



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos verslo kolegijos  
***TEISĖS PROGRAMOS (653M90009)***  
**VERTINIMO IŠVADOS**

---

**EVALUATION REPORT  
OF *LAW (653M90009)*  
STUDY PROGRAMME**  
at Lithuania Business College

Grupės vadovas: Prof. dr. Frank Emmert  
Team leader:

Grupės nariai: Doc. Peter Gjörtler  
Team members: Dr. Robert Lane  
Prof. dr. Edita Gruodytė  
Ramūnas Kazlauskas  
Andrius Zalitis

Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2013

## 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), Išžėstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės profesinis bakalauras
Studijų programos įregistravimo data	2003-02-25

---

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law</i>
State code	653M90009
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	2003-02-25

© Studijų kokybės vertinimo centras  
The Centre for Quality Assessment in Higher Education

# CONTENTS

CONTENTS.....	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS .....	4
1. Programme aims and learning outcomes .....	4
2. Curriculum design.....	6
3. Staff.....	8
4. Facilities and learning resources.....	9
5. Study process and student assessment .....	11
6. Programme management .....	13
III. RECOMMENDATIONS.....	14
IV. SUMMARY.....	15
V. GENERAL ASSESSMENT .....	18

## I. INTRODUCTION

Business College (hereinafter LBC) was originally founded in 2001 in Siauliai as Lithuania “Western Lithuania Business College” after reorganisation of the school for further education of secretaries and managerial assistants. More recently, the main facility was relocated to Klaipeda and the College was re-named into “Lithuania Business College”. However, a small branch campus is still maintained in Siauliai even today. LBC operates nine (9) study programmes at the higher education college level and awards professional bachelor degrees in these areas: business management, administration of enterprises and institutions, economics, recreation and tourism business management, trade management, management of construction business, computer programming/applied informatics, law, and accounting.

The program in law was first opened in Siauliai in the year 2003 at the Siauliai Region College of Management, Law and Languages, which was later merged with the Western Lithuania Business College. The first students in Klaipeda were enrolled in 2010. The current accreditation of the law programme expires on 31 December 2013.

Since law students are still enrolled in both locations, the expert group, in addition to the full-day visit to Klaipeda on 27 February 2013, also made a short visit to the facility in Siauliai on the following day, in particular since the adequacy of that facility had been questioned during the accreditation procedure in 2009.

The present report is a review of the Law programme (state code – 653M90009), carried out in accordance with Article 40 of the Law on Higher Education and Research of 30 April 2009 XI-242, and more specifically with the SKVC Methodology for Evaluation of Higher Education Study Programmes (Order No 1-01-162 of 20 December 2010). The expert group (hereinafter the panel) had the advantage of reading LBC’s Self Evaluation Report (hereinafter SER) and Annexes, which were reasonably well prepared, comprehensive and clear, although the differences between full-time and part-time studies and between delivery in Siauliai and Klaipeda should have been developed more clearly. During the visit to the facilities in Klaipeda and Siauliai, the panel was met with well organised and helpful cooperation, professionalism and courtesy. We are grateful to all those at LBC (and at SKVC) who put a very considerable amount of work into all aspects of the evaluation procedure.

## II. PROGRAMME ANALYSIS

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

Pursuant to the SER, the law study programme is aimed at the preparation of “well-educated specialists of law for work in companies and enterprises who would be ready to face challenges of technological progress, whose knowledge and competences would contribute to the economic and social progress of the region and would correspond to European Union standards.” Competence for delivery of services related to EU law is mentioned several times, including the ability to work on EU tender procedures. To these ends, the main aims of the law study programme are stated as development of “critical and creative thinking skills allowing for understanding of the role and purpose of law within the framework of social

norms; to understand the legal system of the Republic of Lithuania, regulatory legal acts, to be able to apply them and to solve particular legal problems in practice; to develop skills related to organisation of court sittings and record of its proceedings, work of court registry office, legal administration of activities of companies and enterprises.” The programme aims are implemented via two alternative specializations, namely “legal regulation of business” and “law of labour and social security.”

Although generally in line with the Law on Higher Education and Research of 30 April 2009 No XI-242, the formal requirements set out in the General Requirements of First Degree Integrated Study Programmes (Order of the Minister of the Ministry of Science and Education of 9 April 2010 V-501), the Legal Description of the Law Study Programme of 19 August 2010 No XI-242, the European Qualifications and Curriculum Framework (EQCF), and the User Guide of ECTS (2009), it would seem desirable for the College to specify more clearly the professional profiles for which it is preparing its graduates, namely as in-house lawyers for private companies and assistants to attorneys in the region on the one hand, and as legal assistants for employment in the public sector, including court secretaries, assistants to prosecutors, judges and bailiffs, as well as legal experts for the public administration, police and other public employers. This would more clearly correspond to the profiles of the alumni and the local labour market.

The fact that at the present time, the programme aims and learning outcomes – and the corresponding opportunities with the professional bachelor from LBC – are potentially not sufficiently clearly defined and communicated was driven home by the statements of current students, 100% of whom declared their intention to pursue studies at the Master level at Mykolas Romeris University to become „real lawyers“ after graduating from LBC. Given the fact that universities like Mykolas Romeris generally recognize and transfer only a relatively small part of the credits from a professional bachelor programme into their Master programmes and, therefore, students are wasting at least one and potentially two years of their lives if they pursue the goal of becoming fully qualified attorneys via a professional bachelor, this situation is not ideal. This was also confirmed by the „wishlist“ of current students for improvements at LBC, which included „more information about the difference between college and university studies“ among the top three priorities. Furthermore, it is also clear, at least at the present time and in the foreseeable future, that the needs of the public are greater and opportunities in the labour market in Lithuania are better for legal secretaries and assistants – and their more moderate expectations regarding pay – than for fully qualified attorneys.

