



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto

**LL. M. TARPTAUTINĖS IR EUROPOS SAJUNGOS
TEISĖS PROGRAMOS (621M90001)**

VERTINIMO IŠVADOS

EVALUATION REPORT
OF LL. M. INTERNATIONAL AND EUROPEAN UNION
LAW (621M90001)
STUDY PROGRAMME
at Vilnius University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>LL. M. Tarptautinė ir Europos Sąjungos teisė</i>
Valstybinis kodas	621M90001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Teisė
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės magistras
Studijų programos įregistravimo data	2010-03-31

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>LL. M. International and European Union Law</i>
State code	621M90001
Study area	Social Sciences
Study field	Law
Kind of the study programme	University studies
Study Cycle	Second
Study mode (length in years)	Full-time (1,5)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Law
Date of registration of the study programme	31-03-2010

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The Programme

The LLM programme in International and European Law (IEL) is offered by the Law Faculty of Vilnius University (The Faculty). It is one of a suite of programmes offered by the Faculty the largest of which is its „integrated“ programme in Law, but which also include LLMs in Criminal Justice, European Business and Public Law (SER 5).

For reasons which are explained in Section 2 below, IEL is open only to “non-Lithuanian” graduates and delivered in either English or Russian. It can be studied only Full Time and is of 1.5 Years’ (6 semesters’) duration. It leads to the degree of Master of Laws (LLM); and provides 90 credits under the European Credit Transfer Scheme.

IEL was first registered on 31 March 2010, and admitted students from September of the same year. First year enrolments were: 6 for 2010/11; 8 for 2011/12, and 9 for 2012/13. They came from a wide range of countries, mainly from former Soviet Republics, and with the largest group (7) from the Ukraine. Thus far 5 students (of the 6 who commenced IEL in 2010) have successfully completed the programme (66).

The Faculty

The Faculty, the oldest in Lithuania, is one of Vilnius University’s (VU) 23 academic divisions, and sits under the Senate, VU’s supreme academic authority. Following a reorganisation in 2009 the Faculty itself is divided into three departments – Public Law, Private Law, and Criminal Law-, and a number of research institutes, and specialist foreign law centres.

The Faculty has its own Council and Dean, who is supported by two vice deans: one responsible for taught programmes and students; and the other for research and strategy and planning. Administrative and support services for the whole Faculty are supplied by the Department of Studies which forms a part of the Dean’s office (3).

The Faculty currently has around 2000 students and 112 teaching, research and administrative staff. These include 11 professors, 28 associate professors, 37 lecturers, 15 assistants, and 21 administrators). The Faculty has around 2000 students and unclassified students.

The Evaluation Method

This external evaluation – the first related to IEL since the programme was introduced in 2010 – has been conducted under the terms of the Article 40 of the Law and more specifically under those of The Centre for Quality Assessment in Higher Education’s “Methodology for Evaluation of Higher Education Study Programmes”¹ (Methodology).

It has, therefore, focused on the six areas specified in the Methodology, - Programme Aims and Outcomes, Curriculum Design, Teaching Staff, Facilities and Learning Resources, Study Process and Assessment of Student Performance, and Programme Management-; and then more precisely upon the criteria prescribed for each of those areas.

In order to reach the conclusions presented below, we have relied primarily upon the evidence given in the Self Evaluation Report (SER) supplied by VU. However, where necessary, we have supplemented this with additional documents which we requested prior to or during our site visit to VU on 18 December 2012; and/or from what we learned in the meetings we conducted or the inspections we carried out during our visit.

We are very grateful to the group headed by the Dean, Associate Professor Dr Tomas Davulis which produced the SER; to the Faculty for the arrangements which it made for our visit; and for the manner in which it responded to our requests for additional evidence; and to those who gave up their time to meet us during our visit.

¹ Order No 1-01-162 of 20 December 2010

II. PROGRAMME ANALYSIS

Programme aims and learning outcomes

The SER explains the contribution which IEL is intended to make to VU's overall educational strategy (8-9); outlines the broad academic aims of the programme (10); and sets out in more detail the programme's intended learning outcomes (11-12). These are also communicated, albeit in more general terms, in the electronic and hard-copy publicity material devoted to IEL.

