



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kolpingo kolegijos  
**STUDIJŲ PROGRAMOS *TEISĖ* (653M90005)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *LAW* (653M90005)**  
**STUDY PROGRAMME**  
at Kolping College

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Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2014

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė</i>
Valstybinis kodas	653M90005
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	2001-08-31

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law</i>
State code	653M90005
Study area	Social Sciences
Study field	Law
Kind of the study programme	College studies
Study cycle	first
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor of Law
Date of registration of the study programme	31-08-2001

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## I. INTRODUCTION

Kolping College (hereinafter ,KC‘) is a Lithuanian private school of higher education. It is a non-profit limited liability public entity acting as a Public Institution (PI) offering college-level studies. Besides other ongoing programmes, from 1 September 2001 KC has offered a programme of undergraduate professional Bachelor Law Studies, which is intended to develop students' general knowledge, to convey theoretical background for the study field and to form professional skills necessary for independent work. The Law study programme is intended to focus on ensuring students' readiness for professional activities.

The external evaluation team was appointed by the Quality Assessment in Higher Education of Lithuania in 2013 and is chaired by Dr. Robert Lane. Prof. Tanel Kerikmäe, Prof. Mar Campins Eritja, Dr. Raimundas Kalesnykas, Ramūnas Kazlauskas and Birutė Noreikaitė are the other members of the group.

Self-evaluation of the Law study programme was performed by the following group approved by the KC Director's order No. 25A of 11 February 2013:

- Head of the Law Department Rokas Jankauskas, responsible for the parts of the self-evaluation of objectives and intended learning outcomes of the program, and program management;
- Head of the Studies Department Aušra Mingailienė, responsible for the parts of the program framework and conduct of study;
- Head of the Quality and Research Department Ineta Ruškuvienė, responsible for the parts of conduct of study and its evaluation, and program management;
- Human Resources specialist Evelina Žiūkaitė, responsible for the personnel part;
- Director of the Student service centre Rasa Didžiulienė, responsible for the part on conduct of study;
- Social stakeholder, Lawyer A. B. Rekštienė, responsible for the parts of objectives of the studies and program framework.

The visit of the external evaluation team to KC took place on 25<sup>th</sup> February 2014.

## II. PROGRAMME ANALYSIS

### 1. Programme aims and learning outcomes

The learning outcomes of the law study programme are marked as “intended” and are presented as following:

Table 1. Objectives of the program and intended learning outcomes

Objectives of the study programme	Intended learning outcomes of the study programme (aims)
1. To communicate effectively in the professional environment.	1.1. Ability to communicate orally and in writing in correct Lithuanian language
	1.2. Ability to find and analyse professional literature and communicate in a chosen foreign language
	1.3. Ability to communicate in a reasoned way in the professional environment.
2. To analyse and organize information	2.1. Ability to conduct analysis of scientific literature and to summarize the findings in writing and (or) orally, to use information technology
	2.2. To collect, analyse and organize regulatory legislation
3. To develop creative and critical thinking, allowing to realize the place and purpose of Law in the system of social norms;	3.1. Ability to consistently think logically and critically, to identify accurately and correctly regulatory problems
	3.2. Ability to interpret relevant to the law data, ability to set research goals and objectives, to propose and substantiate hypotheses.
	3.3. Ability to select and evaluate the rules of law governing behaviour of people; to assess their effect in time and space, ability to analyse and evaluate in terms of legal rules the human behaviour and activities, and that of social institutions.
4. Understanding of the legal system of the Republic of Lithuania and the main national and European regulations, ability to apply them and to solve specific practical legal problem;	4.1. Knowledge of principles of individual branches of law of the Republic of Lithuania, contents of the most important legal institutes.
	4.2. Knowledge of the content of the European Union's regulatory legislation.
	4.3. Ability to argue legal decisions by applying specific legislation.
5. To develop skills related to legal administration of activities of public sector agencies and private sector small and medium-sized companies, as well as organization of court hearings and office work.	5.1. Ability to use legal databases, to systematize legislation, and based on them, to prepare projects of law application acts.
	5.2. Ability to execute decisions of the judge and (or) other law applying officer in respect of implementation of law application acts.
	5.3. Ability to organize a court hearing, to record its progress, manage files; acquisition of documents management skills.

