



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos verslo kolegijos  
**STUDIJŲ PROGRAMOS *TEISĖ* (valstybinis kodas - 653M90009)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *LAW* (state code - 653M90009)  
STUDY PROGRAMME  
at Lithuanian Business College**

**Experts' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė</i>
Valstybinis kodas	653M90009
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Teisė
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	Teisės profesinis bakalauras
Studijų programos įregistravimo data	2003-02-25

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law</i>
State code	653M90009
Study area	Social Sciences
Study field	Law
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 Law
Date of registration of the study programme	25-02-2003

## CONTENTS

<b>I. INTRODUCTION .....</b>	<b>4</b>
1.1. Background of the evaluation process.....	4
1.2. General .....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Team .....	5
<b>II. PROGRAMME ANALYSIS .....</b>	<b>5</b>
2.1. Programme aims and learning outcomes .....	5
2.2. Curriculum design.....	7
2.3. Staff.....	9
2.4. Facilities and learning resources .....	11
2.5. Study process and students' performance assessment .....	11
2.6. Programme management.....	12
<b>III. RECOMMENDATIONS .....</b>	<b>14</b>
<b>IV. SUMMARY .....</b>	<b>15</b>
<b>V. GENERAL ASSESSMENT .....</b>	<b>17</b>

## **I. INTRODUCTION**

### ***1.1. Background of the evaluation process***

The evaluation of the 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 following main stages: 1) *a self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) a visit of the review team at the higher education institution; 3) a 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 a 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

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

The public higher education institution Lithuania Business College (hereinafter – LBC) was founded in 2001. The College implements 9 higher education college-level study programmes awarding a professional bachelor degree corresponding to level VI according to Lithuanian National Framework of qualifications and European Qualifications Framework for Life-long learning. The College-level higher education *Law* study programme awards a degree of Professional Bachelor of Law.

The first students of the Law study programme enrolled in 2003 in full-time and part-time study modes. The programme aims at providing legal education and extensive practical experience to future graduates. Officially the programme covers a wide range of theoretical and practical knowledge about the essence and purpose of law, the principles of certain branches of law and the

contents of their norms, application and interpretation of such norms in practice. The *Law* study programme taught at the LBC offers two specializations: *Legal regulation of business companies* and *Legal institutions*.

A graduate can work as a lawyer in various areas of legal profession:, e.g. in position of attorney, notary, judge, prosecutor's assistant, or any other public servant or governmental employee (a lawyer, legal assistant, legal advisor, etc.) requiring professional legal education, both in public, non-governmental or private sector. Graduates can continue their studies for a Master of law degree at a university after having completed additional courses of 60 credits or up to 90 credits.

The LBC *Law* study programme was assessed on 27 February, 2013 by a group of international experts formed by the Centre for Quality Assessment in Higher Education (SKVC). Conclusion of the assessment was positive and the study programme received accreditation until 30 June, 2016. However, the experts in their report pointed out to several shortcomings and inconsistencies and expressed their hope that the review „will bring the College leadership to a more realistic assessment of its strengths, weaknesses, opportunities and threats and encourage it to re-focus its energy and time on important quality improvements and its place and function in the regional market“. The previous expert team urged the administration of LBC to re-consider its strategic orientation and plan for the future. Instead of considering the expansion „the administration should focus its very limited resources on the improvement of the quality of what is currently being offered“.

#### ***1.4. The Review Team***

The review team was completed according to the *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 27/04/2016.

1. **Prof. dr. Janez Kranjc (team leader)** *University of Ljubljana, Slovenia.*
2. **Prof. dr. Mar Campins Eritja**, *Universitat de Barcelona, Associated Professor, Spain.*
3. **Prof. dr. Federico Casolari**, *University of Bologna, Associate Professor, Italy.*
4. **Prof. Raimundas Kalesnykas**, *Professor at Kazimieras Simonavičius University, Lithuania.*
5. **Ms Birutė Noreikaitė**, *student of Mykolas Romeris University, Lithuania.*

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

In general terms, the aims and learning outcomes of Law Study Programme (hereinafter “Programme” or “Study Programme”) are sufficiently defined to reach relevant goals. The Programme mainly aims at preparing students for careers as professional law experts with practical skills, who are expected to work for either private companies and firms or public entities (with particular regard to state-law-enforcement entities). The learning outcomes are illustrated accordingly.

The review team recommends some minor changes to ensure a more effective management of the Study Programme. In particular, concerning the aims, it would be advisable to introduce some details explaining how the mentioned aim of a lifelong learning could be achieved. As for the learning outcomes, it would be advisable to make explicit reference to the proper understanding and the ability to develop a critical analysis of the relevant case-law (which is not mentioned in the actual documents).

The Self-Evaluation Report and related annexes do not contain specific references to the way in which Programme aims and related learning outcomes are made public. This notwithstanding, the site visit was able to verify that academics, students and social partners are sufficiently aware of them. Less clear is the advertising strategy for the general public elaborated so far. The College staff emphasized that in this respect the reputation of the College is its best advertisement. There is no doubt that the reputation of the institution represents a major asset in attracting new students. However, it seems that a more structured advertising campaign would be beneficial.