However, in our meetings with both the senior administrators and teachers it was strongly emphasised that, perhaps, the essential aim of IEL was to equip students, most especially those from countries which had been part of the Soviet Union, to deliver the kind of legal services, which private or public service clients require, in order to engage effectively with international bodies and/or the EU.

As such, IEL aims to draw upon, and make available to students (and through them their home countries) Lithuania's particular expertise and experience, (which is reflected, *inter alia*, in the scientific and practical achievements of many members of VU's Law Faculty), as a country which itself was once part of the Soviet Union, but has relatively recently joined the EU. A number of those, whom we met, suggested that the LLM was therefore but one example of the ways in which, because of its history, Lithuania might be able to act as a "bridge" between former "Soviet" countries and those now comprised in the EU.

In our view the LLM's aims – strategic and academic – and its intended learning outcomes are both well defined and publicly accessible; and it was evident from our meetings with teachers, students, an alumna, and social partners that they are well understood by the programme's key stakeholders

We also accept that a programme, which has IEL's aims and outcomes, and which is taught by such an eminently well-qualified faculty (SER 21) could fulfil a number of potentially important academic and public purposes; and do so to an extent that, from the evidence supplied in the SER (18-20), would not be done by any other programme currently available in VU, or elsewhere in Lithuania. However, as IEL is open only to "non-Lithuanian" graduates, and delivered only in English or Russian, it is unlikely to contribute significantly (at least directly) to

meeting the needs of the labour markets in Lithuania's professional service or commercial sectors.

Furthermore, we have concluded that, in terms of its aims and intended outcomes, IEL's status as a second cycle programme is justified; and so too is the LLM to which it leads. We have done so mainly on the basis of a range of evidence which includes that relating to the total number of credits which IEL provides; and the detailed curricular information supplied in the SER (Section 2 and Annex 1).

Curriculum design

From all of the evidence we have considered, including, most importantly that supplied in the SER (Section 2.2 and Annex 1) we are confident that IEL's curriculum meets all of requirements for "second cycle/Masters level" programmes in Article 41 of the Law on Higher Education and Research (Vilnius 2009 XI-242); and the Summary of Legal requirements for Study Programmes (SKCU 2011). This evidence also suggests that the curriculum is reasonably well balanced and manages to avoid repetition.

We are confident that the content of all the *optional* modules is consistent with a Masters level programme, and appropriate to achieve IEL's aims and intended learning outcomes. However we have a concern in relation to the *compulsory* modules offered in the first semester.

From both the documentary evidence, and from the testimony given in our meetings with students, it is clear that none of the these three modules is at Masters level; nor indeed, is intended to be so. We accept that it may be necessary to include "introductory" modules of this kind in a Masters level programme. This is simply in order to ensure that all students, most especially when they are drawn from such diverse undergraduate backgrounds as those on IEL, are sufficiently equipped to deal with the demands of the specialist modules, which form the core of the curriculum; and to produce Masters level final theses.

However, these introductory modules currently represent 33% (18/60) of the "taught" curriculum; and we urge the Faculty to review whether this is either necessary or desirable. For example, almost all of the students we met told us that they had completed modules in both international and EU law in their first degrees. It might, therefore, be possible to require this as a

condition for entry to IEL, without reducing student numbers more than very marginally; or undermining the programme's laudable strategic aims. Alternatively the Faculty could consider providing, in the month before the start of each academic year, intensive, "pre-entry" introductory modules on International and European Law, which students, who had not studied either or both of them before, would be required to complete before they could embark on the IEL itself.

Either of these measures would, in turn, free up space on the curriculum for modules which would be at Masters level; and would thus make even more available to IEL students the specialist expertise which the VU Law Faculty can offer. It might also help address the concerns, which we discuss under "Study Process" below, about the quality and level of some of the final theses we inspected.

Subject to these qualifications, we are satisfied that IEL's scope, content and methods enable students to achieve its aims and intended learning outcomes. We are also satisfied, most especially in view of the quality and expertise of the Faculty, that the curriculum reflects the latest developments in the relevant areas of legal science.