The name of the programme, its learning outcomes and the qualification offered are compatible. However, there are several problems that are referred below.

First learning outcomes are an “Ability to communicate orally and in writing in correct Lithuanian language”, which is in harmony with the Law on Higher Education and Research, and “to find and analyse professional literature and communicate in a chosen foreign language” (SER, Table 1). Of itself this sounds ambiguous and wildly ambitious, but becomes clearer if read in the context of the wider and general objective of preparing “highly skilled lawyer[s] with” a number of desirable skills (SER, para 6)

-The wording of some learning outcomes is more specific and refers to the aims and goals of the programme, such as 4.3 “ability to argue legal decisions by applying specific legislation” or 5.2 “ability to execute decisions of the judge...”. However, the list of learning outcomes does not, as a whole, reflect the specializations such as social security, public administration, legal services for SME’s and remains therefore vague. The vagueness could be clarified by a tightening up (in future reports) of this section.

According to the document annexed to the SER “Correlation of methods for evaluation of programme’s learning outcomes, study methods and achievements” study methods and student assessment methods are presented (sometimes in a repetitive and laconic manner). Study methods other than lectures, seminars and individual work include case simulations, simulation of a legal dispute, case studies, debate, consultation practice and, in non-law subjects, “brainstorming” and self analysis/reflection. The Moodle system was introduced in December 2013 (following submission of the SER). These are all to be encouraged as useful tools (a) in a professionally orientated programme (b) in which a system of cumulative assessment is in operation (SER, para 94). However, during the external evaluation, both teachers nor students were reluctant to present examples of innovative study methods other than case-studies. There appears therefore to be a discrepancy between the optimal situation described in the SER and practice. The College is encouraged to take a closer look at how these study methods work in practice.

The self-evaluation criteria in general could also benefit from further clarification. The SER refers to the importance of professional ethics as a relevant outcome, which, in practice can collide with Christian morality or natural law (that is also mentioned as a guiding value on page

9 SER). It is not clear whether the freedom of conscience and religion is taken into account during the staff selection procedure and student assessment. During the panel's visit, criteria for recruitment of new staff members or evaluating the existing ones were not made clear, although there was evidence that staff members are selected at interview very much according to their values, alongside professional/academic criteria (and of course the Labour Code and KC internal employment rules). There is nothing wrong with this, so long as care is taken the one side of the equation is not allowed to override the other. There is no suggestion that this is the case.

Table 2 "Compliance of the learning outcomes of the programme with the cycle" refers to "EU regulatory legislation" which suggests that only secondary legislation is taught. Secondary legislation is the law (directives, regulations and decisions) that is based on primary law of the European Union. The primary law is the constitutional basis of the EU legal system that is used as a tool of interpretation of secondary law. If this is accurate it seems inadequate as the principles and values (that are core element of the programme) such as proportionality and subsidiarity play an important role in understanding this complex legal system. At the same time, for the level of applied sciences, objective No 17 on page 10 SER refers that graduates should be "fully familiar with the EU legal system" is an ambitious claim, for "full familiarity" with EU law is the work of a lifetime. In any event the claim is moderated by the paragraph heading of "understanding of ... the main ... European regulations". The issue could be resolved simply by redrafting in a slightly less lofty manner.

The programme aims and learning outcomes take inadequate account of the capacity of the institution and market needs. There is, owing to demographic factors, a general decrease in student numbers across Lithuania. KC should, like other colleges, develop a strategy to counteract the effects. This was recognised by staff during the panel's visit, and is a particularly acute challenge for a small college and programme.

## ***2. Curriculum design***

The programme consists of "General subjects" and "Core and Compulsory subjects" plus specializations in the fields of social security, public administration, legal services for SMEs, enforcement proceedings. The structure of the curriculum would be modified - there are several courses, namely "Infotechnology", "Logics", "Basic Latin" that are listed as part of core and compulsory subjects but should rather be part of fall within "general subjects" instead. Therefore, the study subjects are perhaps not spread evenly as there are many credit points

allocated to the aforementioned general subjects. The structure corresponds to legal requirements but may give rise to problems of proper balance, not least when viewed by a prospective employer.

