



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kolegijos
AGROVERSLO VADYBOS PROGRAMOS (653N20004)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *AGRIBUSINESS MANAGEMENT (653N20004)*
STUDY PROGRAMME
at Vilnius College

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Agroverslo vadyba</i>
Valstybinis kodas	653N20004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2007-02-01; Nr. 150

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Agribusiness Management</i>
State code	653N20004
Study area	Social Sciences
Study field	Management
Kind 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 Management
Date of registration of the study programme	1 February 2007; No. 150

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I. INTRODUCTION

The Agribusiness Management study programme has been implemented in the Faculty of Agrotechnologies of Vilnius College since 1 September 2007. The purpose of the Agribusiness Management study programme is to “...train students to become specialists with the professional bachelor’s degree in agricultural sciences and arts, who meet economic and social needs of Vilnius region and the entire Lithuania; ensuring a modern study process complying with the European standards and develop an effective cooperation with representatives from the business world; developing students’ generic skills and civil values, necessary for the VIKO graduates’ future work and continuing studies.”

The programme is organized according to all relevant legal acts issued by the Ministry of Education and Science of Lithuania. It is also based on the internationally accepted frameworks on Quality Assurance in Higher Education and the Bologna Process documents.

The self-evaluation process was initiated in 2012 with the goal of monitoring the implementation of the programme. The team responsible for Self-evaluation report (SER) consisted of programme lecturers, university staff and students. All the collected data was presented in the detailed SER. The data covered 5 years period from 2007 – 2012. The following evaluation report was prepared by an international panel of experts based on the documents provided by the school. In addition to SER, the expert team collected information and evidence in the course of one day site visit to the Vilnius College. Meetings with administrative staff, with the staff responsible for the preparation of SER, teaching staff, students, graduates, social partners were held, various support services (classrooms, library, staff rooms) were visited and familiarization with students' final works was performed.

The members of the visiting panel wish to thank all of the academic staff, the students, the alumni and the representative of the social partners for the courtesy and cooperation extended to expert group on the occasion of the site visit. The willingness of the various stakeholders to engage fully in the various discussions is much appreciated. Last but not least the expert team would like to express gratitude to the Centre of Quality Assessment in Higher Education in Lithuania for all the support given to expert team before and during their visit.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aims and intended learning outcomes of the Agribusiness Management study programme are well presented in the description of the programme. The objectives of the programme are based on professional requirements for personnel in this field. The knowledge and abilities to organize and evaluate agribusinesses are emphasized in the description of the programme. The objectives of the Agribusiness Management are correlating to often used management cycle: the aim to be able to provide solutions in planning agribusiness, the aim to be able to organize agribusiness and the aim to be able to control agribusiness. In updating programme aims and intended learning outcomes a lot of work has been done already during the project “Renewal of Study Programmes at VK Faculty of Agrotechnologies”. Still there is a need to coordinate more intended learning outcomes of the programme with the learning outcomes of the concrete subjects. Currently there are too many stated outcomes that might become confusing/overlapping and could be subsumed under fewer outcomes. The study process might benefit from more concrete learning outcomes.

Programme content is consistent with the type and level of the studies. There is a visible attempt to constantly improve the content with more emphasis on practical issues and knowledge. That is happening in accordance with the idea of a higher non-university education where specific practical skills are more emphasized than generalized and/or theoretical knowledge. Hence, both the students and alumni emphasised that even more practical orientation of the programme is needed.

In principle the programme is relevant to the needs of labour market. According to the survey mentioned in the SER the need for this type of specialists is constantly rising. This increase is highly related to current developments in EU/around the world. The agribusiness as a field has tremendously changed and often requires totally new skills and knowledge, e.g. innovative work methods, understanding about ecological issues, skills to apply for funding, knowledge to conduct projects financed from the EU, knowledge to proceed with cluster management etc. The need for the specialists with such specific knowledge is especially high.