With regard to consistency of programme aims and offerings, the panel noted that EU and international law was emphasized – correctly – in the stated aims but delivery was questionable. Lithuania has now been a Member State of the European Union for almost a decade and a working knowledge of EU law and the way it impacts Lithuanian law is imperative for anybody who claims any kind of expertise in law. Similarly, at least a basic understanding of the requirements and enforcement mechanisms of the European Convention on Human Rights and Fundamental Freedoms is to be expected, in particular from graduates in the field of labour law and social security. Accordingly, LBC offers a course on „International and EU Law“ (4 credits) and another on „Human Rights“ (4 credits). However, the panel found that at least the faculty member teaching „Constitutional Law of the Republic of Lithuania“ had no awareness of the impact of EU law and the ECHR on Lithuanian constitutional law.

Unsurprisingly, therefore, the final theses reviewed by the panel contained references mainly to Lithuanian legislation and case-law (and some websites), while references to European legislation and case-law, as well as legal literature in the form of monographs and law review articles, was virtually completely absent. This was confirmed during the conversation with the current students (comprising only first and second year students), who had no knowledge and showed no ambition to learn anything about international and/or European law. Not one of them was able to provide a basic definition of a European directive, arguably the most important form of EU legislation for any lawyer in the public or private sector in the EU Member States.

The panel, therefore, concluded that the programme aims and learning outcomes were not as well defined and clear as they could and should be, that they did not correspond very well to the academic and professional requirements, public needs, and the needs of the labour market in Lithuania, and that they are not necessarily consistent with the type and level of studies and the level of qualifications offered. This point will be revisited below in the context of the qualifications of the teaching staff, facilities and learning resources, and student assessment.

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

The formal requirements of the professional bachelor's programmes are set out in section III of the 2010 ministerial order (V-501, as amended). As discussed in what follows, the panel is satisfied that the programme complies with the legal requirements.

The law programme consists of „General Subjects“, „Basic Professional Subjects“, separate „Specialization“ subjects for „Legal Regulation of Business Companies“ and „Labour and Social Welfare Law“, as well as „Practices“ and a „Final Qualification Exam“ and „Final Thesis“. Credits are required and awarded as follows:

General Subjects (including 6 required and 3 elective subjects)	39 cr
Basic Professional Subjects	66 cr
Specialization Subjects	30 cr
Practices	30 cr
Final Qualification Exam	6 cr
Final Thesis	9 cr
	-----
Total	180 cr

The programme may be undertaken on a full-time basis (three years), part-time (4 years). Distance learning is a response to the shifting economic and social environment in Lithuania and clearly meets with student needs and demands. Nevertheless, statistics show declining enrolment in all study modes:

	2010		2011		2012	
	FT	PT	FT	PT	FT	PT
New entrants into year 1 of law	10	4	6	6	4	6
Klaipeda						

Siauliai	7	6	1	3	2	1
Total	17 + 10 = 27		7 + 9 = 16		6 + 7 = 13	

Although the curriculum corresponds to legal requirements, the panel found an imbalance of what could be called traditional subjects over more modern subjects that would respond better to the needs and requirements of the Lithuanian society and labour market. For example, courses such as „Roman Law“, „Legal Psychology“, „Legal Philosophy“, „Legal Ethics“, as well as non-law courses such as „Activity Documentation“ or „Theory of Economics“ are all required with 3 or 4 or even more credits, while only one course of 5 credits is supposed to cover all areas of „International and EU Law“. Similarly, it is a bit surprising that the course „Occupational Health and Safety“ (3 cr) is required for all students, while the course „Human Rights“ (4 cr) is required only for students taking the specialization in „Labour and Social Welfare Law“. This choice could be reversed.

A closer look at the individual courses as listed in the SER also shows that LBC stays within the respective legal requirements but does not necessarily achieve its aims and intended learning outcomes. For example, the course „International and EU Law“ consists of 10 academic hours of lectures, 15 academic hours of practical trainings, 10 hours of „consultations“, and no less than 72 academic hours of „self-study“, for a total of 4 credit hours, although it features in the overall curriculum with 5 credit hours. While the „Learning Outcomes of the Study Module“ of this course sound reasonable on paper, the panel, on the basis of reviewing final exams and theses and interviews with students during the visit, has serious doubts that these outcomes were achieved in practice. This seems due to many factors, starting with the lecturer, who holds a Master degree from Vilnius University but no academic qualifications such as a doctoral degree and/or any academic publications and, pursuant to the SER, has not attended any „seminars, studies and training courses related to professional qualifications in the teaching area“ in the last five years.<sup>1</sup> While the „recommended literature“ for the course is sensible in quantity and scope, the most recent works are dated 2006 and several core volumes, including the collection of documents on EU law, date back to the 1990s.<sup>2</sup> This is completely unacceptable in a fast moving subject area like EU law, not least because of the many recent changes that have been made to EU law, including the far reaching reforms implemented via the Lisbon Treaty. Last but not least, the topical focus in the course also needs review. Not only is there an inconsistency between the hours stated under no. 2 (10 hours for lectures, 15 for practical trainings, and 10 for consultations) and those stated under no. 9 (20 hours for lectures, 15 for practical trainings, and 10 for consultations). The entire subject of supremacy and direct effect of EU law and the problematic of unimplemented directives and their enforcement seems to be covered in no more

---

<sup>1</sup> The same is largely true for the lecturer who teaches „Human Rights“, while the lecturer for „Business Law“, also without doctorate and publications, did attend two seminars, however not related to business law.

