (jei finansavimas yra pagrindinė stojimo į kolegiją kliūtis). Tam galėtų pasitarnauti ryšiai su stambiajam verslui atstovaujančiais socialiniais partneriais.

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III. REKOMENDACIJOS

Nors yra ir stipriųjų šios studijų programos pusių, tačiau tikimasi, jog šis vertinimas padės ją toliau tobulinti, siekiant, kad programa atitiktų šiandieninius sudėtingus Lietuvos žemės ūkio ir jo įtakos Europos rinkai sąlygojamus reikalavimus. Tai ypač svarbu tuo metu, kai visoje Europoje vyksta žemės ūkiui skirtų paramos struktūrų esminiai pokyčiai, dėl ko per artimiausius penkerius metus labai pasikeis žemės ūkio rinkos.

Todėl vertinimo grupė rekomenduoja:

1. Utenos kolegija privalo garantuoti, jog sutartys, pasirašytos su Alantos technologijos ir verslo mokykla, yra saugios ir ilgalaikės, nes Alantoje turimi praktiniam mokymui skirti ištekliai yra šios studijų programos sėkmingo realizavimo pagrindas.
2. Atsižvelgiant į tai, kad ši programa yra tik viena iš daugybės Utenoje siūlomų studijų programų, kolegija turėtų parengti aiškia ir nuoseklią rašytinę strategiją apie tai, kokių priemonių bus imamasi siekiant pritraukti studentų. Kiekvienais metais esantis pastovus studentų skaičius sudaro sąlygas, reikalingas strateginei programos bei jos realizacijai reikalingų išteklių plėtrai. Sukūrus tokią strategijos politiką, vadovybė turi užtikrinti, kad atsakingais už jos vykdymą bus paskirti tam darbui tinkami žmonės, ir kad jiems bus aišku, koks yra jų vaidmuo įgyvendinant šią strategiją. Parengus strategiją ir pradėjus ją įgyvendinti praktiškai, taip pat ją reikia nuolat atnaujinti, siekiant užtikrinti, kad programą pasirinkusių studentų skaičius ateityje didės.
3. Kolegija turi plėtoti ryšius su socialiniais partneriais ir stambiais ūkininkais iš kitų Lietuvos regionų tam, kad Alantoje turima gera technika ir augalininkystei skirti ištekliai

būtų plačiau žinomi ir tokiu būdu pasitarnautų pritraukiant daugiau studentų. Tai savo ruožtu sudarytų absolventams daugiau galimybių įsidarbinti.

4. Tiek personalui, tiek ir studentams būtų naudinga, jei kolegijoje daugiau dėmesio būtų skiriama anglų kalbos vartojimui, nes tada atsirastų ne tik noras, bet ir galimybė aktyviau dalyvauti tarptautiniuose projektuose ir mainuose.
5. Nors priimta, kad iššestinių studijų studentai turi mažiau kontaktinių valandų negu nuolatinė studijų studentai, tačiau privalu pasirūpinti ir užtikrinti, kad iššestinių studijų studentams skirta praktinė studijų dalykų turinio programos dalis būtų kokybiška.
6. Dėl bet kuriuo metu vykstančio studentų nubyrežimo programos dėstymo ir vykdymo darbus administracijai planuoti sunku, todėl, bandant šį nubyrežimą sumažinti, reikia parengti išsamias studentų informavimo apie programoje keliamus reikalavimus bei mokymosi būdus strategijas.
7. Įgyvendinant plėtros planus, kolegijai reikėtų labiau pasinaudoti absolventų ir socialinių partnerių pagalba, gal per įvairius klubus ar asociacijas.

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