The curriculum requires professional practice, final thesis and, “optional subjects” which are not specified by their content or objectives. The impression is that a student does not have choice with elective courses and has no opportunity to choose (one of the) specialization, which as a rule is composed (only) of three courses. The panel formed the impression from the student representatives that access was practically limited: as the groups are small, the new students have to agree with the administration which specialization is the most popular, which limits the choice of an individual student and clearly contradicts with the aims of the programme. This is compounded by (according to staff) the limited number of teaching hours and (according to a majority of social partners) an overemphasis upon theory.

The SER also provides annexes describing course programmes that include prerequisites, recommended literature but the course syllabus are still inconsistent, some of the books and articles are not formulated correctly (indicating year, publisher etc). Course descriptions are, as a rule, laconic when describing the content of the course.

The syllabus of the courses lack details. Course descriptions are based upon the institution’s form guidelines (title, annotation, credits, learning outcome and so on), yet the SER (paragraph 23) records a programme weakness to be “all law programmes in Lithuanian higher educational institutions are similar in content”; but this then fails to reflect the original features of this particular programme as a programme of applied sciences and the innovation and/or specialization it might claim.

Teaching methods are explained on page 12 of the SER but are not reflected directly by the course programmes. Teaching methods *are* indicated in each course programme but are largely “cut and paste” and not related to the study field. There is a methodological guidance related to thesis writing.

KC does not emphasize internationalization, though Lithuania is a member of the international community, bound within a European human rights system and the EU. There have been visiting lecturers, mainly Chinese, but their input to the curriculum objectives and learning outcomes is



not specified. The college administration agrees that there should be more EU segment added to the courses and that the human rights dimension in the programme that prioritizes the values should be more visible.

According to the SER authors, students who complete the programme have two perspectives: a) enter practice; b) continue their academic studies. Currently, the graduates are obliged to take extra ECP (European credit points) at bachelor level depending on the master programme they would like to apply. There is no cooperation agreement or analysis made with the universities that would give a basis for further modifications to the programme so that the graduates would meet the criteria of the master programmes at other institutions. It might be advantageous to students to consider means of liaising with the universities, perhaps formally by means of cooperation agreements (as apparently already exists with Vytautas Magnus University), in order to smooth this process.

### ***3. Staff***

According to the administration, new staff members are selected on the basis of professional and scientific merit, capacity to teach, and adherence to Christian values.. Each prepares a new syllabus that will be compared with the old one. According to the administration, syllabus content and all the literature are carefully examined before allowing the instructor to work with the students. The content of the courses may be changed or modified up to 25 per cent every year by course teachers whilst staying within mandatory requirements of the programme learning outcomes.

The list of the teaching staff indicates that there are 15 teachers involved, some with solid teaching experience (6 of the instructors have more than 20 years of teaching experience) and some with fewer years of experience (8 of the instructors have less than 5 years).

There are 6 teachers with a doctoral degree. However, these highly qualified staff members do not have degrees in law and do not teach law courses, rather philosophy, Christian social teaching, English language, logic. Only one teacher with a doctoral degree teaches a law subject, i.e history of law. Other members of academic staff have master degrees and/or a background in practice. One of the serious concerns is, whether there is a sufficient number of teachers who are full time lecturers.

The *curricula vitae* annexed to the SER are quite laconic. Although the “list of teachers” indicates that all members of the academic community deal with “scientific activities”, the CVs do not directly support this assertion. Many have participated at professional trainings and conferences but their own input (conference presentations, publications) is modest and consists, as a rule, of contributions presented in the college’s own publication or Lithuanian or neighbouring countries. It is not made clear during the site visit whether the presentations have been published. The panel was informed later that the presentations have been published in conference proceedings “Challenges and Social Responsibility in Business” which is included in Academic Search database.

According to the CVs presented, some of the teachers have no evidence of academic activities and only one teacher has a publication in English, published abroad in a peer-reviewed journal. The SER includes table nr 3 (page 14) that is more informative but the list sometimes refers to the authors who are not presented in the list of teachers.

The authors of the SER recognize the problem, stating on page 35 that one of the weaknesses is that “not many researchers/scientists are involved in the programme management”. However, there is no evidence of clear strategy how to improve the situation. It is just “expected to increase the number of researchers”.

