

**STUDIJŲ KOKYBĖS VERTINIMO CENTRAS**

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DĖL IŠORINIO VERTINIMO

Atsakydami į Jūsų prašymą „Dėl vykdomos studijų programos akreditavimo“ vertinti Jūsų kolegijoje vykdomą *teisės* krypties studijų programą *Teisė* (valstybinis kodas – 653M90008, ankstesnis – 65301S101) informuojame, kad, vadovaujantis Studijų programų išorinio vertinimo ir akreditavimo tvarkos aprašo¹ (toliau – Aprašas) V skyriumi bei Vykdomų studijų programų vertinimo eigos aprašo ir metodinių nurodymų² (toliau – Metodiniai nurodymai) II skyriumi, Studijų kokybės vertinimo centro (toliau – Centras) pasitelkti ekspertai atliko Programos išorinį vertinimą (vertinimo išvados pridedamos).

Pažymėtina, kad ekspertų parengtos išvados vadovaujantis Metodinių nurodymų 7.3.2, 51, 53 punktais, taip pat Studijų vertinimo komisijos nuostatų³ 6 punktu, buvo svarstytos 2011 m. sausio 28 d. Studijų vertinimo komisijos (toliau – Komisija) posėdyje. Komisija pritarė studijų programos *Teisė* vertinimo išvadoms.

Centras, atsižvelgdamas į ekspertų parengtas Programos vertinimo išvadas bei Komisijos pritarimą, vadovaudamasis Aprašo 34 punktu, priėmė sprendimą Programą įvertinti teigiamai, kadangi surinktas 21 balas, nė viena vertinama sritis nėra įvertinta „nepatenkinamai“ ar „patenkinamai“.

Nesutikdami su šiuo Centro sprendimu, Jūs turite teisę vadovaudamiesi Aprašo VI skyriumi bei Metodinių nurodymų 60 punktu Centrui pateikti apeliaciją per 20 dienų nuo šio sprendimo išsiuntimo dienos.

Įsiteisėjus šiam Centro sprendimui pagal Aprašo 28.1 punktą, Programa akredituotina 6 metams.

PRIDEDAMA. Kauno kolegijos studijų programos *Teisė* išorinio vertinimo išvadų kopija, 23 lapai.

Direktorius



Artūras Grebliauskas

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¹ Patvirtinta Lietuvos Respublikos švietimo ir mokslo ministro 2009 m. liepos 24 d. įsakymu Nr. ISAK-1652 (Žin., 299, Nr. 96-4083).

² Patvirtinta Centro direktoriaus 2009 m. spalio 30 d. įsakymu Nr. 1-94 „Dėl vykdomų studijų programų vertinimo eigos aprašo ir metodinių nurodymų patvirtinimo“.

³ Patvirtinta Centro direktoriaus 2010 m. sausio 18 d. įsakymu Nr. 1-01-9 (Žin., 2010, Nr. 476).



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**KAUNO KOLEGIJOS
TEISĖS PROGRAMOS (65301S101, 653M90008)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF LAW (65301S101, 653M90008)
STUDY PROGRAMME
AT KAUNAS COLLEGE**

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Išvados parengtos anglų kalba
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[Signature]

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė</i>
Valstybinis kodas	65301S101 (naujas kodas - 653M90008)
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Teisė
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (3 m.), iššestinės studijos (4 m.)
Studijų programos apimtis kreditais ¹	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės profesinio bakalauro kvalifikacinis laipsnis, Teisinis profesinis bakalauras nuo 2010 m.
Studijų programos įregistravimo data	2001 08 31

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Law</i>
State code	65301S101 (new code - 653M90008)
Study area	Social sciences
Study field	Law
Kind of the study programme	College studies
Level of studies	First cycle
Study mode (length in years)	Full time (3 years), part time (4 years)
Scope of the study programme in national credits	120
Degree and (or) professional qualifications awarded	Professional Bachelor of Law, Lawyer
Date of registration of the study programme	31 08 2001

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The following analysis is based on the self-evaluation report from Kaunas College on the Syllabus of Law Studies in 2010, based on Order No. 1254 2001-09-31 of the Minister of Education of the republic of Lithuania, together with annexes 1-4 submitted with the report.

During the drafting of the present report, the expert team had access to the previous assessment report from 2002 and noted that most issues mentioned in that report had been addressed during the intervening years.

In addition to the report and its annexes, the present analysis is based on the visit to Kaunas College during the mission of the team of experts from 1 to 5 November 2010. Where necessary, additional information has subsequently be requested from the Lithuanian authorities.

During the visit, the team of expert had occasion to meet administration, faculty, support staff and students, as well as alumni and employers, and to inspect facilities, resources and student output. Due to time restraints and language issues, the expert team did not have occasion to follow any class sessions.

The meeting with students did not include any part-time students, and the assessment of issues specific to the part-time programme has accordingly been based on limited information. This is an issue on which focus should be placed at the next assessment.

It should be noted that a recent change in public regulations had taken place in August 2010, which left the college limited time for implementation prior to the commencement of the fall semester. Some documentation relating to planned implementation steps was received during the visit.

The visit to Kaunas College took place under very pleasant circumstances, with open and full cooperation from all parties concerned.