Staff

We were able to confirm from the detailed information supplied with the SER (Annexes 1 and 2), that the faculty meet the three minimum requirements specified for those teaching any Masters level programme in Lithuania, ie that: 80% of them must have a scientific degree; 60 % of them must have conducted research in the subjects or modules that they are teaching; and 20 % of the curriculum must be taught by professors.

Based on the SER (Annex 2) we have no doubt that IEL's teachers are extremely well qualified, and have more than sufficient, relevant practical experience, to ensure that students can achieve the learning outcomes. Annex 2 shows, furthermore, that all those teaching on the Programme speak both English and Russian, - the languages in which it must be delivered - and this was confirmed in the discussions we held with the teachers whom we met.

We are equally confident that the number of staff - there are 18 teachers for a total of only 17 students (SER, section 36) - , well exceeds that which would be required to ensure that IEL can

be delivered effectively, although, of course, all of them also teach on the Faculty's other programmes. And, from the information supplied in the SER (40), we do not see that the current rate of staff turnover poses any whatsoever to IEL.

The SER (41ff and Annex 2) shows that the Faculty expects its teachers to engage extensively in "external" work; and suggests that, if they fail to do so, they risk losing their posts, which have to be renewed every 5 years (43). However, the SER emphasises (43) that it is up to each teacher to decide for him/herself what kind of external work he/she undertakes. It would seem from the numerous and impressive examples cited in the SER (44-5), that this work mostly consists of scientifically-related activity (such as the delivery of lectures in other universities, or participation in conferences or symposia); or the provision of high level consultancy or technical services (such as the drafting of statutes and other documents). While such activities may help only indirectly to strengthen teachers' pedagogic skills and competencies, and, for the reason given above, cannot be seen as a part of any overall staff development strategy, they are, nevertheless, likely to be of enormous value to a specialist Masters level programme such as IEL. We are, therefore, very satisfied that teachers have sufficient development opportunities to ensure that they can continue to deliver the programme effectively. Finally, the SER (Annex 2) provides numerous examples of research conducted IEL teachers, which relates, directly or indirectly, to the modules for which they are responsible.

Facilities and Learning Resources

We were able to confirm from our inspection that the premises in which IEL is located are generally good, even if some of the large class rooms which we saw would benefit from redecoration and improved lighting. We were particularly impressed with the basement cafeteria, which has recently been renovated, and now provides an extremely spacious, pleasant area, in which students can eat and socialise.

The classroom, which is dedicated to IEL itself (49), and which served as the base room for our visit, is more than adequately spacious for the number of students on the programme; and is comfortable, well decorated and furnished. It is also equipped to enable teachers to use resources on the internet or the VU intranet in order to support their classes. Students can also access these resources via one of the large computer rooms which inspected, or via the wireless network which is available throughout the premises.

As recorded in the the SER (54) library facilities for IEL are currently in the Sauletekis Information Centre, which contains over 42,000 publications, and provides: 100 works stations, 20 of which are computer-enabled; an additional IT room equipped with 16 computers; and access to a variety of legal databases including Litlex and Westlaw International. We were impressed by what we were told by senior administrators of the efforts which the Faculty makes to supplement from its own funds, the tiny acquisitions budget it receives, via VU, from the Lithuanian government; and from which it would be impossible to supply the holding required by a specialised Masters programme such as IEL.

From this evidence, and from our own inspection, we concluded that the current facilities and stocks, which included many of the main English language and International Law texts, are probably adequate to support IEL, particularly in view of the small number of students who are taking it. The facilities which we were shown were rather cramped and poorly furnished, and a significant proportion of the holdings were stored on tightly packed and somewhat inaccessible stacks, located on a prefabricated mezzanine floor, above the main reading room.

However, the library was imminently to relocate to a new, EU- funded and purpose built “National Scientific Communication and Information Centre (MKIC)”, which is situated a short distance away. The SER (56) states that the MKIC will offer over 670 work stations, and a range of other spaces, including many which are computer enabled, for both individual study and group work. It would not, therefore, be fair and reasonable to evaluate the quality of the library facilities which will be available to IEL students until after they have relocated to the MKIC.