Hence, the philosophy behind the current programme management does not reflect this huge change that has already taken and is still taking place all over Europe concerning agriculture

(especially in the Central and Eastern Europe where agriculture as a field and a public policy topic has changed heavily during the last two decades). Currently the programme management is targeting agriculture as management of rural activities based on small or medium sized enterprises. The current trends in the business /agriculture are not fully reflected in the programme. EU laws, regulations and policies are rather underrepresented in the program. Taking into account that in *Agribusiness Environment* module some of these issues are dealt with (some EU laws, direct payments, assurance of multifunctionality of the agricultural sector, etc), there is still a lack of more specific subjects heavily needed for conducting nowadays agribusiness (new technologies, more information about EU funding, clusters in agriculture, etc.). Lack of the EU related topics might become one of the major drawbacks of the program as engagement in agriculture and in business is highly burdened without enough knowledge of the EU legislation, certifications and other rules. Limited information about certification schemes are provided in the module *Certification, Storage and Processing of Organic Products*, but more general information would be needed. EU spends around 40% of its budget to the agriculture via Common Agriculture Policy frameworks and for each person active in this field it is necessary to have knowledge on how to apply and work with structural funds. In addition, there is a necessity to present and to focus on the broader – European or even international – agricultural context. Such knowledge can be combined with practice arrangements in the EU farms outside Lithuania. Also bigger emphasis on the environmental issues, sustainable development and social responsibility could be useful. It is highly suggested that the agriculture as a field will be placed in the teaching process much more in the context of national/ EU agricultural policy and the context of major socio-economic changes and societal trends.

Despite many efforts the programme management has made, the programme is not too popular among the prospective students. In 2012/2013 there are 11 new students in the full time studies and 14 new students in the part time studies. The main reasons for low intake were indicated in the SER: low enrolment rates for crisis and post crisis years in Lithuania in general, increasing popularity of the study programme Enterprise Administration. If in 2009 the numbers of students enrolled and studying in both programmes were rather similar (145 students for Agribusiness Management and 154 students for Enterprise Administration), then in 2011 the sharp decline was visible for Agribusiness Management (57 students compared to 199 students in Enterprise Administration).

Until now the focus of the dissemination and marketing activities was on spreading general information about the programme. According to the teachers based on that high amount of

unmotivated students who study only to get higher education diploma (86 % respondents named it as the main reason why they had chosen studies in Agribusiness in the student survey executed in 2012) joined the programme. The target group of the prospective students defined currently by the programme administration is also very narrow (“children of the farmers”). Such narrow target group may cause unattractiveness of the programme for other potential students who are thinking more broadly or strategically, e.g. about launching business related to agriculture, opening shops for ecological food, etc. The aim is to have more motivated students, but these students might also come from other groups than just the ones from farmers’ families. It is recommended to keep the focus on attracting more motivated students, but to show additional value through expanding and deepening the programme while linking it to nowadays concepts of Agribusiness Managements. The school could improve the situation while improving the content of the curriculum, increasing the practical knowledge of the studies and changing marketing strategy.

In general, the name of the program, its content, intended learning outcomes and qualifications offered are compatible with each other. Hence, much more emphasis should be put of current changes in broader context of agriculture, e.g. EU framework, international collaboration, global market, etc. The agriculture as a field has heavily changed during the last decades and together with it also its content (what a person active in this field should know).

2. Curriculum design

The curriculum design meets all the legal requirements necessary in the Republic of Lithuania and in EU. It is divided into several modules such as general (20 credits), compulsory (80 credits), specialization module (20 credits +20 credits for practice), practice (20 credits) as well as optional courses (10 credits) and final assessment (10 credits). The spread of the modules is compliant with the legislation acts. The curriculum is designed thoughtfully starting with the introductory/general topics and possibility of specialization in the later semesters (5th semester in full time studies and 7th semester in part time studies). There are also several possibilities for conducting internships and practices in order to gain more practical knowledge.

During the meeting with the students the need for an introductory course was expressed. Objectives of such course are usually: different learning styles, abilities to take notes at lectures, time management, effective study skills, stress management, and how to prepare for and

complete assessment tests/examinations. The main aim is to help each student to develop a greater self-confidence and to achieve a better overall academic performance.

There are also some problems with repetitiveness of the courses, e.g. there is an overlap in the modules “Accounting and Finance” and more specific “Accounting for Agricultural Activities of Entities”. Even when taking into account that these two courses have different focus and the agricultural entities in Lithuania are empowered to fill in different forms than the standard and there are some significant features of agricultural cooperatives and farm capital (e.g. representation of grants and subsidies in accounting records, registration of natural losses etc) , it is still reasonable to reconsider the need for two different subjects and to consider combining them into one course. The same issue can be noticed in other modules, e.g. Management and Agribusiness Planning and Organizing. One can notice similar trend also among more general courses and more specific ones, e.g. the compulsory communication module has the following topics: 1) Requirements, general provisions and requisites for the preparation of business documentation 2) Business documentation. Business letters, their types. In addition, during the meeting with the staff it became clear that quite a few lecturers are not enough aware of the topics covered in others’ lectures.