Following the visit, some additional information has been given by the college in response to the draft report. This information has been included in footnotes to the current report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1. Uniqueness and rationale of the need for the programme

According to the self-evaluation, the policy of the Law Department of Kaunas College was adopted in 2000 and apparently remains unchanged.

The policy is aimed at training of critically-thinking, broadminded, competent and well-versed lawyers that have specific knowledge of the legal system of the Republic of Lithuania, and are capable of solving legal problems. The lawyers should also be able to carry out scientific work, as well as international work.

In 2002, the programme resulting from this policy was accredited as a non-university study programme of law, under the heading of 65301S101 and 653M90008. At the time, the accreditation highlighted the advantages of the programme in relation to:

- Competition enabling the selection of qualified students
- Quality of the curriculum
- Conformity of the programme with the normative acts of the Republic of Lithuania
- Student satisfaction with the programme
- Successful internships
- Successful placement of the graduate students

In contrast, the following aspects were highlighted for improvement:

- Insufficient teaching abilities of the lecturers working full-time
- Scope of the library collection, both books and journals, especially in relation to Lithuanian law, international law and comparative law

The curriculum of Kaunas College corresponds to that of V.A. Graičiūnas higher school of management and Kolping College, which also serve the Kaunas region with non-university law studies, and which apply similar learning outcomes and evaluations of study results.

The curriculum is also harmonised with that of Mykolas Romeris, Vytautas Magnus and Vilnius universities, which allows graduates of the Kaunas College to continue their studies at those universities. In total, law studies are provided by 4 universities and 10 colleges within Lithuania. Furthermore, the curriculum of Kaunas College has been found to match those of similar programmes in other countries, including Juridische Hogeschool Tilburg Avans-Fontys in the Netherlands, Plantijn Hogeschool van de Provincie Antwerpen in Belgium, and Hochschule für Wirtschaft und Nuertingen-Geislingen University of Applied Sciences in Germany.

According to the statistics supplied for the period 2004 to 2009, rate of acceptance to applications remains at levels of 1:2 in any case, when counting also second and third priority applications, and in many at much more selective levels, such as 1:15 in 2009, when counting both full-time and part-time studies.

The information given in the self-evaluation report, and that subsequently received from other sources, does not give any grounds for arriving at a different conclusion than that of the 2002 accreditation panel. The uniqueness and rationale of the need for the programme have been clearly demonstrated in a satisfactory manner.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The current programme, leading to a Bachelor degree under the Bologna principles, covers 120 Lithuanian credit points, thus corresponding to 180 ECTS credit points. The programme may be followed on either a full-time or part-time basis, but with an apparent limitation on the duration on the part-time duration, which may be a maximum of 4 years, as compared to the 3 year duration of the full time programme.

In accordance with the strategic policy for 2008-2013 of Kaunas College, the programme aims include:

- enhancing the innovativeness of the studies by using the modern methods and means
- allotting more time to the consulting of the students and their autonomous studies
- increasing the offer of optional subjects
- carrying out the anticipatory quality evaluation of the training places

- striving for the practical applicability of the final thesis
- furthering the dissemination of good educational practices

In relation to national requirements, the self-evaluation report indicates that the programme complies with the relevant elements of Lithuanian law, including:

- Law of Learning and Studies
- Orders of the Minister of Education and Science on common requirements for study programmes, on inventory of full-time and part-time studies, and on lawyer training standards

At the international level the Bologna principles, as followed up by the Leuven communiqué, have been complied with, and more specifically the Dublin Descriptors for law study programmes have been adhered to.

More specifically, the programme satisfies the requirements for mutual recognition under the provisions of directive 2005/36 of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications, as amended by directive 2006/100 and regulations 1430/2007, 755/2008, 1137/2008, and 279/2009.

Based on the information given in the self-evaluation report, and that subsequently received from other sources, the programme appears clearly to be in conformity with institutional, state and international directives.

1.1.3. Relevance of the programme aims

The Bachelor programme in law at Kaunas College constitutes a programme in its own right, as well as a first cycle on preparation of further law studies at the university level, as set out above.

As for the direct labour market relevance of the programme itself, the self-evaluation report highlights the following possible fields of activity:

- a pre-trial officer
- customs official
- human resources specialist
- assistant bailiff
- employee of a district, municipal or other territorial government institution
- employee of a social security foundation
- lawyer at a private company

The report refers to a recent market analysis, where 466 employers were interviewed. Of these, 69 % responded that legal specialists were on demand now or will be needed in the future. More specifically, 25 % indicated that they would wish to hire college graduates in the field of law.

On this basis, the programme appears clearly to conform to the relevance requirement.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

It follows from the self-evaluation that within the draft 12 of the Lithuanian national qualifications framework, which corresponds to the European national qualifications framework, the law programme of Kaunas College may be categorized as a level VI programme.

This level VI refers to programmes where the qualification is attained at institutions of higher learning, while competences are gained combining the theoretical knowledge with the practical training and independent learning.

For the Kaunas College programme, the practical training is assured by the internship elements, which involves placement with both public and private employers, in positions involving application of law.

In this manner, the programme appears to ensure the comprehensibility and attainability of the learning outcomes.

1.2.2. Consistency of the learning outcomes

The consistency of the learning outcomes will depend on both the comprehensiveness of a programme, as well as the interrelationship of the different elements of the programme.