Opportunities for practical experience are currently made available to IEL students via optional internships supplied by the programme’s social partners. These include some of Vilnius’ leading commercial law firms, they are, therefore, able to offer internships which are particularly relevant to the needs of IEL and its students. The three, final semester students, and the alumna, whom we met, had undertaken such internships, and all of them stated that they had found them extremely valuable. For their part, the social partners confirmed, during our meeting with them, that they were very willing to provide internships; and that they had been very impressed with the quality of the interns that they had so far received from IEL. In the light of this, we believe that there would be great merit in the suggestion made in the SER (70) that these internships might become compulsory.

Perhaps the greatest challenge which the Faculty faces in offering a programme of this kind is to ensure that there will be adequate (and if at all possible equivalent) facilities, support and above all learning resources available to students, whether they study IEL in Russian or English. This is particularly so, for example, in relation to the literature covering EU law, because this will inevitably be far more extensive, and sophisticated, in English than in Russian.

We therefore pursued this issue very carefully in the meetings we conducted during our visit, and we learned that it is essentially left up to each teacher to decide, for purposes of his/her module, how best to provide for both those studying in Russian and those doing so in English. We were given examples of how this had been done, and these included the compilation of specialised materials, and the production of slides and other learning resources in Russian. We accept that, in all the circumstances, there may well be no alternative to this somewhat pragmatic approach.

However, from the testimony given by senior administrators, teachers and students, and from some of the specially prepared Russian-language resources that we inspected, we were concerned; that it is simply not possible always to provide for specialist “EU” modules literature in Russian which is adequate for Masters-level study; that, consequently, the medium of instruction after the first semester has had, in effect, to be English, (although students may still submit their final theses in Russian); and, that in the case of a student who was unable to study in English, special, and somewhat ad hoc, adjustments (including to some assessments) had to be made, in order that she could continue on IEL at the end of the first semester. We would, therefore, urge the Faculty to consider, for the future, restricting entry to IEL to students who are able to study it in English.

Study Process

We believe that the admission requirements prescribed for IEL are generally well-founded; and that this is borne out by the range of countries from IEL students have recruited (65-6); and by the student-progress and completion data which is given in the SER (67ff). However, for the reasons already discussed, we think that the Faculty might, in the future, consider restricting entry to those who will be able to study IEL in English; and who have already studied International and European Law either as part of their undergraduate degrees or via the “pre-start” programme we proposed above. It might then be more feasible to open IEL to Lithuanian Law graduates, for some of whom it might prove an attractive alternative to the others offered by

the Faculty. This might, in turn, help to address the sense of isolation, which the students whom we met expressed, and which we discuss further below.

The study process, for the most part, consists of a conventional mixture of lectures and seminars, which according to the staff and students we met are focused strongly on case analysis. However, as noted above, all students have also undertaken an optional internship. Based on the progress and completion rates thus far, and on the fact that two of IEL's first graduates have apparently embarked successfully on doctoral degrees, we have concluded that this process delivers the curriculum satisfactorily; and enables students to achieve the intended outcomes. It also affords students adequate opportunities to conduct research. However, these conclusions are subject to the evidence, discussed above, which suggests that IEL generally works better for students, who can study in English, than for those who have study in Russian; and to the concerns, which we raise below, about the quality of some of the final theses that we inspected.

The SER suggests (74) that IEL students have plenty of opportunities to engage in extra-curricular social or cultural activities. However, the students we met complained that they felt very isolated from the VU student community as a whole; and in particular, that they were not informed of conferences or similar events which might be of relevance to their studies.

This may be attributable in part to the fact that, as the SER acknowledges (72), VU's main student information system (VUSIS) operates only in Lithuanian, and is therefore, in reality, unavailable to the students on IEL. The SER maintains that this has not caused problems because it has proved possible, via the Programme Coordinator (PC), to communicate directly and effectively with the small number of students on IEL (72). While we have no doubt that the PC makes every effort to do this, it is very clear from the evidence we received that such ad hoc arrangements are not working, and that the Faculty therefore needs to consider ways to improve communication with, and more generally to address the sense of isolation experienced by, students on IEL. It might, for example, create a site, dedicated to IEL, on the VU/Faculty intranet. This could then be used to deliver both learning resources and information related to extra-curricular activities.