The practical experience of most of the academic staff members is good, there are many attorneys, lawyers etc but there is no evidence of highly qualified and competitive activities in the area of (applied) science. It seems that the research fields indicated are rather areas of the practice of a concrete person or related to the field of his or her teaching. The ambition to have competitive research projects or international cooperation is clearly lacking.

There is a concern whether the staff can ensure the learning outcomes as the number of teachers who have their teaching job as their main job is very low (2-3). Even these people had workload from 0,6 (see explanation on page 18 SER: “During this 2013 - 2014 academic year, 1 teacher works as her main job, workload is 0.3 of full position, the remaining employees work as their second job, their workload is from 0.2 to 0.5 of full position”). At least one of the members of permanent staff works also for another law programme in another institution. KC encourages its staff members to professional development. However, this kind of support relates mostly to the college’s own conferences and some academic exchange (SER, page 16). The motivation is

mentioned in the SER (financial support) but it does not reflect in the list of activities i.e conferences and research projects listed although the teachers claimed that the participation at the conferences is financially supported. The college supports trainings on pedagogical skills of teaching staff twice a year, still emphasising that this is voluntary and based on trust.

The authors of the SER indirectly recognize the academic weakness of teaching staff also in claiming that “due to the specificity of Lithuanian law, there is a small number of incoming teachers”. This statement remained still unclear. It is also not clear enough what are the responsibilities of a “manager of scientific activity”, the position created recently) as the teaching staff could not inform the experts’ group about the perspectives that would be created with the help of that new position. There were some assumptions presented during the assessment visit that research may arise from the stronger cooperation with the social partners. There were few examples of cooperation such as projects with Lithuanian municipalities. There is also a plan to apply for EU grant with another higher educational institution.

The main principles emphasized by the college are Christian ethics, natural law, and values. Whilst they may be undefined and elusive, it is both evident and very positive that the institution has clear values, which amongst other things positively enhances a community spirit with the College and the programme. It has also been one of the criteria when selecting the new staff members for the institution. So long as academic/scientific skills are not sacrificed, the Christian ethic can co-exist happily with them. There is a risk where there may be conflict between Christian principles and legal practice or *lex scripta*.

The college representatives referred to the active dissemination of Christian values: the head of department is claimed to interfere to the legal policy if such conflict is visible (writing statements, criticizing judgments). However, the statements made by the college representatives during the study process provide no guidance for the students on how to act in case of conflict when they are involved to the legal practice after graduation. The panel is happy with subsequent assurances that such a conflict would be resolved on the basis of legal principles.

#### ***4. Facilities and learning resources***

The KC premises are excellent: bright, well-maintained, comfortably furnished. There are several classrooms and rooms for social purpose of different sizes; learning equipment (including computer room, free internet) is sufficient. Students can use some space to spend their time in college between classes. The college uses several buildings that combine both modern and historical atmosphere.

The library resources are still poor even considering the fact that electronic databases are available. There is an inter-library network and students can order a book through that system. However, even considering a small number of students, it may be a problem as many of the textbooks mentioned in the syllabus of different courses are not available at the college's library or are presented only with a sample copy. There is a possibility for the students to use copy machine. Internet based courses is only the future plan.

A practice-oriented programme benefits from a legal clinic, which is a useful addition to study environment and serves as a link between teaching and practice. It is especially useful in a shrinking labour market. KC has a clinic which opened in 2012 and is operating. The panel was unable to assess the activities of the clinic, but would encourage the college to view it as an important part of the programme's activities.

#### ***5. Study process and student assessment***

The admission requirements are based on grades at secondary education and motivation. The SER states that there are no special requirements. Compatible with the policy goal of life-long learning (and legal obligations) older candidates are admitted, although care must be taken to take account of grading systems at gymnasium level changing over time. The same applies to candidates from abroad, who must acquire COAHE recognition of equivalence. It is not made clear how an applicant's motivation is measured, although it is rightly an important criterion for admission. The College might wish to consider if there is a link between its assessment of motivation and the drop-out rate, although the latter may well be due to other factors.