All relevant actors (students, academics and social partners) are involved – through a plethora of bodies composing the organizational charter of the Law Department (established via Order Nr. 1.5-2A of 28 August 2015) – in the shaping of the Programme aims and learning outcomes: it follows thus that their needs are likely taken into account in the design of the Study Programme. Also, the Study Programme is updated in light of the needs and changes of the labour market. More precisely, the SER specifies that during the period of 2011-2015 the Study Programme has been amended 9 times to take into consideration the needs of the labour market (p. 10). However, no specific examples of such changes are mentioned and no reference to such changes was made on the occasion of the interviews during the site visit. What is also unclear is the way in which the changes of both the labour market and the society are registered by the Lithuanian Business College (LBC). The SER does not clarify this issue and the interviews conducted during the site visit did not give further elements thereon. The only changes to which the SER expressly refer are those adopted in order to implement the recommendations formulated by international experts at the end of the previous assessment procedure. Also the conversations during the site visit essentially referred to changes introduced to ensure the consistency with recommendations elaborated during that procedure. In short, although it seems that generally the needs emerging from the labour market and society are considered in the Programme management, it would be desirable for the College to specify more clearly how this process actually works.

The Study Programme is generally in line with the level of college studies and level 6 of qualifications (according to EQF). Yet the expert team noticed some inconsistencies, which have to be mentioned. Some of them have already been noted in the previous assessment procedure. It therefore seems that some of previous recommendations have not been entirely implemented.

Firstly, as for the learning outcomes' description, it would be advisable to make explicit reference to the proper understanding and the ability to develop a critical analysis of the relevant case-law (which is not mentioned in the actual documents). The corresponding curriculum subjects should be listed accordingly. Other inconsistencies concerning the curriculum subjects deal with the compatibility of their content with the intended learning outcomes and are examined in the following Section of this report.

Another relevant shortcoming is related to the Programme aim “to conduct applied research and scientific development works indispensable for development of the region” (SER, p. 8). In this respect, the previous assessment procedure had already highlighted the need to strengthen the research culture in the Law study programme. However, it seems that only limited innovations have

been introduced in this domain. Research activities remain limited—they mainly consist of organising some conferences and publishing in the College Journal—and no specific evidence of the real impact of applied researches at regional level are offered.

The name of the programme and its essential elements (i.e., learning outcomes, content and qualification offered) are compatible with each other.

## ***2.2. Curriculum design***

The structure of the study programme meets the substantive requirements of the Lithuanian law concerning the number of semesters and the total length of study (6 semesters for full time students and 8 semesters for part time students), the total number of ECTS credits (180 ECTS), student workload (4.800 hours), and the subject load (39 disciplines, 2 course papers, final thesis and internship). Concerning the number of subjects per semester (according to legal regulations no more than 7), some adjustment are needed in curriculum since students must enrol 8 different subjects in the 2<sup>nd</sup> and in the 4<sup>th</sup> semester.

The study programme consists of three blocks of disciplines: the non-law related general education mandatory disciplines (30 ECTS), which include 7 mandatory subjects in semesters 1 and 2 (for full time students); the basic professional mandatory disciplines (66 ECTS), which include 15 subjects in semesters 1 to 5 (for full time students) and the elective disciplines (9 ECTS), which include three subjects in semesters 2 to 7 (for full time students). After completing the general part of the programme, students are expected to choose between two specializations: Legal Regulation of Business Enterprises and Law Enforcement Authorities. The specialization disciplines (30 ECTS) include 7 mandatory subjects and 1 paper in the 5<sup>th</sup> semester. (for full time students). Professional internships (30 ECTS) are distributed in three terms throughout semesters 5 to 8 (for full time students), and final examinations (6 ECTS) and final thesis (9 ECTS) are prepared and presented during the semesters 6 to 8 (for full time students).

Even though the subjects are spread evenly, some observations need to be done concerning the balance between non-law related and law related courses as well as the content of some courses, which may be revised taking into account the legal requirements.

Firstly, comments made by the 2013 Evaluation Report concerning the imbalance between courses still remain appropriate. Even if, strictly speaking, the curriculum design contains the required 135 ECTS on law related disciplines, non-law related disciplines have too much weight compared to other disciplines designed to prepare graduates to enter legal profession. Likewise, it is difficult to understand why Occupational health and safety is still a required discipline for all the students while there is no mandatory course on Human rights (only one elective course). On the other hand, comments made by the 2013 Evaluation Report concerning the excessive national dimension of the discipline Human rights still remain relevant and appropriate.

Secondly, it is highly recommendable to revise and update the syllabus of some law related disciplines. This is particularly the case for the subjects European Union Law and International Law, where comments made by the 2013 Evaluation Report regarding the content of both disciplines still remain appropriate. The syllabus of the discipline European Union Law is problematic because the development of topics and extended plan is simply a copy and a repetition from the syllabus of International Law. In fact, it has become clear during the site visit that the discipline European Union Law, even though it has been included in the study programme as recommended by the 2013 Evaluation Report, has never been taught nor has it been assigned to any

particular professor. It must be borne in mind that the teaching of this subject is absolutely indispensable for the exercise of legal professions in Lithuania.