That apart, we have concluded that the academic and social support which is made available to these students is adequate. So too, are the opportunities, which IEL offers to take advantage of Erasmus and other mobility schemes; although, as the SER shows (78), granted IEL's admission

requirements, these have inevitably been used to enable students from other countries to study in Lithuania; rather than vice versa.

From the testimony we received from students, and from the alumna we met, we were also satisfied that, notwithstanding the “communication” issues, mentioned above, students are adequately informed about the methods, through which, and the criteria on which their academic performance will be assessed. They confirmed, for example, that teachers use introductory sessions, at the start of all modules, to explain to students how they will be assessed. They also considered as adequate the assistance and supervision that they had received when selecting the topic for, and then completing their final theses.

However, we had serious concerns about the quality of some of the theses that we inspected. Thus, one dealt mainly with the domestic law of the author’s home country, with only cursory reference to the international or European law which was applicable to the area concerned; and which should presumably have been the primary focus of any final thesis submitted for IEL. Furthermore, both this thesis, and others that we sampled, were essentially descriptive in character. None of them provided the kind of theoretical, critical, or indeed comparative analysis, which should be required of piece of work which accounts for 30 credits in a Masters level programme devoted to international and European law. Nor had any of them adopted proper citation practice. Finally, and most worryingly, in at least one case it was clear from abrupt changes in vocabulary, grammar and syntax, that the student had inserted a large amount of text which he/she had not authored, but without, in any way, citing the source from which he/she had drawn it. We were somewhat surprised to discover that this had not been noted, let alone been the subject of any adverse comment, in the assessor’s report. The Faculty may, therefore wish to consider ways in which it can better assure the quality and standards of the final theses on IEL.

Management Responsibilities

It will be apparent from the Introduction above, that both the Faculty Council and, ultimately, the VU Senate play important roles in the oversight and academic governance of IEL. However, the SER makes clear (88) that prime responsibility for its management lies with the Study Programme Committee (SPC) of which the Dean, and Vice Dean for Education (VDE) are both members, along with representatives of the teachers, social partners and students (90). We were told that the SPC meets each semester and had most recently done so in May 2012.

From our meeting with them, we were very impressed with the evident commitment to IEL on the part of the Dean and the VDE, and with their ideas for strengthening the programme. However, as the SER notes (91), decision making in the Faculty is essentially collegial, and as we discovered from our meetings with senior administrators, the SER Preparation team and teachers, each teacher enjoys a considerable amount of discretion over how he/she manages his/her module(s).

This is, of course, necessary with respect to “content”, especially where, as is true of IEL the modules concerned are the responsibility of eminently well qualified teachers, and delivered by a prestigious and long established university. However, the need for such levels of discretion are, is perhaps less obvious, with respect to matters, which do not involve the exercise of scientific expertise or freedom, but which could have a potentially significant impact upon IEL’s standards or quality.

For example, we learned that it is entirely up to each teacher how he/she meets the literature requirements of students who have to study in Russian; or the extent to which he/she uses VU’s network facilities to provide students with academic guidance, support or learning resources. We believe that it could be of benefit to IEL’s students, if, through the SPC, the Dean or the VDE, the management of these areas was conducted on a more systematic, and “programme-wide” basis.

The SER (92) lists a range of data which the SPC routinely collects and analyses in order to discharge its responsibilities. However, feedback from VU students is normally obtained via a survey conducted via VUSIS, and as the SER confirms (95), for the reasons already discussed, this is not possible in the case of IEL. We were therefore particularly concerned to ensure that effective alternative means had been adopted to elicit feedback from IEL students. We learned from the teachers and students whom we met that this had been done at both module and programme levels.

This is, of course, the first *external* evaluation of IEL. However we can confirm from both the SER (88-9; 91), and our meetings with senior administrators that the SPC annually evaluates, and then reports to the Faculty on, the delivery of the programme. This internal evaluation takes into account the student feedback and the other data to which we referred above.