Most of the subjects have practical classes or labs included to apply theoretical knowledge in practice or at least conduct a simulation. This is very important as the objective of the programme is to prepare specialists with the practical knowledge in agribusiness field. In the current fast-changing business environment the emphasis on the entrepreneurship and managerial skills both on national and EU level will become more and more vital. Unfortunately, emphasis on these fields is not presented enough in the programme. Even when the programme management has done a lot to include practical type of work in the modules (e.g. examine the trends of individual agricultural sectors and/or the tendencies in the national markets, to analyse the objectives of common agricultural policy, to model direct payment etc), more practical “hands-on” experiences would be appreciated both by the students and stakeholders. The choice of the modules is relatively sufficient to ensure the learning outcomes. Hence, the balance between more general subjects and specialization modules/ practices should be reconsidered. Too many specialization subjects with very narrow focus on technological issues might become an obstacle for introducing more general subjects which could cover such areas as the EU law, EU funding for the agriculture, application procedures for various certifications, corporate social responsibility and so on. To be more precise, the improvements in the curriculum should not be based just on the idea of broadening the subjects, but also on

deepening the knowledge. In other words, it might be better to revise the subjects or to unite some of them instead of introducing/adding additional courses to the curriculum. It might be enough to change the focus of the skills and knowledge taught in the programme instead of creating new additional courses.

3. Staff

The study programme is provided by the teaching staff meeting all legal requirements. The qualifications of the teaching staff are adequate to ensure learning outcomes. Most teaching staff is holding lecturer's position (16 teachers out of 18 teachers are working as lecturers) and just a few of them have doctoral degrees (2 PhDs, 3 of the teachers are PhD students). This might not be a critical issue as majority of them have practical experience in the field of business – 2 of the lecturers have or had in past their own enterprises, others have worked or are still working as analysts/professionals in the private or public sector. The average age of the staff is relatively young: 47 years (with the biggest group in the interval around 35 years). The teachers have relevant practical knowledge to deliver the classes and they are actively involved in everyday agricultural business.

One area for improvement could be low command of English and other foreign languages among teaching staff. The positive exception is the fluency of the majority of staff in Russian language. Relatively low level of English language might create barriers for active participation in the professional development programmes abroad. That is why it is advised to increase the knowledge of English among the staff. Hence, all of the personnel have been participating in various seminars, workshops and conferences in Lithuania. They have increased their knowledge and skills both in the areas of the subjects being taught as well as in the didactics of teaching. Their active participation in various seminars shows clearly teachers' high dedication to constant professional development. Their active teaching methods (group works, case studies, simulations, etc.) are especially admirable and these methods are highly appreciated also by the students.

According to the SER there are no teachers in the Agribusiness Management study programme who work for the programme full-time. 48% of the teachers belong to the Agribusiness Management department, 33% work for other departments and 19 % of the teachers are visiting lecturers. Hence, looking at the current situation and positive programme management it has not been really a problem and the system is functioning rather well this way as well. It gives high

credits to the programme management and teaching staff being able to develop and contain such an interesting programme despite the fact that there is no one working full time just for the programme. It shows clearly the ability of the teachers to cooperate, negotiate and reach outcomes. Both the programme itself and the subjects being taught are renewed and being developed systematically

The number of the publications (69 articles in 5 years) could be considered as a rather positive figure for such a practical programme. Teachers are actively involved in professional working groups and seminars. The high publications rate is a concrete positive outcome of such an active involvement in the discussions both among academics as well as among practitioners. Hence, the college could encourage the teachers more to publish in international academic journals published abroad.

According to the people responsible for the programme management and to the SER there is a rather high turnover of the staff. It is explained by natural aging of the personnel and people's mobility among sectors. It might be considered as a positive trend (increasing people's knowledge about various practical issues), but on the other hand it might make the implementation of the programme rather difficult as there is always a need to find new lecturers. Hence, the number of lecturers is quite adequate for the small group of the students studying in the programme. In average the groups consist of 16 students with maximum number of 23 students. This is in accordance with the norms of the real resources assessment methodology confirmed by Order No. V-1170 of the Minister of Education and Science of the Republic of Lithuania of 1 July 2011 which states that for social science studies the maximum number of students can be 30.