According to the self-evaluation, the Kaunas College programme comprises all knowledge and abilities that are essential for a lawyer. Furthermore, the learning outcomes are complementary, as they do not duplicate one another, but instead constitute steps on a ladder of learning.

In a separate table, an overview of the reasons for and interrelationship between programme elements is set out under the vertical headings of:

- Areas of professional activity
- Professional competences
- Aims of the study programme
- Studied subjects

The progressive movement on the ladder of learning is illustrated by the grouping of the subject studies under horizontal headings of:

- Search and record of legal deeds
- Use of the legislative norms
- Drawing up of legal documents and counselling at particular cases
- Orders, related to the organization of court sessions and work of the office, execution policy
- Legal administrating of the activity of companies and institutions

Based on an evaluation of the professional competences indicated, as well as the aims specified for each of these, the programme appears to ensure consistency of the learning outcomes.

1.2.3. Transformation of the learning outcomes

The issue of transformation of the learning outcomes refers to the ability of the programme to incorporate updates to the legal system, so as to ensure throughout the study period that the student achieves learning outcomes that are relevant not only in consideration of scope and consistency, but also in a temporal aspect.

According to the self-evaluation, the learning outcomes are reviewed on the basis of changes to legislation, as well as requests from students and prospective employers, and suggestions from the study programme committee.

In order to ensure an effective management of the flow of information in relation to the transformation process, the different stakeholders are requested to participate in working-groups and commissions, where proposals for reform may be put forward.

This would appear to be a sufficient mechanism for meeting requirements for transformation of the learning outcomes.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

As set out above, the credit point volume of the programme is 120 Lithuanian credits, corresponding to 180 ECTS credits. It follows from the self-evaluation that the total amount of study hours is 4800, thus corresponding to 40 hours per Lithuanian credit point.

Using a more detailed breakdown shows that the 4800 hours are distributed with:

- 600 hours (12.5 %) on lectures
- 967 hours (20.1 %) on training, which comprises seminars (90 hours, 1.9 %), freely selected subjects (240 hours, 5 %), and practice (637 hours, 13.1 %, which in this connection must be understood as class related tasks)
- 443 hours (9.2 %) on consultations (which must be understood as tutoring)
- 2790 hours (58.2 %) on independent study, which comprises homework (1510 hours, 31.5 %, which must be understood as class preparation) practice (1040 hours, 21.7 %, which in this case must be understood as internship), and final thesis (240 hours, 5 %)

The self-evaluation report shows slightly different percentage figures, which may be due to a different understanding and grouping of activities. Such issues should be clarified during the visit to Kaunas College.

Based on the above figures, it would seem that 2010 hours (41.9 %) are spent on class activities, corresponding to 16.75 class hours per credit point, which would appear to be in accordance with common practice.

On this basis, the study volume would appear to be sufficient.

2.1.2. Consistency of the study subjects

The consistency of study subjects is illustrated in the self-evaluation report by a grouping of subjects into 3 categories:

- Topics of general education (17, 4, 0)
- Study basics (21, 14, 4)
- Special studies (2, 22, 36)

The figures after each category shows the number of courses on each study year, and thus the specialisation of studies is gradual throughout the study period. At the same time, both general and specialised subjects are offered for each study year, so as to maintain both interest and comprehension.

This double development mechanism would appear to ensure consistency of study subjects.

2.2. Programme content

2.2.1. *Compliance of the contents of the studies with legal acts*

The self-evaluation report indicates that formal rules which would regulate the programme content of law studies had not yet been drafted. Accordingly, compliance with such legal acts could not be established prior to the visit.

During the visit of the experts, the new study plan was presented, and this seems to comply with the requirements of the new legislation¹.

2.2.2. *Comprehensiveness and rationality of programme content*

As set out above, the programme at Kaunas College has an important element of student participation, both in the form of in-class activities and in the form of independent studies.

According to the self-evaluation report, this also impacts on the sessions labelled as lectures, as teaching methods used by various courses include:

- Teaching of the theory
 - Report
 - Problematic teaching
 - Dialogue
 - Discussions
- Training
 - Subject-matter games
 - Situational analysis
 - Observation of litigation in courts
 - Imitation of the trial procedure
 - Work in groups
 - Analysis of the sources
 - Creative exercise
- Independent studies
 - Term papers
 - Reports
 - Case analysis
 - Analysis of problems, situations
 - Debate
 - Seminars

A review of the course descriptions, provided in Annex 1, shows that the programme has a broad scope that includes:

- Classical subjects of national and international law
- Related subjects of economics and business administration
- Supporting subjects of languages and practical administration

¹ Following the visit of the experts, the college has underlined that, according to the law study regulations, general college study subjects must comprise not less than 15 study credits. This will apply from the autumn of 2011 as an increase from the current 10 study credits. At Kaunas, the group of general subjects covers 25 credits, from which 13 credits concern such subjects as foreign language, records management, and culture of law language. Elective subjects, where the content is directly related to law, include: philosophy of law, professional ethics, protection of human rights, legal psychology, as well as practical subjects such juridical terms in foreign languages, and records management in law enforcement institutions.

This coverage of subjects, over a 3 year study period, naturally places some limitations on the level of depth for each subject. On the other hand, it does ensure that the graduates will meet both requirements for immediate employment and for further studies.