Without prejudice to the foregoing, the general content of subjects seems to be consistent with the type and level of the professional studies.

The workload of the study programme seems to be manageable for the students (30 ECTS each semester). All the same, comments made by the 2013 Evaluation Report concerning the learning outcomes still remain appropriate and in particular on the allocated hours of lectures to cover the topics (10 hours of lectures for a 4 ECTS and 20 hours of lectures for a 5 ECTS courses).

With regard to the elective content, it was confirmed during the site visit that students have no real possibility to choose. On the one hand, the block of elective study disciplines seems to be composed (only) of the 3 required elective subjects and only three of them have been identified (Principles of management, Human rights, and Employment contract, the first of them not having a law related content). On the other hand, there is no real choice between the two specializations, since only one is being taught (Legal Regulation of Business Enterprises). For this reason, it is somewhat difficult to understand the proposal, presented by the administration during the site visit to expand the specializations with another one on Legal Institutions. Instead of that the expert team suggests to increase the number of law related elective subjects, paying attention to those with a professional dimension, as well as to retain the present specialization which is currently taught.

There is a lack of methodological subjects that can provide students with practical or research skills. There is just 1 subject of 3 ECTS in the 1<sup>st</sup> semester, while the only paper and the final thesis are being submitted in the 5<sup>th</sup> and 6<sup>th</sup> semesters.

The main aim of the programme is to produce legal professionals competent for delivery of services related to law and especially in the areas of specialization of Business regulation and Law enforcement. However, as already pointed out by the 2013 Evaluation Report, an effort should be made to present the real professional profiles for which the programme is preparing its graduates in a clearer way.

The team recommends that research activity of teaching staff and the students be promoted. That might help to improve the link between curriculum design and the up-to date theoretical and applied knowledge.

In general, the recommended literature of most of the disciplines needs to be updated. Very few of syllabi include bibliographic references to books or manuals published after the year 2009. This problem is particularly acute for some disciplines that are especially dynamic and lively, such as Employment contract law, the European Union law or the International law.

Pursuant to the SER, one of the main aims of the Study Programme is “to prepare lawyers of high qualifications [...] who [...] would know and understand the legal systems, regulatory legislation of the Republic of Lithuania and the EU” (p. 5). The SER further specifies that the “relevance of Legal profession has particularly increased after Lithuania’s accession to the EU” (*ibid.*). It thus seems clear that the Programme pays particular attention to the role EU law plays within the Lithuanian legal order. This choice is absolutely appropriate: it is indeed self-evident that lawyers of the EU Member States should be fully aware of the relevant role played today by both the EU law and the European Court of Justice’s case law in shaping the way in which domestic law should be interpreted and applied. Quite surprisingly, however, the further description of the learning outcomes makes it clear that only the knowledge of “the basic principles of European Union law” is required and, consequently, offered. This is confirmed by the circumstance that the course load of European Union law is 4 credits only. Moreover, the site visit made it clear that the EU law course has not yet been taught. According to the information given to the experts, it will be offered starting with the next semester. On the other hand, and in the same vein, it is not clear how it is possible to



effectively reach the goal dealing with the ability to work in “multi-cultural and multi-national groups and organisations” (SER, p. 9) without a strong command of international law: also in this case, indeed, only a 4-credit course is offered (*ibid.*, p. 11). During the site visit, the possibility of introducing a course on Refugee Law was mentioned. That will happen if students show a clear interest in this course. The expert team maintain that, before improving the didactic offer with further international-law specialised courses, it would be necessary to extend the credit load of the general course on international law, putting a particular emphasis on the way in which international rules are incorporated into the Lithuanian legal system, on the one hand and on the rank and effects they present within that legal order on the other. Moreover, even if Refugee law undoubtedly represents today a major topic of international law due to the several humanitarian crises caused by forced migration, it seems that such topic does not completely fit in the aims of the Study Programme, which is mainly oriented to prepare lawyers with practical skills in the field of legal administration. In this respect, as already stressed on the occasion of the previous assessment procedure, it would be preferable to offer a specific international-law course devoted to the protection of human rights, with particular reference to the system based on the 1950 European Convention of Human Rights and the growing need to ensure a proper incorporation of the protection of fundamental rights in the interpretation/implementation of law.

Despite the above mentioned shortcomings requiring some immediate changes, the experts believe that the programme can be realised.

### **2.3. Staff**

According to the SER (point 51), the Lithuanian Business College is “striving for the highest possible quality of studies” and therefore “pays especially much attention to the recruitment of academic staff”. In the same SER (point 60) it is said that there was only a minor change in the number of academic staff over the analysed period (from 2011 until 2015). Nevertheless, “the number of teachers employed on full-time basis in the Law study programme has increased by two lecturers, from 21 to 23” over the analysed period (point 61 of the SER). The “decline in the turnover of the academic staff and a high retention rate represents a growing teaching and research competence of the teachers employed on full-time basis, has positive impact on implementation of the *Law* study programme, and on the consistency and completeness of the courses taught” (point 62).