In the period of 2007 – 2012 there were two years (2008 and 2009) when none of the teacher went abroad, in 2007 and 2012 1 (10%) teacher from Agribusiness department participated in international mobility programme, in 2010 – 2 (20%); in 2011- 3 (30%). Hence, on the positive side quite a big number of lecturers are working directly in business or public institutions dealing with everyday agribusiness management. They have more relevant knowledge and experience that cannot be delivered only based on theoretical knowledge. While considering the areas for improvement increasing international mobility rate might be one of them.

The main areas for the improvements related with staff are rather high turnover of the teachers in the programme, rather low command of English and rather low international mobility rate. On a

very positive side the staff is constantly increasing their professional knowledge and skills both concerning the content of the subjects as well concerning didactics of teaching. The rather high publication rate, teachers' active teaching methods and their abilities to cooperate and develop the curriculum are distinctive features of the programme.

4. Facilities and learning resources

The faculty is well equipped for the concrete study programme. There are enough classrooms (two big classrooms for 60 people each and sufficient number of the smaller rooms), laboratory with modern equipment, computer classes and a rather modern library. Teaching materials used by the lecturers are mostly provided in Lithuanian language. It might result in the lack of the up-to-day literature as only a minority of the newly published books is translated to Lithuanian language and usually with a rather long delay. Hence, the library has available also relevant and up to date information/ books in English. That is why the teachers might take more advantage in these publications and encourage also the students to use sources in foreign languages more often. Faculty has access to various databases that are useful to fill the lack of the possible relevant literature. Hence, the students are far from mastering in finding relevant literature in digital world. The usage of databases is rather low among students and some of them even did not know about existence of such possibility as it became evident during the meeting with the students. Library staff was able to demonstrate knowledge about published print media available in the library, but was not able to demonstrate knowledge on extensive use of available databases and agriculture related electronic scientific papers.

Students have to take part in the practices or internships, which are easy to enrol. Students get the list of available companies for internship, but they are also free to choose their own placement in case of their wish. One of the practices is conducted in the enterprise created at the university, another in the enterprise related to agribusiness (farm, manufacturing, etc.). There are possibilities to have practice in AB Maxima LT, UAB Rokiškio Sūris and in other important players not only in Lithuanian market but also in the European one. Problems with availability of foreign practices (practices taking place abroad) were highlighted during the meeting with the students despite the fact that there is an agreement with some Danish farms. In addition, at the same meeting more supervision during the practices was suggested to ensure that students receive not only signatures from the internship placements but get also valuable experience from working. Various other projects could be promoted as well to encourage entrepreneurship and managerial thinking among students.

The students have access to most common teaching materials and also to some specific ones (like laboratories in the fields nearby, MA Project in IT classes, etc). Hence, academic literature in foreign languages and international databases could be used in the study process much more. The practice opportunities are quite good ranging from the individual plans to the big players in agribusiness market. Hence, internships should be monitored more carefully to ensure their quality and more effort should be placed in order to arrange foreign practice placements.

5. Study process and student assessment

The admission to the Agribusiness Management study programme is conducted via framework of common admission to Lithuanian higher education institutions. The admission score is calculated combining maturity exam results of Mathematics, Lithuanian and Foreign language. This is common system in Lithuania and majority of recognized higher education institutions participate in it.

Students have various opportunities during their studies to ensure implementations of the study outcomes: accessibility of study materials, computer labs, consultation with teachers, practical seminars combined with lectures and so on. The assessment and evaluation criteria of the programme are clearly written in the descriptions of the modules and courses. General evaluation rules are publicly available. Majority of the subjects have cumulative grades consisting of participation and exercises during practice lessons, a bigger project/presentation/ essay and an exam. It is a good practice as it lets evaluate student's achievements from the different angles. In the description of the courses and in the SER it is stated that lecturers are using active teaching methods, e.g. case studies, problem based learning, etc. After the introduction of various new active study methods, it is planned to monitor their effectiveness during the coming years. Hence, the measures to fight against plagiarism could be improved. The shown system plag.it gives a fake impression that everything is controlled and checked. As a positive note, students themselves felt that the college policy against cheating and plagiarism has become much stricter over the last years. At the same time it was mentioned in the SER that Moodle system in VIKO has not yet been properly endorsed. This reduces possibilities to use all the opportunities and advantages from it. If properly endorsed, together with other similar programmes they could easily ensure accessibility of the study materials and communication between students and professors.

As it was mentioned in the SER there is rather high drop out rate (almost 37%) of the students. This may be reasoned by inadequate length of the part time studies as mentioned above, as well as quitting studies for work abroad, failure to prepare Final thesis on time, failure to fulfil other programme requirements and failure to fulfil financial obligations to college.