It is not clear, though, how far the SPC involves stakeholders, more generally, in this process. Thus, neither the students nor the social partners whom we met were even aware that it took place; and the teachers told us that, while they assumed that the SPC regularly evaluated the LLM, they were not sure how or when it did so.

Even so, we were satisfied that, taken as a whole, current measures are adequately effective and efficient to assure the quality of a programme of IEL's scope and size.. However, they may well need to become somewhat more formalized, and involve stakeholders more systematically, if the student numbers expand significantly. Furthermore, as noted above, the SPC needs more immediately to consider how it can better ensure that final theses are of the requisite standard and quality.

III. RECOMMENDATIONS

- 1 In order to minimise the amount of the curriculum which has to be devoted, in the first semester, to what are essentially introductory, Bachelors level modules on either European or International Law, the Faculty considers offering incoming first semester students “pre-programme” introductory courses in both areas in the month before the programme formally starts.
- 2 In view of what we learned about the disparity in the extent and quality of the learning materials related to EU Law, which are available in English on the one hand, and Russian on the other, and about the adjustments which had to be made to enable a student who was unable to study in English to complete the programme, the Faculty should consider restricting entry to those who are capable of both reading and writing effectively in English
- 3 In view of the concerns expressed above about the quality of some of the theses we examined, the Faculty should review urgently:
 - The guidance that it gives students on the standards expected of Masters level theses;
 - The effectiveness of the supervision which is given to students while they are preparing their theses; and
 - Whether those marking theses are applying required standards strictly enough.
- 4 In view of the highly limited utility of UVLIS to IEL students, and the variable use by IEL teachers of the VU intranet for purposes of posting information related to the courses which they teach, the Faculty considers, as a matter of urgency, adopting the practice, now widespread in higher education, of establishing a site on the VU or Faculty intranet, which would be dedicated to the IEL programme. This would provide students with:
 - A standard range of basic information and resources related to each of the IEL modules; and
 - Information and guidance on extra-curricular scientific and cultural and social events which might be of interest to them.
- 5 The Faculty considers ways in which it can enable IEL students to inter-act more with, and become more fully integrated into its student community as a whole.

IV. SUMMARY

- 1 The LLM in International and European Law (IEL) has an ambitious strategic purpose; and clear, well- defined aims and learning outcomes.
- 2 IEL has thus far recruited students who are well qualified academically and come from the countries at which the programme is primarily aimed.
- 3 IEL's teachers are eminently well qualified through both their scientific and practical experience to deliver a programme of this kind.
- 4 IEL students have available to them, high quality internships, which are relevant to their studies, and provided by the programme's impressive set of social partners.

However

- 5 An excessive proportion of the curriculum is devoted to introductory modules in International and European Law which are not, nor could be at Masters level
- 6 It has not yet proved possible to ensure that the literature and other learning resources – most especially in relation to European Law – which is available to students who wish to study IEL in Russian is equivalent to that which is available to those wish to study in English; or indeed is even adequate to enable the former to achieve IEL's intended outcomes.
- 7 Mainly because the VUSIS operates only in Lithuanian, IEL students feel inadequately informed, most especially in relation to the extra-curricular opportunities which may be available to them; and generally somewhat isolated from the VU student community as a whole.
- 8 The standards and quality of some final theses were not at Masters level, and did not merit the evaluations they received.

V. GENERAL ASSESSMENT

The study programme LL. M. International and European Union Law (state code – 621M90001) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

Prof. Richard de Friend

Grupės nariai:
Team members:

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Prof. Edita Gruodytė

Eglė Užmiškytė

VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS LL. M. TARPTAUTINĖS IR EUROPOS SĄJUNGOS TEISĖS PROGRAMOS (VALSTYBINIS KODAS – 621M90001) 2013-03-20 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-58-1 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *LL. M. Tarptautinė ir Europos Sąjungos teisė* (valstybinis kodas – 621M90001) vertinama **teigiamai**.