The panel met only full time students and the opinion of part-time students was not available. Students were not aware of the SER, and were not included to the process of preparing it. Students emphasized that they do not have formal relations but rather informal relationships with the administration. It is, indeed, very positive to practice an individual approach in a higher educational institution, yet formal rules and a complain systems would better ensure (legal) certainty and guarantee equal treatment. Individual student complaints that are not in written form would also be a problem to the teachers who may then not have clear understanding of the content of accusations. Removing teachers that students dislike is governed by the Code of Academic Ethics, but great care is to be taken, as indeed it must everywhere, to ensure action is carefully grounded, and conflict management should be balanced rather than solely student oriented.

The study process as described in the SER is adequate, the potential problem seems to be that the staff members are mainly practitioners who keep their teaching position alongside their main employment, thus having difficulty in dedicating themselves to teaching as much as desirable and/or necessary. Staff members and students emphasized the individual approach; the concept of being “big family” and a community is prevalent. At the same time, students are not sure about availability of the teachers i.e office hours; they relied on e-mail communication or meetings after classes. Teacher’s office hours, apparently available on the KC website, must be widely advertised and known, and adhered to except in exceptional circumstances.

As for student motivation, there is an annex entitled “participation in conferences by the Law programme students”. The list reflects to the conferences organized by the institution itself (with one exception). Institutional support is described in detail on pages 23-24 of the SER such as social support and financial assistance. One method of academic support is “studying according to an individual programme”. How many students are using this opportunity remained unclear as the students made controversial statements on what they understand by “individual studies”.

Students receive social support; financial support and scholarships are also provided separately for good learning results and activities related to the college. The possibility of going on an Erasmus exchange exists but the take-up is low (see SER, paragraph 106); this may well be down to other, perfectly rational, factors (paragraph 107).

There is a Student Services Centre which deals with career counselling in cooperation with social partners. It seems that the students have still quite limited perspectives – as the SER indicates to the SME, the reality (by students) is to find a job in the police department, local detention office. Although, it is claimed by the SER authors that the students can choose their internship site and meet social partners to discuss their possible employment, in practice the choice seems quite limited (assumption based on meetings with students and social partners).

The assessment system (page 24 of the SER) is explained through the principles. Cumulative assessment seems to be a prevailing method. The elements of assessment are clearly indicated in the syllabus, students claim that they clearly understand the assessment method. The system of handling complaints is described in the KC study guide.

The information about professional activities of the graduates is collected and analysed through alumni meetings, surveys. The results of the surveys are not available to the panel. Social partners, very generous with compliments of the programme, were most likely not aware of the weaknesses of the programme suggesting more practice and less theoretical lectures for the students. It seems that there is no strong link between alumni and the current student community. It is difficult to assess the success of the graduates as many of them went on the study at different universities before joining their current career posts.

## ***6. Programme management***

The responsibilities for decisions and monitoring the programme are not sufficiently clear and may affect the sustainability of the programme offered. It is described how the attestation of the programme is organized but it remains unclear how the every day monitoring is allocated. The head of the programme is responsible for collecting data and forwarding it to the different committees. In reality, all the groups interviewed indicated it is the head of department who makes the decisions although the staff members referred to the “community made decisions”.

The collection of information is well described; 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 teacher’s self-reflection journal. There are several departments that deal with the information to guarantee effectiveness of the quality assessment system. It is claimed that the institution receives regular feedback from all stakeholders. The SER refers to several forums such as experience sharing meetings, academic council, academic department, the directorate,

attestation committee, academic community meetings, and joint meetings with other departments. It is somewhat unclear what is the decision-making system in reality, level of inclusiveness and subordination, as the teachers involved were not aware of these discussion and decision-making bodies.

According to the administration and authors of the SER, the weakness of the programme is that the college is too small to influence the legal environment; but at the same time, being small is also a strength as the individual approach and the small student groups can benefit the study process.

### III. RECOMMENDATIONS

1. The programme must comply with legal requirements in its content and structure. This was the major concern of the panel, which discussed the issue intensively, and eventually satisfied itself that it did so (see Summary immediately below, point 1). KC must be alive to the serious repercussions and consequences of any failure to do so, and should take especial care in future to ensure it does not happen.