Overall average grades of the students of this programme (while starting their studies) are the lowest among the 5 programmes taught by the faculty. The roots of the problem lie not only in the shortcomings of the programme, staff or curriculum, but also in the fact that relatively big number of students study Agribusiness Management mainly to get a diploma of higher education as mentioned in SER. This might be considered as a negative factor since lack of the motivation could be the main factor in low results. The situation is similar with the grades of the thesis as well. From all the graduates at year 2011-2012 only 2 people got excellent (10) results,

However, the alumni employment rate is quite high: 84% for the 1st of December 2012. Although, it is relatively impressive number, it is hard to say how many of them work in the same field as their studies were conducted. Such positive employment results could be influenced also by other factors than adequate education received in VIKO.

Students are encouraged to participate in the research but according to the teachers there is quite a low number of actual participants. The situation with student mobility also needs an improvement. There are possibilities to study abroad via Erasmus framework in such states as Belgium, the Netherlands, Turkey and other. Despite of the positive answers to the questions of the accessibility of information about exchange and assistance in organizing it, there is still relatively low students mobility rate (one student was studying in Finland in 2008/2009 and two students had internship in Greece). There are plans to introduce a double degree programme with partners in Czech Republic or Slovakia, which may lead to encouragement of students to go abroad, but it is impossible to evaluate its impact at this moment. In addition, introduction of more subjects in English language could be very helpful to encourage students to go abroad. Currently English is only taught as a specific language course. In order to respond to students' needs and concerns as much as possible the school is also offering adequate academic and social support to the students. The students can get advice and counselling in case of various problems and questions (academic problems, school's requirements, financial concerns, etc.).

6. Programme management

The system for programme management is in place and there is an active leadership in charge of the programme development. There is Study Programme Committee which is responsible for monitoring and improving programme according to the feedback of the students, stakeholders and so on.

Hence, the programme management needs more actively to tackle the issues of the focus of the programme, attracting more motivated students, increasing stakeholders' involvement, etc. The whole programme management cycle could be implemented and followed more carefully and effectively (planning the courses, implementing the programme and controlling the outcome of the programme). Much work has been done already, but more resources (time, energy, money) need to be spent on increasing the quality of the programme even more. Different stakeholders (alumni, employers, social partners, etc.) could be encouraged more both in the programme planning and in the programme delivery as they could contribute to the acquisition of the practical and up-to-date knowledge, e.g. guest lecturers, advisors, supervisors of the theses and/or practices, etc. Involvement of the people outside the college/outside academic circles could make the study process more interactive.

Much more emphasis should be put on creating practical links to the outside - and if possible to foreign – environment as it helps to understand better agricultural environment in other member states especially in those which have more experience in working with the EU framework. Most of the social partners see their role in cooperation with the college in helping the college to prepare students and showing them specifics of the sector, but not really in training their own future employees. Some social partners are very active and open in providing advice, but most of them would need additional effort and encouragement from the administration in order to become really involved in programme design and implementation.

Due to current reforms in Lithuanian education system the evaluation of the study programmes and their constant improvement processes have become increasingly important and the programme management is aware of it. Despite the fact that Internal Quality Assurance System, certification of the teachers and analysis of the results of the students are present in the management cycle of the Agribusiness programme, the outcomes of all these processes/requirements could be followed more carefully and with higher attention. Not all the measures are considered and/or implemented fully enough in order to improve the quality of the programme (both students and teachers mobility rates could be encouraged, motivations of the

students could be increased etc). It is still necessary to put more emphasis on areas for improvement described in the evaluation report.

III. RECOMMENDATIONS

1. To reconsider and broaden the programme's target group based on the changed nature and needs of agribusiness field. To invite representatives of the broadened target groups and representatives of the social partners into discussion about the aims, intended learning outcomes and market needs for the programme.
2. To encourage the administration to explore further new ideas for possible improvement of the programme, such as distance learning and possible double degrees with foreign universities.
3. To review critically all courses within the programme in order to ensure that the depth of coverage is adequate for the purpose of ensuring that the stated aims and learning outcomes are capable of achievement by students. Emphasis should not be put just on the introduction of more subjects, but to optimization of the curricula with elimination of repetitive courses and improvement of the current ones.
4. To devote more time in the teaching process for themes related to the EU and international business environment, e.g. EU structural funds, EU project management, European legislation, international norms and certification, etc.
5. The programme management could consider a course titled 'Learning to Learn' or similar. The objective of this course is usually to concentrate on helping the student to gain knowledge and develop skills regarding aspects such as: different learning styles, note taking at lectures, time management, effective study skills, stress management, and how to prepare for and complete assessment tests/examinations. The objective is to help each student to develop a greater self-confidence and to achieve a better overall academic performance.
6. To encourage teaching staff to take more actively part in professional mobility activities. To provide additional incentives for academic staff to increase their involvement in activities other than teaching e.g. number of international publications, conference participation, applied research, training abroad, etc.
7. To share more actively information among the teaching staff about the content of the other courses and developments in other disciplines.