Unfortunately, neither the SER nor the discussions during the site visit could produce a clear picture about the number and qualifications of the teaching staff. The SER gives only the percentage picture and not the absolute figures and during the site-visit it was not possible to get a clear picture regarding the number and qualifications of the teaching staff teaching in the programme of *Law*. Since this is not only one of the programmes taught at the College, the figures about the teaching staff are sometimes confusing and it is not possible to determine which of the data relate to the teaching staff teaching in the programme of *Law* and that teaching in other study programmes.

What is more, in the SER there are some errors obscuring the picture. This may be the case with the statement that “39,1 % employed on full-time bases hold a doctoral degree” (point 61). Since the SER gives the number of teachers employed on the full-time basis as 23 and the number of those, holding a doctorate as 8 (point 60 and 61), the percentage of those holding a doctorate is 34.7. The expert team was not successful in endeavouring to find a clear answer to this question. It is therefore not clear how many of those teaching in pre-programme of Law hold a PhD and how many among them a doctorate in Law. This was the observation of the experts evaluating the LBC in 2013. They stated:

It was the impression of the panel that this was the number for the entire College and that not a single lawyer was in fact employed full-time by LBC in Klaipeda. Moreover, more than half of the 21 lecturers do not have a single academic publication to their credit. For a professional bachelor programme this is not ideal but does not have to be a serious problem if the lecturers can bring practical experience as attorneys, judges, and the like to the classroom, which seems to be the case for a good number of the part-time lecturers. Therefore, the panel found that by and large the programme is provided by staff meeting the legal requirements and the number of teaching staff and their qualifications should be adequate to ensure learning outcomes.

Furthermore, the SER states that “CVs of academic staff (Annex 3), show that the major part of lecturers are academic researchers actively engaged into research work and applied scientific activities, which are linked to the taught subjects, and publish the findings of research in various scientific publications. Some of the lecturers considerably exceed the qualification requirements both in terms of research activities and preparation of teaching methodology materials, however there are lecturers, especially among lecturers working in legal institutions, whose research work and preparation of teaching methodology materials could be more productive” (point 69). Unfortunately, Annex 3 containing the CVs of the teaching staff engaged in the programme of Law does not confirm this statement. The publications of the teaching staff are limited to visual and training course materials. There is no single scientific publication in the field of law published since the last evaluation in 2013. Regrettably, the institution has not followed the recommendation of the evaluation team in 2013 stating:

3. Guidelines and standards of quality for lecturers have to be developed or improved and have to be actually implemented and enforced. Course programmes of part-time lecturers have to be reviewed to ensure optimal use of time and actual use of state-of-the-art knowledge and materials via faculty meetings and, if necessary, team-building exercises, the future programme director and the individual lecturers have to learn to work together as a team and to jointly pursue the goals of the programme and the improvement of its quality. Information flow from the administration to the lecturers, from the students to the administration, from external stake-holders to the administration, and vice versa, has to be improved and a culture of “Kaizen” or continuous improvement has to be developed.

Although, the SER states (point 67) that “Teaching experience and research work of the academic staff, methodical materials prepared by the lecturers allows concluding that teaching competence of the lecturers of the *Law* study programme is adequate and ensures implementation of the objectives of the study programme” there is quite some room for improvement. Even the SER comes to a similar conclusion maintaining (point 68) that “some members of academic staff should be more active both in research works and preparation of teaching methodology materials; lecturers should also be encouraged to apply the advantages of information technologies in the study process more extensively, to participate more actively in international conferences abroad and international mobility projects that would improve both the quality of studies and results of research work”. This was also the impression of the expert team during its site visit. Inquiring about the teaching of e.g., EU law they were given rather puzzling answers showing that the College has not succeeded in implementing the recommendation of the 2013 evaluation and that its remark, according to which “in almost all courses, there is a dire absence of any international or comparative analysis” can still be regarded as correct.

Although, there is quite a lot to be improved it should be stressed that the teaching staff is doing its best to meet its commitments. During the site visit the students emphasised their satisfaction with the teachers and praised especially their accessibility and professionalism.

#### ***2.4. Facilities and learning resources***

The premises of the College are very modern and well equipped. According to the SER there are 14 classrooms in the College in which 330 students can work at a time. There are 4 computer rooms and 2 laboratories. The College has a room in which students can practice moot trials and a room for legal clinic. Although, the premises are being used by the students of all programmes taught at the College there is no doubt that there is enough space available to the programme of Law. Its quality is appropriate and the same is true for the learning equipment. All in all, the College has a pleasant and well kept working environment offering excellent working conditions for students and teachers. To conclude, the premises for studies are adequate both in size and quality.

The College has a library with 40 work places for students and teaching staff. According to the SER, there are 518 book titles (in total approx. 1230 copies) for the Law study programme. During the site visit the experts were told that the students have access to different data bases and that the Moodle system is widely applied in the study process. Yet, the visit at the library showed that its collection of law-related literature is rather scanty. The problem is not only with the number of law-related books but even more with their structure. Especially the materials on EU and international law are scarce and not up-to-date. For a higher education institution teaching EU law it is quite unacceptable to have no manual on EU law in English published after the adoption of the Lisbon Treaty which was signed in 2007, i. e. nine years ago. It is of concern as observed in the 2013 evaluation that the insufficient library resources contribute “to the use of outdated materials by the lecturers and the highly descriptive character of and lack of academic discussion in the final student theses“. Without major acquisitions of up-to-date literature the College will not be in a position to substantially improve the quality of research and teaching.