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

IV. SANTRAUKA

- 1 Tarptautinės ir ES teisės studijų programa turi didelių strateginių siekių, aiškiai ir reikiamai apibrėžtus tikslus ir studijų rezultatus.
- 2 Iki šiol buvo priimami reikiamai pasirengę studentai iš šalių, kurioms ši studijų programa yra visų pirma skirta.
- 3 Studijų programos dėstytojai yra reikiamos kvalifikacijos, dėl savo mokslinės ir praktinės patirties galintys reikiamai įgyvendinti tokio pobūdžio programą.
- 4 Išpūdingo socialinių partnerių rato dėka šios studijų programos studentai turi galimybes atlikti kokybišką, jų studijoms aktualią praktiką.

Tačiau:

- 5 Didelė programos dalis skirta įvadiniam tarptautinės ir ES teisės moduliams, kurie nėra ir negali būti magistro studijų lygmens moduliai.
- 6 Iki šiol neužtikrinta, kad literatūra ir kiti mokymosi ištekliai, visų pirma susiję su ES teise, prieinami rusų kalba norintiems mokytis studentams, prilygtų anglų kalba

Studijų kokybės vertinimo centras

besimokantiems studentams prieinamai literatūrai ir kitiems mokymosi ištekliams; ar kad būtų pakankami pasiekti numatomus studijų programos rezultatus.

- 7 Daugiausia dėl to, kad VUSIS yra tik lietuvių kalba, studentai jaučiasi esą nepakankamai informuoti, visų pirma apie užprograminės veiklos galimybes, ir apskritai kiek atskirti nuo VU studentų bendruomenės.
- 8 Kai kurių baigiamųjų darbų standartai ir kokybė neatitinka magistro studijoms keliamų reikalavimų ir šie darbai nėra verti pažymių, kuriais jie buvo įvertinti.

III. REKOMENDACIJOS

1. Fakultetas, siekdamas sumažinti programos dalį, pirmajame semestre skiriamą iš esmės įvadiniams bakalauro lygmens Europos arba tarptautinės teisės moduliams, prieš pirmąjį semestrą, vieną mėnesį prieš formaliosios programos pradžią, galėtų organizuoti įvadinius abiejų sričių kursus.
2. Atsižvelgiant į tai, ką mes sužinojome apie anglų ir rusų kalbomis turimos mokymosi medžiagos ES teisės tema neatitikimą tiek apimties, tiek kokybės požiūriu, ir apie pakeitimus, kuriuos reikėjo įgyvendinti, kad anglų kalba nesugebantis mokyti studentas galėtų užbaigti programą, rekomenduojame, kad fakultetas turėtų priimti tik asmenis, gerai skaitančius ir rašančius anglų kalba.
3. Atsižvelgiant į pirmiau aptartą kai kurių mūsų vertintų baigiamųjų darbų kokybės problemą, fakultetas turėtų nedelsiant patikrinti:
 - nurodymus, teikiamus studentams dėl laukiamų magistro baigiamųjų darbų standartų;
 - studentų, rengiančių baigiamuosius darbus, priežiūros veiksmingumą;
 - ar asmenys, atsakingi už baigiamųjų darbų įvertinimą pažymiais, pakankamai griežtai taiko privalomus standartus.
4. Atsižvelgiant į labai nedidelį *UVLIS* naudingumą Tarptautinės ir ES teisės studijų programos studentams ir į tai, kad dėstytojai įvairiai naudoja VU intranetą informacijai apie savo dėstomus kursus skelbti, fakultetas galėtų skubiai pradėti taikyti šiuo metu aukštojo mokslo sistemoje paplitusią praktiką VU arba fakulteto intranete parengti specialią svetainę, skirtą šiai studijų programai. Studentai gautų:
 - standartinę pagrindinės informacijos ir išteklių, susisjusią su kiekvienu studijų programos modulių, spektrą;

- informacijos apie galinčius juos sudominti mokslinius, kultūrinius ir socialinius renginius, vykstančius už programos ribų.

5 Fakultetas galėtų apvarstyti būdus, kaip paskatinti studijų programos studentų sąveiką su studentų bendruomene bei integraciją į ją.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso² 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

² Žin., 2002, Nr.37-1341.