8. To invite additional local and national business practitioners to become guest lecturers in programme delivery to give more various and up-to- date information.
9. To offer and to encourage students to take part in a greater number of courses/subjects delivered through the medium of the English language. In this context, the involvement of more foreign visiting lecturers, the use of extra course reading materials in English, and the provision of incentives for students to communicate to a greater extent in English are seen as highly significant.
10. To monitor and assist more carefully the internships in order to increase their value for the students.
11. To continue all efforts to eliminate plagiarism and to ensure that the sanctions in place where cheating is discovered are sufficiently strong to act as a deterrent against attempts at plagiarism.
12. To use the potential of Moodle to its fullest legal limit and, in the process, to increase the number of courses/subjects supported by the Moodle system. To encourage additional means of information sharing (Dropbox, GoogleDocs, Facebook groups, etc).
13. To place an increased emphasis on connecting students with active entrepreneurs and on having professional mentors available during their studies. The expanded use of interactive study methods should also be encouraged
14. To offer students the opportunity to participate in projects/assignments of an integrated nature in order to help to coordinate and solidify the learning process.
15. To place an even stronger emphasis on assisting and monitoring students (especially part-time) in order to reduce the drop-out rate. The duration of the programme when delivered under the part-time study mode is excessive and out of line with the system operating in most European countries.

IV. SUMMARY

The Agribusiness Management programme is in fact with all relevant legislation in Lithuania and in the European Union. The name of the program, its content, intended learning outcomes and qualifications offered are compatible with each other. Hence, there is a need to coordinate intended learning outcomes of the programme with the learning outcomes of the concrete subjects. The programme is relevant to the needs of labour market. Hence, the agribusiness as a field has tremendously changed and requires new skills and knowledge. The current trends in the business /agriculture are not fully reflected in the programme. It is recommended to keep the focus on broader socioeconomic context on agriculture.

Curriculum is designed the way to cover both general and specific subjects with a relatively high emphasis on technical issues. There are some overlaps of the courses which could be reduced via merging of some courses. There is a need to introduce lectures on the EU legislation, EU funding, certifications' managements, CSR, etc. It might be useful to revise the subjects and/or to unite some of them instead of introducing/adding additional courses to the curriculum. For the students there are various possibilities for the practices but more possibilities for the internships abroad or involvement in practical projects should be promoted.

Majority of the teaching staff in Agribusiness Management has practical experience in the fields related to the business or agriculture. Hence, due to high turnover of the staff there is a risk for the inconsistency of the programme. One area for improvement could be also low command of English and other foreign languages among teaching staff. It is necessary to encourage mobility among the staff.

The faculty is well equipped for the concrete study programme. Hence, academic literature in foreign languages and international databases could be used in the study process much more. The usage of Moodle could be improved as well. The practice opportunities are quite good, but the internships could be monitored more carefully to ensure their quality of them.

Students have various opportunities during their studies to ensure implementations of the study outcomes: accessibility of study materials, computer labs, consultation with teachers, practical seminars combined with lectures. Introduction of more subjects in English language could be very helpful to encourage students to go abroad. It is recommended to keep the focus on

attracting more motivated students. This can be improved by broadening the target group, by introducing more interactive lectures and projects, e.g. on the EU funding.

The system for programme management is in place and there is an active leadership in charge of the programme development. Although the college is monitoring its programmes' quality and analyses performance of the students and the teachers, more stakeholders' involvement could be encouraged both in the programme planning and delivery. Much more emphasis should be put on creating practical links to the outside environment. Additional emphasis could be put on current changes in broader context of agriculture, e.g. EU framework, international collaboration, global market, etc.