On this background, the comprehensiveness and rationality of programme content would appear to be ensured. However, it should be noted that common subjects, other than law, take up 25 credits, whereas the legislation only requires a minimum of 10 credits. In this connection, some additional law subject electives could be considered, such as for example tax law. Also, it should be noted that a more visible integration of EU law in the subject matters of Lithuanian law would seem to be recommendable.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

According to legal requirements for College level LAW field studies:

1. Persons that are participating in Law study programme implementation at the College level must hold at least Masters degree in the same study field in which they are teaching their subject.

- This requirement appears to be fulfilled, although it should be noted some teachers, while holding a Masters degree in law, seem not to hold a Bachelor degree in law.

2. Teachers holding research degree in Law field must teach not less than 10% of college study subjects (except general college subjects).

- Currently only 3 of 29 subjects are apparently taught by teachers with PhD, and the requirement is thus narrowly met.

3. More than half of teachers must have at least 3 years of practical experience in the field they are teaching.

- This requirement appears to be fulfilled, although it should be noted appears for some teachers the demonstrated practical is not exclusively in the field that the teachers concerned are teaching².

4. The right to teach more than 2 different law study field subjects is given to teachers, whose research work production and/or practical activity area is directly related to the taught subjects.

- It should be noted that this requirement was not fulfilled by all teachers in the previous study programme. However, the requirement appears to be fulfilled in the new programme³.

² Following the visit of the experts, the college has underlined that there are 40 teachers involved in the law study programme. Of these, 3 are junior lecturers (7.5 %), 36 are lecturers (90 %), and 2 are associate professors (5 %). All the teaching staff have an MA or equivalent degree, and 6 teachers (15 %) have a PhD, from which 3 (7,5 %) teach law subjects. All the teaching staff has more than 3 years of teaching and legal work practice, with 35 teachers (87,5 %) having more than 3 years of practical experience in the field of the subject taught.

³ Following the visit of the experts, the college has underlined that only teachers with scientific or practical experience directly connected with the study subjects are allowed to teach more than 2 different subjects in the field of law. At the college, this is done by 2 lecturers: G. Ročienė gives lectures in law enforcement institutions, criminal law, and land law, while I. Tatorienė teaches labour law, constitutional law, and basic law.

The ratio of teachers and students is optimal for the programme of the Law studies: there is on average 23.5 students for every staffer. (16.4 students in full time studies and 30.5 students in part-time studies). One final thesis supervisor supervises 4 students on average.

The pedagogical staff of the LSP is comprised of: full-time teachers⁴ 20 (50 %), and other teachers 20 (50 %). However, it should be noted that some few teachers do not yet appear to fulfil the 3-year criterion for being counted as full-time teachers.

Habilitated doctors of Mykolas Romeris and Vytautas Magnus Universities, famous lawyers-practitioners (Head of the Bailiff Chamber, Judges of the Kaunas District Court, Heads of judicial departments of companies) are participating at the work of the qualifying commission of the graduation dissertations. Lecturers of foreign higher education institutions are being invited through ERASMUS exchange programme (Plantijn University College, Nuertingen-Geislingen University of Applied Sciences, University of Bologna, and Oulu University of applied sciences).

The number of contact hours depends upon a position: an associated professor at a department is given 600, a lecturer ca. 750, while an assistant some 800 contact hours. It would appear that some lecturers get too many contact hours: 1081, 1127, 1162, and 1081. There would seem to be a substantial risk that these elevated numbers could influence the quality of the studies, as the time left for research and preparation becomes limited.

In this connection, and based on the norm of 1500 total working hours for full-time employment, as indicated by the college during the visit, a maximum teaching load should be set at 50 %, corresponding to 750 contact hours, including class teaching, tutoring, consultations and other interaction with students⁵.

3.1.2. Turnover of teachers

The turnover during the period of evaluation has been insignificant and comprised 11.8 % (full-time teachers – 9.5%, others - 16.8%) of all teachers. There was no negative influence towards the implementation of the LSP. Turnover of the teachers happened due to the following main reasons: change of the study programme, turnover of the specialists, certification and migration.

The professional and educational perfection of the teachers of the LSP can be witnessed by shift of positions of the teachers: 3 lecturers became Assoc. Professors, 11 junior lecturers became lecturers. However, it should be noted that the apparent extensive use of renewed 1-year contracts would seem to compromise both employment stability and teaching staff development.

⁴ **Full-time teacher** – a teacher of a higher education institution who has worked in a particular institution no less than 128 class work hours per year in the past three years and in that time published at least one research or methodological work indicating the affiliation of the work to the particular institution or performed (exhibited) a work of art that is included in the annual report of that institution.

⁵ Following the visit of the experts, the college has underlined that the workload of a lecturer is defined the labour code and the college regulations, with one shift is equal to 1584 hours, which is divided into contact and non-contact work hours. The amount of contact hours varies according to the position held respectively as junior lecturer, lecturer, and associated professor. For the academic year 2010-2011, the average teaching load in the study programme of law is planned to comprise 588 contact work hours (lectures, seminars, consultations, supervision of final and term work, reviews), 996 non-contact work hours (scientific activity, work on projects, methodical work, qualification development).

3.2. Staff competence

3.2.1. *Compliance of staff experience with the study programme*

The educational experience of the teachers of the LSP is on average equal to –12.2 years: junior lecturers – 7.6 years, lecturers – 12.5 years, assoc. professors – 14.5 years. During the evaluation period the teachers of the LSP prepared 32 methodical packages related to the disciplines taught.