#### ***2.5. Study process and students' performance assessment***

The admission requirements are well-founded. There are two different admission procedures to the study programme: a joint admission for state-funded and non state-funded study places and a direct admission for non-state-funded study places. Admission to the Programme to state funded places follows the regulations of Lithuanian Higher Education Institutions Association (LAMA BPO) rules for general admission. The admission requirements are also accessible for the prospective students through the College website. There are no entrance examinations.

The organisation of the study process needs improvement. First of all, due to the low course enrolment of students in the law study programme (information provided in SER 11 Table 3): students have only a theoretical possibility to choose elective subjects because to start a new course the enrolment of at least ten students is required. Secondly, in SER experts found that full-time studies are organized in the daytime, but during the visit full-time students complained that most classes started in the evening, because for them it is difficult to concentrate and learn new study material. Part-time students have the option to combine work and studies, lectures are organised on Fridays from 5:00 PM to 8:15 PM and on Saturdays from 9:00 AM to 4:15 PM. Also only one specialization Legal regulation of business Enterprises is implemented.

During the period of study, students do not have many possibilities to take part in research or various projects, contest or other events, because from the provided information in SER (111, 112, 113) all conferences are more related to the field of management, not law. There is the annual student scientific-research conference – “Strivings of academic youth: insights into economics, management and technologies”, and there is the possibility to publish research papers in the “Journal of Management”.

Another area in which an improvement seems necessary is student mobility – during the visit additional information was provided about the cooperation with 6 Higher education institutions under Law study programme. Also, from 2010 to 2015 only one student that is studying Law went abroad, the main reasons mentioned during the discussion with students at the occasion of the site visit were some specific programme-related reasons and poor English language skills of the students.

The level of academic and social support is adequate. The opportunities for consultation with teachers are good (scheduled consultations-each teacher has one consultation per week, e-mail consultations). The college organizes Adaptation month for first-year students and Career days. Also, the College organizes various events for College community. Students may be awarded merit scholarships (three types), single grants for active engagement in the College social activities, tuition fee reduction, and others.

The assessment system of student performance is clear and publicly available – during the first lecture students are introduced to the curriculum, procedures, criteria of knowledge assessment, and to the assignments for self-work. Teachers apply various study methods and different ways of assessing the student performance – tests, problem solving tasks, group assignments, written papers, etc.

The majority of graduates have continued their studies in universities for their future career. Some of them enrolled to year-long “bridging” studies in universities that will allow them to enrol for second cycle studies. Others have enrolls in two year studies that will award the students with a bachelor of law. During the meeting with the students they have expressed that it is difficult to find a job with the professional bachelor degree, also due to national legislation, only first and second study cycle university graduates can apply for positions of prosecutors, attorneys and judges.

## ***2.6. Programme management***

The management of the Law study programme (hereinafter – LSP) takes place through several levels: a) Director of LBC, responsible for organization of the study process and quality assurance of all study programs; b) Department of Law, responsible for the quality of implementation of the LSP; c) The Committee of the LSP; d) Attestation Committee of the Law study field; e) Quality monitoring group of the LSP.

The SER doesn't give clear guidance regarding specific powers of the above-mentioned levels involved in the implementation of the LSP or regarding the decision making process in the development of the LSP. During the site visit the experts were told that LBC director was responsible for the organisation of the study process and the quality assurance. It was also stated that the newly established Department of Law (2013) was responsible for the quality of the LSP implementation. The Head of the Department of Law explained that she has been tasked to ensure the effective LSP management, monitoring, control, and permanent assessment of the quality of LSP.

Improvements of the LSP are discussed with teaching staff and students at the Department of Law meetings, which are organized once per month during the academic year. Suggestions for improvement are proposed to the Director of LBC for approval.

This was confirmed during the meeting with the teaching staff, students, and social partners. However, expert team did not receive an exact explanation about the role in the decision making

and LSP management process of the Committee of LSP and Attestation Committee of the Law study field from the SER Group and LBC Administration. Furthermore, students and teaching staff could not provide practical examples of how they participate in the LSP management. They told the experts that they were not included in the Committee's activities.

During the meeting with the LBC Administration, the expert team discovered that, at the ground level, the responsibility for the implementation and monitoring of the LSP relies primarily on the Head of the Department of Law. This person is the main coordinator of the implementation of the LSP, organises activities (also the methodological ones) of the department, submits a draft plan to the Director of the LBC regarding the allocation of pedagogical load of the department teachers, cares for informational, material and technical provision of the LSP, and periodically monitors the LSP implementation. The head of the Department of Law is in charge of the quality and implementation of the LSP. Once a month, or as needed, he/she organises meetings where teachers discuss relevant study-related issues, discuss and approve the tasks for examinations, the topics for courses and final papers, discuss student achievements and academic progress, and provide suggestions regarding the quality of studies and the improvement of study organisation. The expert team discovered that the Committee of the LSP, composed of six members (three lecturers who teach in the programme, the department head, and two social partners) also monitors and analyses problems related to the implementation of LSP, examines the data of student, employer and teacher surveys, the outcomes of quantitative and qualitative changes, and other relevant issues.