V. GENERAL ASSESSMENT

The study programme *Agribusiness Management* (state code – 653N20004) at Vilnius College 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	2
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	16

*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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Grupės nariai:

Team members:

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**VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
AGROVERSLO VADYBA (VALSTYBINIS KODAS – 653N20004) 2013-05-03
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-125 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Agroverslo vadyba* (valstybinis kodas – 653N20004) 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	3
6.	Programos vadyba	2
	Iš viso:	16

* 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

Agroverslo vadybos studijų programa atitinka Lietuvos ir Europos Sąjungos teisės aktų reikalavimus. Studijų programos pavadinimas, turinys, numatomi studijų rezultatai ir suteikiama kvalifikacija dera tarpusavyje. Vis dėlto yra reikalinga suderinti studijų programos numatomus studijų rezultatus su studijų dalykų numatomais studijų rezultatais. Studijų programa atitinka darbo rinkos poreikius. Taip pat atkreiptinas dėmesys, kad agroverslo sritis nemažai pasikeitė ir reikalauja naujų įgūdžių bei žinių. Naujausios tendencijos verslo / žemės ūkio sektoriuose ne visais atvejais atsispindi studijų programoje. Rekomenduojama sutelkti dėmesį į platesnį agroverslo socialinį-ekonominį kontekstą.

Studijų programa sudaryta taip, kad apimtų tiek bendruosius, tiek specialiuosius studijų dalykus, akcentuojant techninius aspektus. Kai kurie studijų dalykai persidengia; to būtų galima išvengti sujungiant kelis studijų dalykus. Reikėtų į studijų programą įtraukti temas, susijusias su Europos

Sjungos teise, Europos Sąjungos finansavimu, sertifikavimo vadyba, įmonių socialine atsakomybe ir pan. Taip pat būtų naudinga peržiūrėti dėstomus studijų dalykus, kai kuriuos iš jų sujungti vengiant papildomų studijų dalykų įtraukimo. Studijų programoje suteikiamos įvairios galimybės studentų praktikoms, tačiau reikėtų studentus skatinti atlikti praktiką užsienyje arba dalyvauti tarptautiniuose projektuose.

Dauguma Agroverslo vadybos studijų programos dėstytojų turi praktinės patirties srityse, susijusiose su verslu arba žemės ūkiu. Visgi dėl pasireiškiančios didelės dėstytojų kaitos kyla grėsmė studijų programos nuoseklumui. Dar viena tobulintina sritis yra nepakankamas dėstytojų užsienio kalbų mokėjimas. Būtina skatinti dėstytojų mobilumą.

Materialieji ištekliai yra vertintini kaip labai geri. Studijų metu galėtų būti daugiau naudojamosi literatūra užsienio kalba bei tarptautinėmis duomenų bazėmis. Moodle platformos naudojimas taip pat galėtų būti intensyvesnis. Praktikos atlikimui sukuriama tinkamos sąlygos, tačiau norint užtikrinti praktikos kokybę, reikia tobulinti praktikos stebėsenos mechanizmus.

Studentams suteikiama galimybių įvairovė siekiant numatomų studijų rezultatų: prieiga prie mokymosi išteklių, kompiuterizuotos laboratorijos, konsultacijos su dėstytojais, dalyvavimas praktiniuose užsiėmimuose, sujungtuose su paskaitomis. Studentų skatinimui vykti į užsienį būtų naudingas didesnio skaičiaus studijų dalykų anglų kalba įtraukimas į studijų programą. Rekomenduotina skirti daugiau dėmesio labiau motyvuotų studentų pritraukimui. Šį aspektą galima stiprinti išplečiant tikslinę grupę, įvedant daugiau interaktyvių paskaitų ir projektų, pavyzdžiui, apie Europos Sąjungos finansavimą.

Studijų programos vadybos sistema veikia, o už programos tobulinimą atsakingi asmenys yra aktyvūs. Nors kolegija vykdo studijų programų kokybės stebėseną ir analizuoja studentų ir dėstytojų veiklos rezultatus, į studijų programos vykdymo planavimą ir įgyvendinimą reikėtų įtraukti daugiau socialinių dalininkų. Daugiau dėmesio reikėtų skirti ryšių užmezgimui su išorine aplinka. Dėmesį taip pat reikėtų atkreipti į naujausius žemės ūkio konteksto pokyčius, pavyzdžiui, Europos Sąjungos teisinės bazės, tarptautinio bendradarbiavimo, globalios rinkos ir t. t.