<sup>2</sup> Similar problems exist in other courses. In „Business Law“, the average age of the recommended literature is also about 8 years. And in „Human Rights“ the most recent source included in the recommended literature dates from the year 2000 and not a single international author is included in the list.

than 2 hours of lectures under the topic „EU sources and system“. It is, therefore, not surprising that the students showed no knowledge of EU law and that the final theses basically made no reference to it. Parallel problems exist in the course „Human Rights“, which is taught almost exclusively from a Lithuanian perspective with the „European Convention on Human Rights and human rights“ (sic) apparently finding only a brief mention in the final 1.5 hours of the course. Finally, in „Business Law“, the focus is on corporate law, and one may at least question why students in a professional bachelor programme should learn about „establishing features of Joint Stock Company“ as well as „Mergers of business entities“ – which none of the programme graduates will ever be involved in without serious help and oversight by much more qualified lawyers – while simple international import or export transactions on the basis of the UN Convention on International Sale of Goods (CISG), which are the daily bread of any medium sized and larger Lithuanian business company and its in-house lawyers, do not find any mention at all.<sup>3</sup>

In concluding the panel finds that the curriculum design meets legal requirements and that the study subjects and/or modules are spread out and sequenced sensibly, at least on paper. During the visit, the panel found that because of the small number of students in the programme, courses for 2nd and 3rd year students are at least occasionally combined, which potentially raises concerns regarding the structure and progression of the programme. Depending on future development of enrolment, subsequent expert teams are encouraged to give closer attention to this point.

Overall, the content of the subjects and modules may not be fully consistent with the type and level of the studies, as exemplified by serious shortcomings in courses such as „International and EU Law“, „Business Law“ and „Human Rights“. At least in these courses it would seem that the content and methods of instruction may not be fully appropriate for the achievement of the intended learning outcomes. Certainly it cannot be said of courses using completely outdated literature that their content „reflects the latest achievements in science, art and technologies.“

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

According to the SER, the subjects in the law programme are taught by 21 lecturers in total. Upon request, the panel was provided with all 21 CVs. Accordingly, 15 lecturers hold a Master degree in law and one holds a doctorate in law, while 4 hold a Master in a field other than law as their highest degree and 3 hold a doctorate in fields other than law.<sup>4</sup> Pursuant to the SER, 15 of the 21 lecturers are employed full time, i.e. have their principal place of work at LBC. The panel was not able to affirmatively verify this during the visit but was told that 6

---

<sup>3</sup> These three subjects were randomly chosen by the panel for close scrutiny. The fact that other courses are not similarly critically evaluated here does not mean that they are free from problems, nor that they are marred with the same kind of problems, although at least the use of old and outdated literature seems a problem more or less across the board.

<sup>4</sup> One person holds both Master of Laws and a doctorate in a field other than law. Hence the total here is 22.



faculty members were on full-time contracts. 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.

The problem identified by the panel with regard to the teaching staff is the lack of qualified leadership in law since even the programme director is not a full-time academic with a doctoral degree and real academic credentials, and is not even a lawyer. This manifests itself in numerous ways that can be summarized as the absence of a culture of excellence and innovation in the classroom and beyond. As has already been mentioned, at least in some of the subjects, course content is skewed towards less important aspects of the subject and recommended literature is badly outdated. In almost all courses, there is a dire absence of any international or comparative analysis, to the extent that the lecturer teaching constitutional law in the interview with the panel showed no knowledge how EU law impacts Lithuanian law and in fact was probably entirely unaware that it does so at all. The low number of conferences and seminars attended by lecturers in recent years and the abysmal condition of the library collection are other indicators of a shortage of meaningful support for the professional development of the teaching staff, which would be essential for the provision of a better programme overall.

In particular for a programme where the bulk of the courses is delivered by part-time lecturers who only come to campus for their lectures and are not otherwise actively involved in the academic life of the College, it is crucial that a highly qualified and dedicated programme director is employed full-time and provided with adequate office and meeting rooms and administrative support staff to provide guidance and oversight of a diverse part-time faculty. Otherwise a picture can emerge that students are admitted into a set of courses where lecturers do whatever they see fit to do, which is more or less what they have always done with the books they used when they were students themselves. Unfortunately, at the present time, it can certainly not be said of a majority of the teaching staff at LBC that they are involved in research directly related to the study programme being reviewed or even that they are providing state of the art instruction with up to date materials.

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

The programme delivered in Klaipeda is making use of the newly renovated building of the LBC, which according to the SER is comprised of 1583m<sup>2</sup> with 14 classrooms, a conference hall for up to 127 persons, 4 computer rooms, a number of offices, and various areas for breaks and gatherings. During the visit, the panel was impressed by the attractiveness and homeliness of the premises. They are bright, clean and welcoming, creating a positive work

atmosphere for students, faculty and staff alike. The available space is adequate for the number of students in the programme, and increasingly so with the decline in student numbers experienced in recent years. The library reading room could certainly be larger and it would be nice if at least some offices were provided for the part-time faculty to prepare their lectures and meet with students but overall the facilities are good.

The suitability of the facilities in Siauliai was criticized by the expert panel in 2009 and the present panel made a point of visiting those facilities as well, although this was not foreseen in the agenda of the visit. The panel found that the College had moved into new premises in Siauliai recently and those facilities, while not as attractive as the building in Klaipeda, were also adequate for the purposes of the programme.

The teaching and learning equipment consists of computers, multimedia projectors, printers, faxes, scanners, audio technology, cameras and internet. The number of computers available to students has grown (slowly) in recent years and is quite adequate (again, increasingly so with diminishing student numbers). Wireless internet covers virtually the entire LBC premises, at least in Klaipeda, and students can access their study materials and other information also off campus as long as they have internet. ‘Moodle’ is used extensively for teaching, course management and communication. Distance instruction is also provided via Skype. Hardware and software are monitored and upgraded regularly. The panel found the equipment to be good.