The analysis of SER shows that a lack of information about the procedure for collecting various data (survey results, the Committee of the LSP or stakeholders proposals, etc.) had a negative effect on the implementation of the LSP. During the meetings with the students, the expert team was informed about students' surveys that are conducted at the end of each academic year in order to assess teaching quality. In these surveys students are also asked about their satisfaction with courses and invited to write comments and criticisms regarding the organisation of studies and the work of the Department of Law. The teaching staff told the expert team that they received student feedback on their performance about teaching quality.

After each semester teachers also discuss possible improvements of their teaching using different styles and methods. At the meetings of the Department of Law teachers present reports on their academic and research activities and on student progress. However, the expert team had the impression that the real involvement of students and teaching staff in the decision-making process and the LPS management were relatively limited. This can be regarded as one of its weaknesses. During the meeting with social partners (i. e. potential employers) the experts were told that their opinions were taken into account, that they were taking part in the implementation of LSP (for example, participated in the defense of final theses, in student professional traineeships, etc.). However, social partners expressed their wish to be consulted more often and that their suggestions how to improve the quality of studies would be considered more carefully. The expert team recommends the LSP management to adopt measures required to ensure more active participation of social partners in the quality improvement process of law studies and in particular in the result-oriented decision making and LPS management process.

LBC has Quality assessment standards (2009) and Integrated Quality Manual (2012) which apply to all LBC departments including the Department of Law. They have a direct impact on the internal quality assurance of studies. There is no evidence of the Department of Law and the Committee of the LSP participation in the internal evaluation procedure of LSP, and no information about the types of measures used for the internal evaluation of LSP and for the improvement of LSP. After the external evaluation of LBC in 2013 a plan of measures for improvement of the LSP was prepared and approved by the Academic Board of LBC. The present expert team was told that some

of these measures had been fully adopted and implemented. However, the present expert team got no insight into how they were implemented and in which way they improved the quality, especially in the specialization setting of LSP. Due to the limited number of students there is a need to keep a certain degree of flexibility in the elaboration of the LSP and it is noted that the LBC is currently considering the establishment of new specialization courses depending on an assessment of the labour market needs.

The expert team acknowledged that the LSP management has been taking seriously the results of both student and teacher surveys and the external social stakeholders' opinions, and was ready to take steps addressing the shortcomings obvious from the results. The collection of information and the outcomes of internal and external evaluations are taken into account. The summaries on the quality of educational services are publicly available; there is a database of teachers' self-evaluation. It is claimed that the LBC receives regular feedback from all stakeholders. The SER refers to several forums such as experience sharing meetings, the academic council, the academic department, the directorate, the attestation committee, academic community meetings, and joint meetings with other departments.

Nevertheless, the expert team has some reservations related to these statements and sees a certain disparity between the implementation of these measures and the practical application of the obtained results in LSP quality management.

### **III. RECOMMENDATIONS**

1.

1.1. Concerning the aims' description, it would be advisable to introduce some further details in order to explain how the mentioned goal of a lifelong learning is reached.

1.2. As for the learning outcomes' description, it would be advisable to make explicit reference to the proper understanding—and the ability to develop a critical analysis—of the relevant case-law (which is not mentioned, surprisingly, in the actual documents). The corresponding curriculum subjects should be listed accordingly.

1.4.

In order to reach the Programme aim “to conduct applied research and scientific development works indispensable for development of the region”, research activities should be significantly increased, also involving attending students in their implementation.

2.

2.1. Comments made by the 2013 Evaluation Report concerning the imbalance between courses still remain appropriate. Non-law related disciplines have to be balanced with other disciplines associated with the legal practical profession.

2.2. Increase the number of law related elective subjects, paying attention to those with a professional dimension, as well as to retain as specialization the only one that is currently taught. In particular, the credit load of the European Union Law and International Law courses should be significantly increased to reach the aims listed in the SER. Such increasing should take into account the fact that the Study Programme is mainly oriented to prepare lawyers with practical skills in the field of legal administration. In this respect, as already stressed on the occasion of the previous assessment procedure, it would be advisable also to offer a specific international-law course devoted to the protection of human rights, with particular reference to the system based on the 1950 European Convention of Human Rights.

2.3. Recommended literature of most of the disciplines needs to be updated.

3.  
Engage more permanent teaching staff in the field of law. Improve conditions for research work and try to encourage it together with staff mobility.
4.  
Increase the number of law related library resources and acquire newer law related literature (also in foreign languages).
5.
  - 5.1. The organisation of the study process needs to be improved to give the students a real possibility to choose elective subjects.
  - 5.2. The classes for full-time students need to be organized in the morning and not in the evening.
  - 5.3. Increase the possibility of law students to take part in research and other projects.
  - 5.4. Encourage the student mobility and increase the number of exchange partners abroad.
6.
  - 6.1. It is recommendable to further clarify the roles and competences in decision-making, the monitoring of implementation, and the mechanisms set up to ensure the quality of LSP.
  - 6.2. To simplify the LSP management, which should be based on cost-effectiveness and efficiency tools, and would be taking into account the number of students in the LSP.
  - 6.3. To involve students in all activities related to the LSP management, particularly in the activities of Committee of the Law Study Programme and meetings organized by Department of Law.