III. REKOMENDACIJOS

1. Peržiūrėti ir išplėsti tikslinę studijų programos grupę, remiantis pasikeitusiu agroverslo srities pobūdžiu ir poreikiais. Įtraukti minėtosios tikslinės grupės ir socialinių partnerių

atstovus į diskusiją apie studijų programos tikslus, numatomus studijų rezultatus ir darbo rinkos poreikius.

2. Paskatinti studijų programos vykdytojus tęsti programos tobulinimo idėjų generavimą, kaip pavyzdžius būtų galima paminėti, nuotolinį mokymąsi ir galimą dvigubo laipsnio diplomą bendradarbiaujant su užsienio aukštosiomis mokyklomis.
3. Kitiškai įvertinti visus studijų programos dalykus siekiant užtikrinti, kad jų turinys sukuria prielaidas studijų tikslo ir numatomų studijų rezultatų pasiekimui. Reikėtų koncentruotis ne į naujų dalykų įvedimą, tačiau į studijų programos optimizavimą, nebedėstant pasikartojančių ir patobulinant esamus studijų dalykus.
4. Daugiau studijų laiko skirti temoms, susijusioms su Europos Sąjungos ir tarptautinio verslo aplinka, pavyzdžiui, Europos Sąjungos struktūriniais fondams, Europos Sąjungos projektų vadybai, Europos lygmens teisės aktams, tarptautinėmis normoms, sertifikavimui ir pan.
5. Studijų programos vadovai turėtų apsvarstyti studijų dalyko „Mokymasis mokytis“ arba adekvataus jam įtraukimą. Šio studijų dalyko tikslas yra padėti studentams įgyti žinių ir įgūdžių, susijusių su skirtingais mokymosi stiliais, konspektavimu paskaitų metu, laiko valdymu, efektyviu mokymusi, streso valdymu, pasiruošimu testams / egzaminams ir jų laikymui; uždavinys – padėti studentams ugdyti pasitikėjimą savimi ir pasiekti geresnių mokymosi rezultatų.
6. Paskatinti dėstytojus aktyviau dalyvauti profesinio mobilumo programose. Inicijuoti papildomas paskaitas, susijusias su tarptautinių publikacijų skaičiumi, dalyvavimu mokslinėse konferencijose, taikomaisiais tyrimais, stažuotėmis ir pan., siekiant padidinti jų dalyvavimą ne dėstyto veikloje.
7. Dėstytojams tarpusavyje aktyviau keistis informacija apie studijų dalykų turinį ir kitų disciplinų pasiekimus.
8. Pakviesti daugiau vietinių ir šalies verslininkų skaityti paskaitas orientuotas į dalijimąsi naujausiomis praktinėmis žiniomis.

9. Paskatinti studentus aktyviau rinktis studijų dalykus anglų kalba. Siekiant šio tikslo yra labai svarbu į studijų procesą įtraukti daugiau kviestinių lektorių iš užsienio, naudoti papildomą metodinę medžiagą anglų kalba, taip pat skatinti studentus komunikuoti anglų kalba.
10. Skirti daugiau dėmesio studentų atliekamų praktikų priežiūrai, siekiant jos tobulinimo.
11. Tęsti siekio nesukurti sąlygų plagijavimui įgyvendinimą, kartu užtikrinant, kad už įrodytą apgaudinėjimą taikomos sankcijos būtų pakankamai rimtos.
12. Panaudoti visą *Moodle* platformos potencialą, taip pat ilguoju laikotarpiu padidinti studijų dalykų skaičių *Moodle* sistemoje. Paskatinti naudotis papildomomis elektroninėmis informacijos dalijimosi priemonėmis (*Dropbox*, *GoogleDocs*, *Facebook* ir pan.).
13. Daugiau dėmesio skirti kontaktų tarp studentų ir verslininkų užmezgimui bei galimybėms studentams bendrauti su profesionaliais mentoriais. Taip pat turėtų būti skatinama aktyviau naudotis interaktyvaus mokymosi metodais.
14. Suteikti studentams galimybę dalyvauti integracinio pobūdžio projektuose / užduotyse, siekiant studijų proceso koordinavimo ir tobulinimo.
15. Dar labiau akcentuoti paramą studentams ir jų stebėseną (ypač iššęstinių studijų formos) siekiant sumažinti nubyreėjimo rodiklius. Iššęstinių studijų trukmė yra per ilga ir neatitinkanti sistemos, kuri veikia daugelyje Europos šalių.

<...>

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

¹ Žin., 2002, Nr.37-1341.