The library, however, was disappointing. Although the SER claims a respectable number of “over thirteen thousand books”, this is put in perspective by the addition that they are covering only 724 titles. This would still be a reasonable number if it would cover just literature related to the programme. However, this is the entire collection of LBC for a total of nine different academic programmes. Specifically related to law, the panel found very few volumes and virtually not a single one in a language other than Lithuanian or Russian. The volumes that were found existed in multiple copies and were largely outdated.<sup>5</sup> A small number of English language law books were presented under “new acquisitions” but they were so pristine and new that they had either just arrived for the visit of the panel or demonstrated once again the absence of a research and reading culture. Even more disappointing was the fact that even the most important journals in Lithuanian language, such as “Juristas”, “Justitia”, “Jurisprudencija” and “Teises” were not to be found in the library. Last but not least, the lack of suitable books and journals was not compensated by on-line access since the library does not seem to subscribe to specifically legal databases that are not free, such as Infolex. And while the SER claims that LBC students have unlimited access to the library of Klaipeda University, that University does not have a degree programme in law and, therefore, is unlikely to have significant holdings relevant to the programme under review.

The SER claims that 412,318 Litas (approximately 150,000 USD) were spent for purchase “of equipment and books in the last five years.” This may well be true but it does not distinguish between general equipment, such as desktop computers or shelves, and actual hardcopy and electronic literature. Furthermore, the number is obviously for the College at large, again covering all nine academic programmes. In this respect, and although a matter

---

<sup>5</sup> Somebody should probably tell the librarian that Dan Brown’s “DaVinci Code” is not a law book at all and does not need to be in the collection in multiple volumes.

not directly related to the law study programme, it is considered unfortunate that the leadership of LBC recently decided to re-name the College into “University of Applied Science” and is seriously considering the opening of branch campuses in Vilnius – where the market is more than saturated with high quality and not so high quality institutions of higher education – as well as Dublin, Ireland. This would seem to show a lack of understanding what a real university is all about, what state of the art research and science requires, and which priorities should be pursued at the present time at LBC in order to provide quality instruction on the professional bachelor level in law. Instead the strategy seems to be to expand quantity over quality to retain sufficient student numbers for survival.

The lack of adequate library resources is just another factor showing the lack of a culture of excellence and innovation in research and teaching. This point will re-appear again below in the context of student assessment and programme management. With regard to the present point, it is suggested that future expert panels should continue to monitor whether LBC is developing more satisfactory library holdings in law, including the most important literature in EU and international law, and has implemented an adequate annual budget for the acquisition of library holdings related to the programme under review.

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

Admission to the programme is managed by LAMA BPO and requirements are in compliance with Lithuanian law. In practice, LBC enrolls mostly students who were not successful with applications to university level programmes in law.

The organisation of the study process, both over the entire duration of the programme (3 years for full-time students and 4 years for part-time students), and during each academic year, seems to be reasonable and adequate for the subject. The panel was not able to clarify to its complete satisfaction whether the pooling of certain courses for second and third year students causes any problems with regard to the programme structure and course progression, i.e. whether students end up taking courses at a time that would seem to be too early or too late for them and/or when they do not have the necessary prerequisites and/or whether this may lead to overlap or duplication. It is understandable that a College with very small student numbers would like to realize certain economies of scale in this way and, for example, it may not be a problem whether students take “Theory of Economics” or “Human Rights” or “Legal Ethics” in their second or third year but some courses clearly have to be provided early, such as “State and Law Theory” and “Constitutional Law” and “Civil Law”, while others have to be provided in time for certain practical or academic assignments, such as “Methodology of Research”. It is recommended that LBC should provide a comprehensive overview of any courses that in practice were not or are not provided in line with the schedule supplied in Annex 7 of the SER.

LBC offers a range of practice placements and those comprise a total of 30 out of 180 credits of the educational programme. In general, the panel considers those opportunities valuable and worth keeping and possibly even expanding. However, based on the feedback from the students, a number of problems at LBC emerged. First, the information provided to students

prior to their practice placements seems limited. More and better information about the practice placements was one of the top items on the student “wishlist” for improvements to their educational experience. More actual visits to courts and law firms and other places of employment was another request from the students. Second, several students and alumni complained that in their practice placement they had essentially been “the helper of a helper” and/or confined to menial jobs like filing and shuffling of paper. The panel concludes that LBC either does not have or does not implement sufficiently clear and ambitious guidelines for the practice placements and/or does not have a competent academic supervisor for this programme component to ensure quality and protect students from abuse and frustration. A general need to extend the duration of the practice placements to enable students to learn more qualified activities during the placements has also been mentioned.

Student mobility at LBC has been extremely limited, at least with regard to students in the law programme. The SER lists only one student who went abroad for a two week exchange to Turkey. However, it seems that LBC has recognized the problem and has already started with the implementation of a number of measures that will encourage higher levels of student mobility in future years. The panel welcomes these initiatives and encourages the College to pursue this matter vigorously until it becomes a normal part of the student experience that some students in every group go abroad for an Erasmus or other exchange semester and students from other countries join in courses and programme components at LBC. International debate and moot court competitions may be another way of promoting short term student mobility and should be taken into consideration.