#### **IV. SUMMARY**

The Professional Bachelor of Law Programme provided at Lithuania Business College (LBC) shows some positive aspects and some deficiencies which still need to be improved:

1. In general terms, the aims and learning outcomes of Law Study Programme are sufficiently defined to reach relevant goals.
2. The Programme mainly aims at preparing students for careers as professional law experts with practical skills, who are expected to work for either private companies and firms or public entities (with particular regard to state-law-enforcement entities). The learning outcomes are illustrated accordingly.
3. Processes are in place to adapt programme aims and learning outcomes to professional requirements and employment needs.
4. There is certain problem regarding the legal nature of the curriculum. The disproportionately large number of non-law related disciplines is weakening the possibility of making the curriculum more profiled and fit for purpose, and to give the graduates deeper and at the same time broader access to the needs of legal practice. To strengthen and diversify the legal dimension of the programme it would be necessary to increase the number of law related mandatory and elective subjects and to pay special attention to legal subjects giving the graduates the ability to adapt to the changing and competing environment in which modern lawyers have to work.
5. To achieve this it would be necessary to engage more permanent teaching staff with legal background and qualifications able to fully realise the research based teaching.
6. Particular attention should be paid to the improvement of the conditions for research work. Systematic and consistent research is a precondition for the research-based teaching. It would be therefore necessary to increase the volume and quality of applied research activities both of teachers and of students.

6. Even though the premises of the College are very modern, well equipped and are adequate both in size and quality. However, it would be necessary to upgrade the library resources and to acquire up-to-date literature in the field of law.

7. It is important that among the teaching staff there are also (but not only) legal practitioners. Too many legal practitioners can put too much time constraints on the teaching process because they can teach only in the evening. If possible, it is better to organise the bulk of the classes in the morning and the evening classes for full-time students should be avoided if possible.

8. The College should do its best to increase the mobility of both the students and the teaching staff. To this purpose it should also try to increase the number of exchange partners abroad.

Despite the shortcomings mentioned above the experts still believe that with these and some other improvements the programme can achieve its aims and learning outcomes.



## V. GENERAL ASSESSMENT

The study programme *Law* (state code – 653M90009) at Lithuanian Business College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	<b>Total:</b>	<b>13</b>

\*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. dr. Janez Kranjc
Grupės nariai: Team members:	Prof. dr. Maria del Mar Campins Eritja
	Assoc. Prof. Federico Casolari
	Prof. dr. Raimundas Kalesnykas
	Ms Birutė Noreikaitė

**LIETUVOS VERSLO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
TEISĖ (VALSTYBINIS KODAS – 653M90009) 2016-06-29 EKSPERTINIO VERTINIMO  
IŠVADŲ NR. SV4-155 IŠRAŠAS**

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**V. APIBENDRINAMASIS ĮVERTINIMAS**

Lietuvos verslo kolegijos studijų programa *Teisė* (valstybinis kodas – 653M90009) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>13</b>

- \* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Lietuvos verslo kolegijos profesinio bakalauro studijų programa *Teisė* turi kai kurių privalumų, bet ir trūkumų, kuriuos vis dar reikia taisyti:

- Šios studijų programos tikslai ir numatomi studijų rezultatai iš esmės pakankamai apibrėžti.
- Pagrindinis šios programos tikslas – parengti profesionalius teisės specialistus, kurie, kaip tikimasi, galės dirbti privačiose įmonėse ir firmose arba valstybės (viešajame) sektoriuje (ypač teisėsaugos institucijose). Atitinkamai apibūdinami numatomi studijų rezultatai.
- Programos tikslai ir numatomi studijų rezultatai derinami su profesiniais reikalavimais bei darbo rinkos poreikiais.
- Kyla klausimų dėl programos teisinio pobūdžio. Dėl neproporcingai didelio su teise nesusijusių dalykų skaičiaus mažėja galimybė padaryti šią studijų programą labiau profiliuotą ir atitinkančią tikslą, užtikrinti absolventams gilesnes ir platesnes teisinės praktikos žinias. Siekiant stiprinti ir įvairinti programos teisinį aspektą, reikėtų didinti privalomuosius bei pasirenkamuosius teisės dalykus ir ypač daug dėmesio skirti teisės dalykams, kurie padės studentams įgyti gebėjimą prisitaikyti prie kintančios ir konkurencinės aplinkos, kurioje tenka dirbti šiuolaikiniams teisininkams.
- Norint pasiekti šį tikslą, reikėtų priimti daugiau nuolatinių dėstytojų, turinčių teisinį išsilavinimą ir kvalifikaciją, užtikrinsiančių moksliniais tyrimais pagrįstą mokymą.