During the period of evaluation the teachers of the LSP have defended 2 dissertations and are currently working on other 2 dissertations. Also they have prepared 56 articles, with 34 in the field of the law and 22 in other fields. However, it should be noted that half of the teachers do not appear to be undertaking any research, while half of the remaining teachers appear to be undertaking research in fields other than those which they teach.

The practical experience of the teachers of the LSP is on average equal to 10.5 years (junior lecturers – 6 years, lecturers – 19.9 years, assoc. professors – 13.5 years).

The LSP students' external professional internships are led by specialists of the law institutions – practitioners. Professional activities of the internship supervisors correspond to the nature of the training and ensure the attainment of the anticipatory study results, which are related to the training. Practical experience of the teachers is sufficient in striving to attain the main aims of the programme.

4.9 % of all teachers are actively participating in the expert activities. During the period of 2005/2007 - two (2) (4.8 %) LSP teachers participated at Study quality evaluation centre group, which evaluated the study programmes. During the year 2004 one (1) (2.4 %) teacher participated in preparing the Standard of preparation of the lawyers. During the year 2009 one (1) (2.4 %) teacher participated at the Study quality evaluation centres' expert groups' work and at preparation of Regulation project for law study field. Analysis of study programmes of other education institutions allows for a possibility to compare programmes of similar profile, to evaluate their advantages and drawbacks, thus expertly perception of teachers is nurtured. 14 of the teachers (34,14 %) are partaking at the activities of the Lawyers society, 4 teachers (9,7 %) – are working at the Third age university, 2 (4,8 %) – are members of the Kaunas College Academic council, 2 (4,8 %) – are members of Academic council of the Faculty of Economics and Law. 6 (14,6 %) teachers working at the LSP have international cooperation at the field of science and studies experience, which is important in improving the study programme in regard to the positive experience of the foreign countries.

The teachers of the LSP are lecturing at the seminars and are providing consultations in companies and organizations. (To the jobless at the Labour exchange of Lithuania, to workers of culture at the Ministry of Culture, to owners of rural tourism farmsteads – at the Chamber of Agriculture, to the business sector – at the Ministry of Economy, to the office employees – at the Kaunas District Court, to workers of education – at the Municipal Department of Education of Kaunas region municipality, to representatives of the employers – at JSC „Darbų sauga“ and JSC „Sabelija“, to accountants and specialists of the human resources – at JSC „Mokesčių srautas“.

3.2.2. *Consistency of teachers' professional development*

Professional perfection of the teachers is regulated by the Law on science and studies of the LR⁶, Charter of the Kaunas College⁷, job regulation of the teachers and nominal quantitative

⁶ Law on Science and studies of the Republic of Lithuania No. XI-242 of 2009-04-30.

requirements for the activity of the teachers of Kaunas College for a period of a 5 year term⁸. Assessment of the teachers is taking place every 5 years.

The teachers are provided with conditions to elaborate their competences at post-graduate and doctoral studies. The College is covering full or part of the cost of those studies. However, achievement of a PhD does not in itself lead to increased salary, as salaries appear to be linked only to positions.

Informal perfection of qualification encompasses the LSP teachers' seminars conferences and courses that they attend.

At the period of the evaluation all teachers of the LSP were perfecting their qualification in the fields of their subjects and those of their scientific interest. At the period of 2004-2009 two (2) teachers defended their Doctoral thesis in the field of Social science; two more are studying for their PhD's. At the period of the evaluation teachers participated at 42 seminars, 24 conferences (2 of them abroad), 10 classes, 3 apprenticeships (2 of them abroad). The knowledge of the teachers attained during the period of in-service training is applicable at the process of teaching. It allows updating the content and introducing innovative methods of the teaching.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

The LSP is executed at the FEL, which is based at two buildings on Gedimino str. 41 and Puodžių str. 11 of Kaunas. The lectures are taking place in 22 auditoriums: 15 auditoriums are in Puodžių str. 11 (8 are accommodating 30 persons, while 2 auditoriums are accommodating 70) and 7 auditoriums are at Gedimino str. 41 (4 accommodating 30 persons and 3 accommodating 70). The Syllabus is comprised to allow for the number of students to match the number of seats. The number of seats is in conformance with the demands of the study programme.

The rooms used tally with the requirements of labour safety and health set in the normative acts of the law. However, the students did mention discomfort with the study desks.

The KC and the FEL libraries are adequate for successful implementation of the study programme. The FEL students are allowed to use both libraries. The KC library is comprised of the Central Library of the College and Centre for individual studies. Both have 166 working places, 40 of them are computerized. FEL library/Centre for individual studies has 23 working places and 18 of them are computerized. Wireless network is available in the building of the faculty and the premises of the library. Students can use computers and printers which are at the FEL individual study centre and computer classes. However, it should be noted that the staff of the law and economics library, while very helpful in general, did not appear to have special qualifications for assisting students undertaking research in the field of law.

Both the Library and the individual study centre offers a schedule which allows for a time-table set up for the students of full-time and extramural studies. The FEL library is open from 09.00 a.m. to 05.00 p.m. on working days and Saturdays, while the KC reading-room from 09.00 a.m.

⁷ Order of the Minister of Education and science of the Lithuanian Republic No. 241 „On validation of the status of the Kaunas College“ of 2002-02-19.