The panel reviewed a representative number of course exams and final theses. The subjects of the final theses were generally suitable and relevant both for the Lithuanian context and the professional bachelor level. However, the panel found that references in the theses were almost exclusively to Lithuanian legislation, some Lithuanian case-law, and a number of websites. References to and hence discussion of academic literature in the form of monographs and/or law review articles was almost entirely absent. Once again, this indicates the absence of a culture of genuine research and inquiry and a misconception, on the methodological level, of the purpose of a final thesis. By and large the works are descriptive and unambitious. Analytical elements are few and far between. Moreover, engagement of the world outside of Lithuania, even just on the level of EU law or the ECHR or the CISG, which are all directly applicable law in Lithuania, was almost completely missing. Similar problems exist in the final exams. For the most part, exams are conducted as closed book exams, partly multiple-choice and partly short-answer questions where not even the relevant Lithuanian statutes and codes are allowed. Consequently, the focus was on memorization of straightforward legal questions and answers. Even at the level of a professional bachelor programme, this is not acceptable. The panel considers it imperative that more exams are conducted as open book exams consisting of complex real-life scenarios or hypotheticals where students have to deal with all relevant legal materials and answer open ended questions that will actually prepare them for the kind of work they are going to face in their respective jobs and professions. Similarly, the final theses need to be upgraded to a new level of academic writing where students engage the state of the art in their respective topics and disciplines and come up with innovative solutions for current problems based on analysis of

all relevant sources of law and ideas, including those garnered from international and comparative and, in particular, European Union law.

The panel did not find shortcomings in the basic system of student assessment at LBC. The exams and final theses – while generally unambitious as outlined above – seem to be graded adequately. The panel was not able to find out from current and former students whether they were satisfied with the feedback provided in general and the opportunities to obtain additional justification for grades and to challenge grades if they were perceived as unfair. Overall the students seemed to be satisfied with the assessment process. The panel did find a problem in the system of course and faculty evaluation applied at LBC, however. At present it seems that course evaluations are done via paper-based questionnaires by the respective lecturers themselves. Such a system would not seem to ensure anonymity of the process, in particular in small groups as generally found at LBC. The panel considers it important that the College should introduce a system of course and faculty evaluations by the students that ensures independence and objectivity. Furthermore, LBC needs to have mechanisms for student feedback to be taken into account when it comes to course planning, syllabus development, methodology of teaching, and generally the continuous improvement of the educational process and experience.

Overall the panel found that admission requirements were adequate and well-founded and that the organisation of the study process by and large ensures an adequate provision of the programme and achievement of the learning outcomes. However, serious shortcomings were identified with regard to quality assurance in course planning – in particular with regard to scope, coverage and topical foci of the lectures, suitability of the reading materials, and the general academic standards of the final exams. Academic quality issues also exist with regard to practice placements and the final theses. Last but not least, the system of course and faculty evaluation needs improvement.

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

The responsibility for the law programme at LBC seems to rest with several different administrators. While these were clearly friendly and dedicated to the task, unfortunately they either did not have an advanced degree or other academic qualifications in law or they were not employed full-time, to the extent that even for an important event such as the visit of the expert panel, they were not available. . The actual division of responsibilities regarding implementation of the law programme between the different administrators at LBC did not become clear to the panel but what did become abundantly clear was the overall lack of qualified strategic leadership and oversight. Although faculty meetings supposedly take place at the beginning and end of each semester with the part-time or adjunct faculty, there seem to be no quality standards for course programmes and study materials, no requirements that knowledge and resources of the lecturers are kept up to date, and no system of quality assurance regarding programme components such as practice placements and final theses. If such standards do exist, they are not implemented or enforced.

As far as the panel could assess, there also does not seem to exist a physical office for the law programme leadership and faculty. Instead, there is only a general room for all part-time

faculty teaching at the College to hang their coats and leave their books. For a College and programme of modest size, it may not be necessary to have actual faculty offices but there needs to be a space where students can meet professors for advice, in private if necessary, and there needs to be a person who is designated as the programme director and who can generally be found during office hours in a given location on campus. The panel was not assured that this is indeed the case at the present time.

The employers or social partners that were introduced to the panel during the visit did not actually employ any graduates of LBC since the programme in Klaipeda so far had not produced any graduates. More importantly, virtually all of them were actually teaching part-time at the College and, therefore, not exactly providing neutral voices. Nevertheless, they suggested that the programme should focus more on practical and less on theoretical instruction, that the College should develop joint activities with employers and social partners such as research cooperation, conferences, and other events, and that the programme overall should provide a broad education and not too much specialization. The panel got the impression that this had been the first opportunity for the employers and social partners to bring their ideas and suggestions to the attention of the College management.

In general, the panel came to the conclusion that the information flow at the College is not as it should be. First, there is not enough guidance and oversight provided to the very diverse group of part-time or adjunct lecturers, many of whom have limited teaching and academic experience. Second, there seem to be problems with the anonymity and objectivity of the faculty and course evaluation process. Third, the College does not seem to have a culture of listening to its various stake-holders in order to identify weaknesses and obtain advice on how to continuously improve its work. This points to serious weaknesses of the internal quality assurance mechanisms and will hold back the development of the College unless remedied effectively.

### III. RECOMMENDATIONS

1. The aims and scope of the programme under review need to be communicated more clearly to applicants and students, namely the goal of educating legal assistants versus attorneys or judges. Professional bachelor programmes have their rightful place in the educational landscape in Lithuania and there are actual jobs at this level. However, at the present time, there is a mismatch between the purposes of the professional bachelor level of higher education and the professional goals of a high percentage of students in the programme.
2. LBC needs to strengthen its culture of academic inquiry and methodology. Although stipulated as a main aim of the programme under review, at the present time, “critical and creative thinking skills” as well as real problem solving skills are not sufficiently emphasized. To this end, it seems first of all important to designate or employ a qualified programme director in a full-time position, who should be both an academic and a lawyer, and to provide him or her with an office and the required technical and administrative infrastructure and support.
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.