6. Ypač reikia gerinti sąlygas mokslo tiriamajai veiklai. Tyrimais pagrįsto mokymo prielaida yra sistemingi ir nuoseklūs moksliniai tyrimai. Todėl reikėtų didinti dėstytojų ir studentų mokslo taikomosios veiklos apimtį ir kokybę.

6. Nors Kolegijos patalpos yra labai modernios, gerai įrengtos ir pakankamo dydžio bei kokybės, tačiau bibliotekos išteklius reikėtų atnaujinti ir įsigyti naujausios teisės srities literatūros.

7. Svarbu, kad tarp dėstytojų būtų ir (bet ne tik) praktikuojančių teisininkų. Dėl pernelyg didelio tokių dėstytojų skaičiaus gali nukentėti mokymo procesas, kadangi dėl užimtumo gali mokytis tik vakare. Jei įmanoma, daugelis paskaitų turėtų vykti rytais, o vakarinių paskaitų nuolatinių studijų studentams reikėtų išvengti.

8. Kolegija turėtų daryti visa, kas įmanoma, kad padidintų studentų ir dėstytojų judumą. Tuo tikslu ji turėtų stengtis didinti mainų partnerių užsienyje skaičių.

Nepaisant pirmiau minėtų trūkumų, ekspertai mano, kad, atlikus šiuos ir dar kai kuriuos kitus patobulinimus, šios studijų programos tikslai ir numatomi studijų rezultatai bus pasiekti.

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### III. REKOMENDACIJOS

1.

1.1. Dėl studijų programos *Teisė* tikslų aprašo rekomenduotina įtraukti daugiau detalių, paaiškinančių, kaip bus siekiama minėto mokymosi visą gyvenimą tikslo.

1.2. Dėl numatomų studijų rezultatų aprašo patartina įtraukti papildomą tikslą – susijusios teismų praktikos supratimą ir gebėjimą parengti kritinę analizę (stebėtina, kad tai nepaminėta dabartiniuose dokumentuose). Reikėtų išvardyti atitinkamus programos studijų dalykus.

1.3.

Norint pasiekti programos tikslą „vykdyti taikomuosius mokslinius tyrimus ir mokslo plėtros veiklą, kuri yra būtina reikalinga regiono plėtrai“ reikėtų smarkiai išplėsti mokslo tiriamąją veiklą, įtraukiant į ją ir studentus.

2.

2.1. 2013 m. vertinimo išvadose pateiktos pastabos dėl dalykų santykio vis dar aktualios. Reikia nustatyti su teise nesusijusių ir kitų, su teisininko profesija susijusių studijų dalykų pusiausvyrą.

2.2. Didinti pasirenkamųjų teisės dalykų skaičių atkreipiant dėmesį į tuos, kurie turi profesinę dimensiją, taip pat išsaugoti vienintelę specializaciją, kurios šiuo metu mokoma. Ypač reikėtų žymiai padidinti Europos Sąjungos teisės ir Tarptautinės teisės dalykų kreditų skaičių, kad būtų pasiekti savianalizės suvestinėje nurodyti tikslai. Didinant kreditus, reikėtų atsižvelgti į tai, kad ši studijų programa iš esmės yra orientuota į teisininkų, turinčių praktinių įgūdžių teisinio administravimo srityje, rengimą. Šiuo atžvilgiu, kaip jau pabrėžta atliekant ankstesnį vertinimą, patartina dėstyti konkretų tarptautinės teisės dalyką (kursą), skirtą žmogaus teisių apsaugai, ypač remiantis 1950 m. Europos žmogaus teisių konvencija pagrįsta sistema.

2.3. Reikia atnaujinti daugelio dalykų rekomenduojamą literatūrą.

3.

Daugiau teisės dėstytojų priimti nuolatiniam darbui. Gerinti sąlygas mokslo tiriamajai veiklai ir stengtis skatinti šią veiklą, kartu ir dėstytojų judumą.

4.

Didinti bibliotekos išteklius, susijusius su teise, ir įsigyti naujesnės teisinės literatūros (taip pat ir užsienio kalbomis).

5.

5.1. Reikia geriau organizuoti studijų procesą, siekiant suteikti studentams realią galimybę rinktis pasirenkamuosius dalykus.

5.2. Nuolatinių studijų studentams paskaitos turi vykti rytais, o ne vakarais.

5.3. Suteikti teisės studentams daugiau galimybių dalyvauti mokslinių tyrimų ir kituose projektuose.

5.4. Skatinti studentų judumą ir didinti mainų partnerių užsienyje skaičių.

6.

6.1. Rekomenduotina toliau tikslinti funkcijas ir kompetencijas, susijusias su sprendimų priėmimu, įgyvendinimo stebėseną ir mechanizmais, nustatytais siekiant užtikrinti studijų programos *Teisė* kokybę.

6.2. Supaprastinti šios studijų programos vadybą, kuri turėtų būti grindžiama išlaidų veiksmingumo ir efektyvumo priemonėmis bei programos studentų skaičiumi.

6.3. Įtraukti studentus į visų rūšių veiklą, susijusią su studijų programos *Teisė* vadyba, ypač į šios programos komiteto veiklą ir Teisės katedros organizuojamus posėdžius.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)