⁸ Order of the Director of the Kaunas College No. 1 – 289 „On assertion of nominal requirements for the activities of the teacher of the Kaunas college during the 5 year term“ of 2010-02-02.

to 07.00 p.m. However, it should be noted that 05.00 p.m. would appear to be a rather early closing hour on working days.

4.1.2. Suitability and sufficiency of equipment for studies

The FEL LSP is provided with the computer equipment, multimedia equipment which is present at each auditorium, printers, as well as audio and video equipment. All laboratory equipment needed for the study process is being constantly renewed, appears to be suitable, modern, and corresponding to the needs of the study programme.

4.1.3. Suitability and accessibility of the resources for practical training

Student traineeships are being conducted at the law institutions of Lithuania and other companies or offices as well. Worthiness of places of internship in regard to programme aims and outcomes is being analysed by questioning the students and managers of companies and offices which provide those places. The research shows that the social partners are ready to accept the trainees and provide them with conditions for training.

Internships are timely. The educational training is taking place at the 4-th semester. Professional training takes place during the 6-th semester. Students have the choice to choose the place of training either in Kaunas or at their parent's place of inhabitancy.

Places for internships are being chosen after the evaluation at the department of their adequacy for competences that the student is aspiring for and the subject-matter of his final thesis. The department of law has signed long-time internship agreements with the following social partners: Kaunas city circuit court, Kaunas city district court and Kaunas region circuit court; also with the following services of Kaunas Municipality administration: protection of children rights and of support and social services. The LSP students are performing their final internships on average in some 40 different companies and offices. The absolute majority of them (ca. 85%) are finding those places for internship themselves in regard to the dwelling-place of their parents and the theme of their final thesis. The department is finding places of internship for the rest of them.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

The FEL library boasts 3670 different titles (11 873 copies in total) of printed publications (main textbooks, manuals and other editions). The funds of textbooks, handbooks and manuals devoted to the LSP are being constantly (except year 2006) supplemented with the new editions.

Currently the FEL library is ordering all valuable scientific periodicals devoted to the law studies, which are published in Lithuania. Three international scientific periodicals are being subscribed for too.

There are 12-15 copies of textbooks for 8 subjects for 205 students at the KC library. Foreign literature is being used too. Based on cooperation agreement with the Vytautas Magnus University the LSP students are able to use funds of the University library too.

The following electronic data bases are being subscribed for at the independent studies centre of the FEL: juridical data base of the Republic of Lithuania - INFOLEX; Ebsco Publishing data base; Oxford Reference online data base; Technical data bases (Журналы, СМИ: Интернет-издания, СМИ: Информагенства РФ, СНГ и Балтии, СМИ: Мировые информационные агентства). The students and teachers of the LSP can tap those bases and use them at the reading-room of the KC Library as well as at the independent studies centre.

The funds of the libraries are renewed and supplemented with the newest books in regard to the wishes and suggestions of the students and lecturers of the LS department. A purchasing strategy for international business law and EU law, including subjects such as labour law and environmental law, should be considered. In addition, access to more online databases special to the field of law should be considered. On the other hand, it should be noted that in fields of Lithuanian law the library appeared to be very well updated.

4.2.2. Suitability and accessibility of learning materials

During the period of evaluation the LSP teachers have prepared 32 learning packages. The publications are being constantly renewed and are always accessible to all students of the LSP either at the FEL Library or at the First Class intranet.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

The highest and the lowest transitional score during the year 2007 - (highest - 18.65, lowest - 12.27); the highest average score on 2006 - 16.02; during the year 2009 it declined to 14.56. Despite the fact that in the period of 2004-2009 transitional scores of the students matriculated were declining, the nominal transitional scores were still high and satisfactory to the needs of FEL. Since 2009 the admission to the LSP first level studies is executed centrally according to the co-admission to the schools of higher education of Lithuania⁹.

The requirements set for the students entering during the period of 2004-2009 did not change, only the leverage co-efficient changed, but this had no influence for the competition scores of the entrants.

5.1.2. Efficiency of enhancing the motivation of applicants and new students

Students capable of studying at the faculty are being attracted by using the following means: extensive information is being provided during the yearly fair of the institutions of higher education "Where to study?", information is published at the KC webpage - www.kauko.lt; it is circulated by e-mail to Kaunas city and regional secondary schools; meetings with school-children of senior classes are being held during the school-year; every year open-door days are held at the FEL, and KC professions fair is organized; attributes of the FEL are produced; LSP is presented at those meetings, factors for choice of the profession are discussed, situation at the labour market and carrier possibilities are being analysed.

Expedient motivating of the students is also supported by organizing the yearly Career Day, Day of a Lawyer, meetings with the employers and social partners, graduates and representatives of higher educational schools (universities). Professional experience of a lawyer is being discussed at those meetings. Students are acquainted with career and employment possibilities, development of spheres of activities, available refresher courses. In this way students are encouraged to seek good studying results, successfully lodge themselves in the ever changing labour market, seek professional carrier.

5.2. Study process

5.2.1. Rationality of the programme schedule

⁹ Common provisions of the rules of 2009 of general admission to the first level studies and integrated studies at schools of higher learning of Lithuania (ALHEI FOGA carries out the general admittance following the mandate of the Minsiter of Education and science No IGAL-27 of 2009-05-15).