4. Much greater emphasis should be given to international and comparative law, in particular the law of the European Union, which has direct effect in Lithuania, even for smaller enterprises and public administration units.
5. Final course exams need to de-emphasize memorization and re-emphasize problem solving skills. More than half of all exams should be focused on open ended questions on the basis of hypotheticals versus theoretical short answer questions. Closed book and/or multiple choice exams should be the exception and not the rule.
6. Students need to be taught academic writing and analysis for their course papers and, in particular, the final thesis. The theses, at the very least, have to become much less descriptive and much more analytical and critical. The use and discussion of state-of-the-art literature from Lithuanian and international sources has to become the norm and not the exception.
7. In this respect it is also imperative to develop the library into an actual centre of research and inquiry and to provide a basic collection of materials in hardcopy and on-line that are of direct relevance to the courses and programme components on offer.
8. It is suggested that the College should re-consider the specializations on offer. The first specialization, business law, clearly meets with student and labour market demand and should be retained. The second specialization, law of labour and social security, may be too narrow, however. One important job description open to graduates from professional bachelor programmes in law is the police profession, which is not well served with the current course offerings. The College may want to consider re-developing this specialization under a broader title such as “public administration”.
9. Last but not least, the administration at LBC should re-consider its strategic orientation and plan for the coming years. While it is beyond the scope of the present review of the programme in law, the panel considers it unfortunate that the College decided to call itself “University of Applied Science” and is considering an expansion into distant and overcrowded markets such as Vilnius, let alone Dublin. Instead, the administration should focus its very limited resources on the improvement of the quality of what is currently being offered. Geographic expansion can only distract from this much more important goal and cause the College to fall even more behind the lofty ambitions generally attached to the designation “University”.

#### IV. SUMMARY

Overall the experts gained a very mixed impression of the programme under review. The programme aims and expected learning outcomes as declared by LBC are not only in line with Lithuanian law but even ambitious. The College has recently taken the name of “University of Applied Science”, which also suggests that it wants to be a centre of academic research and inquiry, however, at least in the law programme, the experts found many problems with the actual implementation of these ambitious goals.

First, the College needs to review its communication to current and potential students. While the purpose of the professional bachelor degree, namely the education of assistants for attorneys, judges, prosecutors and bailiffs, the preparation of mid-level administrators for the police force and other state administrative units, and the preparation of in-house legal counsel for smaller and medium-sized enterprises, are well defined and correspond to actual demand in the labour market, the students at LBC were by and large looking for a university law degree and attended the College primarily as a first step towards that goal. In light of the limited credit universities give to courses taken at colleges and the limited job opportunities, this would seem an inefficient use of public and private resources for higher education.

When looking closer at the actual programme in law at LBC, the experts found numerous examples of outdated courses and course materials. In particular, any impact of European Union law and other parts of international law, such as the ECHR and the CISG, on the legal system of Lithuania is not given the necessary attention at LBC. The courses supposedly dealing with these subjects are too short, not well focused, and using teaching materials that are often outdated, sometimes shockingly so. Overall, the experts found that the programme aims and learning outcomes and the general curriculum design were either not very well defined and/or not very well implemented and did not compare favourably with the work done at other Colleges in Lithuania offering professional bachelor degrees in law.

Since the College is heavily relying on part-time teaching staff for delivery of the law programme, it needs to strengthen its academic leadership. At present, there is no clearly defined position of programme director and the job is divided between several administrators, who are either not qualified lawyers or not academics or not employed full-time. As a result, the syllabi used by the part-time lecturers vary in quality and often rely on outdated literature. Exams are too often based on multiple-choice or short answer questions and do not present enough open-ended hypotheticals that would teach and examine actual problem solving skills rather than mere memorization. Along the same lines, exams should be given mostly in an open-book format to emulate real-life work. Furthermore, with regard to practice placements and final theses, there is also an obvious need to improve qualified oversight to ensure overall a higher level of quality and consistency.

The physical facilities in Klaipeda are new and attractive and the administrative staff is friendly and competent. This creates a pleasant working environment for which the College deserves credit. Even the much smaller facilities in Siauliai have been improved and are now suitable for the purpose. General teaching and learning equipment is also satisfactory. However, the library collection, at least in law, is unacceptable. Not only is there a grave lack of materials for EU and international law, even many important works for Lithuanian law are simply not available, most notably the leading Lithuanian law journals such as “Juristas”, “Justitia”, “Jurisprudencija” and “Teises”. This was also not sufficiently compensated by on-line or other access and again, at least partly, contributes 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. All of these are indicators of insufficient emphasis on genuine academic inquiry and excellence found in too many aspects of the programme in law.

Last but not least, the experts suggest that the College should review its overall strategic goals and strategy. In its local market in the Northwest of Lithuania, the College finds not only student demand but also opportunities for cooperation with the professional sector that will secure high quality practice placements for the students and ultimately satisfactory jobs for the graduates. This cooperation may have been underemphasized in the past and opportunities may have been missed. The recent name change to “University of Applied Science” and apparent plans to open programme offerings in Vilnius and even Dublin show a misunderstanding of the purpose of professional bachelor programmes at the College level in Lithuania and/or an under-appreciation of serious challenges directly at hand. The experts are hoping that the present 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.

## V. GENERAL ASSESSMENT

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

*Study programme assessment in points by evaluation areas.*

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

Grupės vadovas:

Team leader:

Frank Emmert

Grupės nariai:

Team members:

Peter Gjørtler

Robert Lane

Edita Gruodytė

Ramūnas Kazlauskas

Andrius Zalitis

**LIETUVOS VERSLO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS TEISĖ (VALSTYBINIS KODAS – 653M90009) 2013-05-24  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-148 IŠRAŠAS**

<...>

**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	3
3.	Personalas	2
4.	Materialieji ištekliai	2
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**

Apskritai, ekspertai susidarė labai nevienodą įspūdį apie vertinamą programą. Programos tikslai ir numatomi studijų rezultatai, kokius deklaruoja LVK, ne tik atitinka Lietuvos teisės aktų reikalavimus, bet ir yra ambicingi. Kolegija neseniai pasivadino Taikomųjų mokslų universitetu, o tai rodo jos siekį būti mokslinių tyrimų centru, tačiau bent jau teisės studijų programoje ekspertai atrado daugybę problemų, susijusių su šių ambicingų tikslų faktiniu įgyvendinimu.