2. KC should have a clear strategy to offer a programme that meets the requirements of the competitive area of legal education and market needs. This concerns clear learning outcomes that are linked to clearly formulated and designed teaching staff selection requirements, student admission requirements, finding specializations which prepare the specialists that are clearly needed, and having more full time teachers.

3. Research activities, academic freedom and taking account the internationalization of the legal environment should be basis of constant curriculum development. Christian values, natural law (in case they form a core principles) should be clearly defined and linked with the curriculum in the way that is understandable for all stakeholders.

4. There should be inclusiveness in decision-making that concerns curriculum development. Teaching staff, social partners and students should be informed and given the opportunity to participate, and the machinery in place to do so (SER, paragraphs 7 and 8) must be transparent and effective.

5. The assessment criteria, rules of making student complaints and proposals should be clearly formulated and communicated.

6. The college programme should be strategically related to the other law programmes in Lithuania, the original features should be clearly formulated, also the opportunities for further academic studies at university level master programmes should be clear for the students.

#### IV. SUMMARY

The experts' group found several problems with the programme. The most serious concern was compliance with legal requirements in its content and structure. In particular, the panel was sufficiently concerned with KC's compliance with Order No V-1385 of the Ministry of Education and Science (2010) that the core subjects must comprise no less than 135 ECTS that it requested further clarification from the College; which clarification was supplied promptly and courteously. After consideration and debate, the panel was satisfied that Legal Psychology fell legitimately within the core field, as did the professional practice and final thesis elements of the programme, so bringing the ECTS total to 137 for the study field subjects. This is a very narrow margin of success, and the issue merits close attention in future.

The strengths of the programme would be the community like environment and emphasis to the values rather than the positive legal norms. Also, the motivation of the teachers and administration to seek for new social partners, raising the awareness on Christian values in the legal society, good relations with alumni.

Also, analysing the recommendations of the previous accreditation (8) in 2007, it is quite clear that at least some of them were not acted upon by the college administration. The college established specializations as suggested but is not able to provide them due to the decreasing number of students. One of the main suggestions more than 6 years ago was "to design a strategic plan with the objective to further the academic standing of its own faculty". Though some progress has been made (in, for example the quality of accommodation), this objective is clearly not met. Also, the library has remained poor in resources, with no clear evidence of long-term strategy to improve the situation. It is of course a tall order in times of financial restraint; but the library is the heart of a law programme, and its upkeep must be seen to be a priority.



It is hoped the college can develop a strong strategy based on analysis of the opportunities that would guarantee the sustainability in teaching process and positioning the programme in Lithuanian and regional legal space.

## V. GENERAL ASSESSMENT

The study programme Law (state code – 653M90005) at Kolping College is given a **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
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)	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.

Grupēs vadovas:  
Team leader:

Dr. Robert Lane

Grupēs nariai:  
Team members:

Prof. Tanel Kerikmäe

Prof. Mar Campins Eritja

Dr. Raimundas Kalesnykas

Ramūnas Kazlauskas

Birutė Noreikaitė

<...>

## V. APIBENDRINAMASIS ĮVERTINIMAS

Kolpingo kolegijos studijų programa *Teisė* (valstybinis kodas – 653M90005) 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)

## IV. SANTRAUKA

Ekspertų grupė nustatė keletą programos trūkumų. Didžiausią rūpestį kėlė programos turinio ir sandaros atitikimo teisės aktų reikalavimams klausimas. Ekspertų grupei kėlė abejonių, ar studijų programa atitinka LR Švietimo ir mokslo ministro įsakymo Nr. V-1385 (2010 m.) nuostatas, kuriame reikalaujama, kad studijų krypties dalykams būtų skiriama ne mažiau kaip 135 ECTS kreditai, todėl ji paprašė Kolpingo kolegijos daugiau apie tai paaiškinti ir tuoj pat gavo mandagų atsakymą. Po svarstymų ir debatų ekspertų grupė įsitikino, kad *Teisės psichologija*, kaip ir kiti šios programos elementai, t. y. profesinė praktika ir baigiamasis darbas, teisėtai priskiriama studijų programos krypties dalykams ir tai sudaro 137 ECTS kreditus. Tai labai nedidelis laimėjimas, todėl šią problemą ateityje būtina spręsti.