Studies are being organized as based on syllabuses of the autumn and spring semesters. Session syllabus is submitted by the Study manageress no later than one week prior to the start of the semester. The number of contact hours (consultations included) is 18 to 32 per week. Groups' work per day is usually scheduled for up to 8 academic hours. Sessions are spaced evenly during the whole semester. Study process is executed in two buildings of the FEL. Time to go to lectures taking place in other locations is foreseen.

The time-table for the examinations is made public no later than 4 weeks prior to the beginning of the session. No less than two days are allotted for preparation for each exam.

5.2.2. Student academic performance

During the evaluation period the average of study results in per cent was – 76.80 % (The full-time/daily studies (further referred to as – FT/D) groups' average progressiveness in per cent was – 89.51 %. Part-time/extramural studies (further referred to as – PT/E) groups' average progressiveness in per cent was – 64.10 %). Average of study results of FT/D and PT/E study groups' did not undergo any sufficient changes during the last five years. FT/D has been – 7.6, while – PT/E 6.85.

Analysis of the graduations during the last five years shows that the graduation percentage of the daily studies is equal to 91.08 %, and in case of extramural studies – 64.52 %. On average 75.67 % of the students from the number set in entrance plan graduate the programme.

Evaluation of the student number fluctuation during the last five years allows us to state that the admission plan is rather dynamic. Every year 20% more students are admitted than is set in the admission plan. At the period of evaluation average number of contenders to a single place is equal to – 2.93 (FT/D – 3.93, PT/E - 1.93).

The largest percentage of the drop-outs is noticeable during the year 2007-2008 and equals to - 19.36 %. Nevertheless it does not exceed 20 % of the admission plan number. Reasons of this "drop-out" are: economic situation in Lithuania, i.e. difficult financial situation of students, inflexible view of the employers towards their studying employees (PT/E studies), student emigration as well as insufficient maturity of planning of the professional carrier. Student drop-out is being curtailed by using the following measures: students are allowed to repeat separate modules or the whole course; exam sessions are prolonged in regard to the practical situation; situation is discussed with the students; breaks in studies are provided; petitions for continuation of the studies are granted (ex. for those who discontinued their studies and are now willing to continue at their own expense). Following the start of implementation of the measures to curb the "drop-out" the percentage of the drop-out students has decreased from 19,36% in the period of 2007-2008 to 7,00% in the period of 2008-2009.

In relation to student academic performance, it should be noted that the exam examples presented during the visit of the experts did appear to have too high an emphasis on factual knowledge, and correspondingly to low an emphasis on legal reasoning. Although the scope of the college education is directed towards practical employment, reasoning rather than mere registration of fact must remain central to an education in law.

This issue may also be the cause of the rather high grades noted during the last assessment visit in 2002. Presently, the percentage of students passing courses seemed to vary rather much throughout the study programme. This may either reflect differences between the complexity of subjects, or alternatively point towards a need for establishing common grading guidelines for the programme.

5.2.3. Mobility of teachers and students

There is international teacher mobility; the self-evaluation report shows various examples of this mobility. Teachers gained experience of lecturing in the foreign language acquainted themselves with the teaching methodology of the other countries, updated the subject content, forged new relationships with teachers of partner organizations. The experience gained has been adapted for related study subjects.

Teachers are encouraged to participate in mobility programs by the following means: dissemination of good practice at meetings of the Department; teacher workload is planned with an effort to provide flexibility for preparation of lectures in foreign languages. As a result of declining level of financing, the number of outgoing teachers has decreased.

During the period of the evaluation 28 teachers have arrived from foreign institutions to deliver lectures and share best educational and professional practices with the local colleagues and students.

The 2009 Erasmus project „Implementation of the Lisbon Strategy on the (labour) Market " has got the maximum, i.e. 75 % financing and was one of the best prepared projects in the whole of Lithuania.

At the period of analysis 21 students have left KC and were participating in mobility programs. At the period of analysis 78 students have come to the LSP in accordance with the exchange programme.

Forms of stimulation which best enhance the student mobility are: regular informational seminars on study possibilities abroad; individual study consultations; dissemination of favourable experience of returning participants to the mobility programmes, students and teachers of the Law department are striving to attract more students from the foreign countries by advertising the LSP during their exchange trips and by taking part at the events of international weeks.

5.3. Student support

5.3.1. Usefulness of academic support

The following means are being used for the information dissemination on the programme and its changes: introduction to the studies, faculty intranet (First Class), bulletin board, person-to-person information disseminated through the curator of the group, representation of students or elders of the groups. The information on introduction to the studies is placed in the intranet of the faculty. At the course of the studies timely information on curriculum changes or changes in educational procedures is supplied through the group curators and elders.

Student counselling on study issues is performed according to the time-table approved by the Dean, i.e. all students participating at the programme have a possibility to consultations with the teachers of the subject. The following forms of consultations are being applied: group and individual consultations in the classroom, individual consultations rendered in virtual environment (by e-mail or during a face-to-face conversation through the Intranet). The analysis "Consultation organization at the faculty for the students of full-time and part-time studies" results have proved that the consultancy and forms of its organization meet the needs of the students.