Pirmiausia, kolegijai reikia peržiūrėti komunikaciją su esamais ir potencialiais studentais. Nors profesinio bakalauro laipsnio programos tikslai – būtent parengti advokatų, teisėjų, prokurorų ir antstolių padėjėjų, vidurinėsios grandies policijos pajėgų ir kitų valstybinių administracinių padalinių administratorius, taip pat smulkių ir vidutinių verslo įmonių teisės konsultantus, – yra aiškiai suformuluoti ir atitinka tikruosius darbo rinkos poreikius, didžioji dalis LVK studentų nori universitetinio teisės laipsnio ir pasirinko kolegiją kaip pirmąjį

žingsnį siekiant šio tikslo. Atsižvelgiant į ribotą kreditų skaičių, kuriuos universitetai suteikia už kolegijose studijuotus dalykus, ir į ribotas karjeros galimybes, tai atrodo kaip neefektyvus viešųjų ir privačiųjų aukštojo mokslo išteklių naudojimas.

Atidžiau pažvelgę į konkrečią LVK teisės studijų programą, ekspertai rado nemažai pasenusių dalykų ir metodinės medžiagos pavyzdžių. Ypač nepakankamai dėmesio kolegija skiria Europos Sąjungos teisės ir kitų tarptautinės teisės sričių, tokių kaip Europos žmogaus teisių konvencija ir Jungtinių Tautų konvencija dėl tarptautinio prekių pirkimo pardavimo sutarčių, poveikiui Lietuvos teisės sistemai. Dalykai, apimantys šias sritis, yra pernelyg trumpi, jiems trūksta tikslingumo; naudojama metodinė medžiaga dažnai pasenusi, kartais netgi stebėtina sena. Apskritai, ekspertai nustatė, kad programos tikslai ir numatomi studijų rezultatai bei bendra programos sandara buvo arba nelabai gerai suformuluoti ir (arba) nelabai gerai įgyvendinti ir neprilygo kitų Lietuvos kolegijų, siūlančių profesinį teisės bakalauro laipsnį, darbui.

Kadangi kolegijoje šią teisės programą dėsto daugiausia ne visu etatu dirbantys dėstytojai, kolegijai reikia sustiprinti akademinio vadovavimo aspektą. Šiuo metu nėra aiškiai apibrėžtų programos vadovo pareigų; šias funkcijas atlieka keli administratoriai, kurie yra arba nekvalifikuoti teisininkai, arba ne akademikai, arba nedirba visu etatu. Todėl dalykų programos, kurias naudoja ne visus etatu dirbantys dėstytojai, skiriasi savo kokybe ir dažnai remiasi pasenusia literatūra. Egzaminai pernelyg dažnai paremti kelių pasirenkamų arba trumpų atsakymų reikalaujančiais klausimais, neturi daug atvirųjų hipotetinių klausimų, kurie išmokytų ir įvertintų tikruosius problemų sprendimo įgūdžius, o ne vien mokymąsi mintinai. Be to, egzaminai turėtų būti daugiausia atvirojo pobūdžio ir imituoti realias darbineis situacijas. Kalbant apie praktikos vietas ir baigiamuosius darbus, pastebimas akivaizdus poreikis gerinti kvalifikuotą priežiūrą / vadovavimą, siekiant užtikrinti bendrą aukštesnę kokybę ir nuoseklumą.

Fizinė infrastruktūra Klaipėdoje yra nauja ir patraukli; administracijos darbuotojai draugiški ir kompetentingi. Tai kuria malonią darbo aplinką ir už tai kolegija nusipelno pagyrimo. Net daug mažesnė infrastruktūra Šiauliuose buvo pagerinta ir atitinka paskirtį. Bendra mokymo ir mokymosi įranga yra patenkinama. Vis dėlto bibliotekos fondai, bent jau teisės srities, yra nepriimtini. Čia ne tik labai trūksta ES ir tarptautinės teisės sričių medžiagos; paprasčiausiai nėra galimybės naudotis daugybe svarbių Lietuvos teisės šaltinių, ypač pagrindinių Lietuvos teisės žurnalų, pvz., „Juristas“, „Justitia“, „Jurisprudencija“ ir „Teisė“. Šis trūkumas nepakankamai kompensuojamas prieiga prie internetinių ar kitų šaltinių ir vėlgi, bent iš dalies, prisideda prie dėstytojų pasenusios medžiagos naudojimo ir baigiamųjų studentų darbų ypač aprašomojo pobūdžio bei akademinės diskusijos trūkumo. Visa tai rodo nepakankamą dėmesį tikriems akademiniam tyrimams ir kompetencijai daugelyje teisės programos aspektų.