Programos stiprybės būtų šios: kolektyvas, kurį vienija bendrumo dvasia ir orientavimasis labiau į vertybes nei į tikslas teisinės normas, dėstytojų ir administracijos pasiryžimas ieškoti naujų socialinių partnerių, informuotumo apie krikščioniškas vertybes teisinėje visuomenėje didinimas, geri ryšiai su buvusiais studentais.

Be to, nagrinėjant ankstesnės, 2007 metų, akreditacijos rekomendacijas (8), paaiškėjo, kad kolegijos administracija bent į dalį iš jų neatsižvelgė. Kolegija įteisino pasiūlytas specializacijas, bet negali jų įgyvendinti dėl mažėjančio studentų skaičiaus. Vienas iš pagrindinių pasiūlymų, pateiktų prieš 6 metus, buvo „parengti strateginį planą, siekiant pagerinti savo fakulteto akademinę būklę“. Nors tam tikra pažanga padaryta (pvz., pagerinta apgyvendinimo kokybė), akivaizdu, kad šis tikslas nepasiektas. Bibliotekos ištekliai ir dabar skurdūs, ir nepanašūs, kad Kolegija turėtų ilgalaikę strategiją, kaip šią padėtį pagerinti. Žinoma, kad tai yra sunkiai įgyvendinamas reikalavimas finansinio suvaržymo laikotarpiu, bet studijuojant teisės programą biblioteka yra pagrindas, tad jos išlaikymas turėtų būti laikomas prioritetu.

Tikimasi, kad Kolpingo kolegija gali parengti stiprią strategiją, pagrįstą galimybių, užtikrinsiančių mokymo proceso tvarumą ir padėsiančių šiai programai atrasti vietą Lietuvos ir regiono teisinėje erdvėje, analizę.

### III. REKOMENDACIJOS

1. Šios programos turinys ir sandara turi atitikti teisės aktų reikalavimus. Ekspertų grupei, kuri nuodugniai apsvarstė šį klausimą ir galiausiai džiaugiasi tai padariusi, nes jis kėlė daugiausia rūpesčių (žr. santraukos 1 pastraipą). Kolpingo kolegija turi suprasti, kokios rimtos gali būti pasekmės, jei ji nesiims priemonių joms išvengti ateityje.

2. Kolpingo kolegijai reikėtų turėti aiškią strategiją, kaip pasiekti, kad jos teikiama programa atitiktų konkurencingos teisinio švietimo srities reikalavimus ir rinkos poreikius. Kalbama apie tai, kad reikia nustatyti aiškius studijų rezultatus, susietus su aiškiai suformuluotais dėstytojų atrankos reikalavimais, studentų priėmimo reikalavimais, parinkti tokias specializacijas, kad parengti specialistai tikrai būtų reikalingi rinkai, ir priimti daugiau visu etatu dirbančių dėstytojų.

3. Mokslo tiriamoji veikla, akademinė laisvė ir teisinės aplinkos tarptautiškumo didinimas turėtų būti nuolatinio programos studijų sandaros tobulinimo pagrindas. Reikėtų aiškiai

apibūdinti krikščioniškasias vertybes, prigimtine teisę (jei tai yra pagrindiniai principai) ir susieti jas su studijų sandara visiems socialiniams dalininkams suprantamu būdu.

4. Priimant su programos sandaros tobulinimu susijusius sprendimus, reikėtų taikyti įtraukties principą. Dėstytojams, socialiniams partneriams ir studentams turėtų būti suteikta informacija ir galimybė dalyvauti tobulinimo procese, o nustatytas mechanizmas, nurodantis, kaip tai daryti (savianalizės suvestinė, 7 ir 8 punktai), turi būti aiškus ir veiksmingas.

5. Vertinimo kriterijai, studentų skundų ir pasiūlymų teikimo taisyklės turi būti aiškiai suformuluotos ir apie jas turi būti pranešama.

6. Kolegijos programa turėtų būti strategiškai susijusi su kitomis Lietuvoje įgyvendinamomis teisės programomis. Reikėtų aiškiai suformuluoti savitumo požymius, be to, studentams turi būti aiškiai nurodytos tolesnių akademinų universitetinio lygmens magistrantūros studijų galimybės.

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