Galiausiai ekspertai siūlo kolegijai peržiūrėti bendruosius strateginius tikslus ir strategiją. Vietinėje Šiaurės Vakarų Lietuvos rinkoje kolegija randa ne tik studentų paklausą, bet ir galimybių bendradarbiauti su profesiniu sektoriumi, kuris suteikia aukštos kokybės praktikos vietas studentams ir galiausiai geras darbo vietas absolventams. Šiam bendradarbiavimui praeityje galėjo būti neteikta daug reikšmės, todėl galėjo būti praleistos galimybės. Neseniai pakeistas pavadinimas į Taikomųjų mokslų universitetą ir akivaizdūs planai atidaryti filialus Vilniuje ir netgi Dubline rodo Lietuvos koleginių studijų profesinio bakalauro programų

paskirties nesupratimą ir (arba) rimtų iššūkių neįvertinimą. Ekspertai tikisi, kad šios vertinimo išvados privers kolegijos vadovybę realistiškiau įvertinti savo stiprybes, silpnybes, galimybes ir grėsmes bei paskatins skirti savo pastangas ir laiką kokybei gerinti ir savo vietai bei funkcijai regiono rinkoje apsvarstyti.

### III. REKOMENDACIJOS

1. Reikėtų aiškiau suformuluoti programos tikslus ir apimtį stojantiesiems ir studentams, būtent siekį paruošti teisininko padėjėjus, o ne advokatus ar teisėjus. Profesinio bakalauro programos turi savo teisėtą vietą Lietuvos švietimo aplinkoje ir šiam išsilavinimo lygiui yra konkrečių darbo vietų. Vis dėlto šiuo metu pastebimas neatitikimas tarp aukštojo mokslo profesinio bakalauro pakopos tikslų ir didžiosios dalies programos studentų profesinių siekių.
2. LVK turi sustiprinti akademinį tyrimų ir metodologijos kultūrą. Nors numatyti kaip pagrindinis programos tikslas, šiuo metu „kritinio ir kūrybiško mąstymo įgūdžiai“ bei realių problemų sprendimo įgūdžiai nėra pakankamai akcentuojami. Todėl pirmiausia atrodo svarbu paskirti ar pasamdyti dirbti visu etatu kvalifikuotą programos vadovą, kuris būtų ir akademikas, ir teisininkas, ir suteikti jam /jai kabinetą bei reikiamą techninę ir administracinę infrastruktūrą bei paramą.
3. Reikia parengti arba patobulinti gaires ir kokybės standartus dėstytojams, ir juos iš tikrųjų įgyvendinti. Reikėtų peržiūrėti ne visą etatą dirbančių dėstytojų dalykų planus siekiant optimaliai išnaudoti laiką ir užtikrinti faktinį moderniausių žinių ir medžiagos panaudojimą. Per fakulteto susirinkimus ir, prireikus, komandos formavimo veiklą būsimoji programos vadovas ir pavieniai dėstytojai turėtų išmokti dirbti kaip komanda ir kartu siekti programos tikslų bei gerinti jos kokybę. Reikėtų pagerinti informacijos srautą iš administracijos dėstytojams, iš studentų administracijai, iš išorės socialinių dalininkų administracijai ir atvirkščiai, taip pat išvystyti nuolatinio tobulinimosi kultūrą.
4. Reikėtų labiau akcentuoti tarptautinę ir lyginamąją teisę, ypač Europos Sąjungos teisę, kuri turi tiesioginį poveikį Lietuvoje, net ir mažose įmonėse bei viešojo administravimo padaliniuose.
5. Baigiamojo kurso egzaminai turėtų būti pagrįsti ne mokymusi mintinai, bet problemų sprendimo įgūdžiais. Daugiau nei pusė visų egzaminų turėtų būti orientuoti į atvirus hipotetinio pobūdžio klausimus, o ne į trumpų atsakymų reikalaujančius teorinius klausimus. Mintinai išmoktos informacijos ir (arba) klausimų su keliais atsakymais pobūdžio egzaminai turėtų būti išimtis, o ne taisyklė.
6. Studentus reikia mokyti akademinio rašymo ir analizės, kalbant apie kursinius ir ypač baigiamuosius darbus. Baigiamieji darbai turėtų bent jau būti mažiau aprašomojo, o labiau analitinio ir kritinio pobūdžio. Naujausios lietuviškų ir tarptautinių šaltinių literatūros naudojimas ir aptarimas turėtų tapti norma, o ne išimtimi.
7. Šiuo atžvilgiu taip pat būtina transformuoti biblioteką į tikrą mokslinių tyrimų centrą ir aprūpinti pagrindine spausdintine ir skaitmenine medžiaga, kuri tiesiogiai susijusi su dalykais ir programos komponentais.

8. Kolegija turėtų peržiūrėti siūlomas specializacijas. Pirmoji specializacija – verslo teisė – aiškiai atitinka studentų ir darbo rinkos poreikius ir turėtų būti išlaikyta. Antroji specializacija – darbo ir socialinės apsaugos teisė – galbūt pernelyg siaura. Viena svarbi pareigybė, tinkanti teisės profesiniams bakalaurams, yra policijos darbuotojo profesija, kurios šiuo metu siūlomi dalykai neatitinka. Kolegijai verta peržiūrėti šią specializaciją ir parengti platesnę, pvz., viešojo administravimo.
9. Galiausiai, bet ne mažiau svarbu, yra tai, kad LVK administracija turėtų peržiūrėti savo strateginę orientaciją ir planą ateinantiems metams. Nors tai nepatenka į šios teisės programos vertinimą, ekspertų grupė mano, kad kolegijai nederėjo pasivadinti Taikomųjų mokslų universitetu ir planuoti plėstis į tolimesnes ir perpildytas rinkas, pvz., Vilnių, jau nekalbant apie Dubliną. Vietoj to administracija turėtų sutelkti savo labai ribotus išteklius į šiuo metu siūlomų paslaugų kokybės gerinimą. Geografinė plėtra gali tik atitraukti nuo šio daug svarbesnio tikslo ir daug labiau atitolinti kolegiją nuo didingų ambicijų, paprastai siejamų su universiteto pavadinimu.

<...>

---

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso<sup>6</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

---

<sup>6</sup> Žin., 2002, Nr.37-1341.