Advice on career opportunities is rendered by organizing the festivities on the professional Lawyer's day, on career days and by teaching the subjects set in the programme, i.e. by pointing to their importance and applicability in the professional sphere. Representatives of the

Universities and their graduates, employers and social partners participate at the career days. Since the majority of the teachers of the department are also working as lawyers at other institutions, they are interceding at student placement, at positions such as assistant bailiffs, court secretaries, court office specialists and etc.

Students are provided with possibilities to study according to the individual study plan (ISP). This type of the studies is regulated by the IPS regulations. The price for the studies which are not financed by the State and are carried out according to the ISP is being calculated depending on the number of credits allotted for the disciplines studied at particular semester. The number of students studying according to ISP is rising (2004/2005 – 1, 2009/2010 -14). The KC is supportive in ISP planning.

Possibility for the students to repeat the course or re-sit an examination is foreseen in the Study order of the KC, which has been prepared following the Science and studies Law of the Republic of Lithuania of April 30, 2009 and other acts of the Law. In case a student has finished the semester studies with academic arrears exceeding 15 credits, he can be left to repeat the unsatisfactorily evaluated subjects at his own expense. Based on the students plea the decision is passed by the Deans by issuing an order. Students repeating the subjects studied are expected to pay a duty set by the college in proportion to the credits allotted for the studied subjects. The student who failed to pass an examination can sit for it for two more times without repeating the subject again. The examinations failed can be re-sit starting with the beginning of the new semester and to the end of it.

5.3.2. Efficiency of social support

There is no special psychological support extended to the students of the programme. The university also provides a variety of sports services as well as many cultural events.

The incentive scholarships, onetime scholarships, premium to the Chairman of the faculty student representation are being paid out of the scholarship fund. Students participate in the scholarship management. Disabled students are allotted financial and other help too¹⁰.

242 places are allotted for the students at the faculty dormitory. This number of places is sufficient to satisfy the demand of the students of the programme. At the dormitory the students are living two at a fully equipped room.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

The criteria for evaluation in points of the study results are foreseen at the Study order of the Kaunas College and Order of evaluation of student knowledge of the Faculty of economics and law. The lecturer of every subject (module) sets the criteria for evaluation as based on the programme aims and the standard of the professional training.

Integral parts of the cumulative evaluation and values of their co-efficient for a subject or its module are set by the Department. In order to ensure systematic student work during the whole period of the studies theoretical and practical knowledge of the students is being evaluated by the method of accumulation through the semester.

The publicity of the evaluation criteria is of utmost importance for the objectivity, validity and reliability of evaluation. Directly, at the start of teaching of every new subject students are

¹⁰ Change of the item No. ISAK 1-57 passed on 2006-09-15 of the order of the Kaunas College director No. ISAK 1-16, 1.1.1. of 2006-09-06 „On rendition of financial help to the handicapped studying at the Kaunas college“.

acquainted with the evaluation criteria. This is also done over the internal intranet system. The student polling results have proved that publicizing of evaluation criteria is sufficient.

However, it should be considered to set a norm under which a final exam taken on a course should not count for less than for example 40 % of the course grade, whereas some courses currently appear to operate with a 25 % weight.

5.4.2. *Feedback efficiency*

Every student is entitled to acquaint himself with the remarks put on their evaluation and the evaluation results too. Based on student requirements the teachers of the Department of the Law are presenting them with the evaluation results (marks) individually: by spoken word or by means of an e-mail. General remarks, i.e. the mistakes, drawbacks and inconsistencies are being analysed in front of the whole group in a generalizing way.

There are no measures taken by the institution to ensure the students react to the feedback provided to them.

5.4.3. *Efficiency of final thesis assessment*

The final theses are being prepared following the Provisions on the final evaluation of non-university study results¹¹, approved of by the Order No.35 of the minister of Education and science of 2002-01-15 as well as by the methodical references issued by the Department of law. The methodical references are being renewed each school-year. The following requirements are raised to the final theses: appropriate formulation of aims and tasks, application of the methods, topicality of the theme, novelty, practical applicability, and rendition of conclusions, etc. The subject-matters for the final theses are being supplied by the teachers of the department. The qualifying examination is comprised of 40 % theoretical and 60 % practical tasks.

The composition of the Commission corresponds to the requirements of the normative acts¹². It is comprised of 5 members: the Chairman of the commission – representative of the University – Habilitated professor of social sciences, teacher of the department and 3 members of the social partners.

At evaluating the final thesis attention is being paid to the topicality of the subject-matter, particularity of depiction, practical relevance and validity of findings and suggestions, cohesion of theory and practice, quality of perfection, delivery and defence. Reviewers, who are appointed at the Deans order, are previously chosen by the Department in regard to their practical experience and competence.

System of evaluation of the final thesis warrants their objective assessment. Final theses have been assessed during the last two years at 7.74 point (7.68 at the period of 2007-2008, 7.84 at the period of 2008-2009). Every year order of organization of the final thesis and qualification exams is discussed at the meetings of the Deans office and the Department of Law. In regard to remarks and suggestions of the Chairman of the commission and its members, means to enhance the quality of the final thesis are set. The themes of the final thesis are in line with the fields of activity and competences depicted in the Standard of training of a Lawyer.

¹¹ Order of the minister of Education and science of the LR No. 35 "On regulations of the final evaluation of non-university studies" of 2002-01-15.

¹² Order of the minister of Education and science of the LR No Nr. 2196 "On affirmation of the system of evaluation of study results" of 2008-06-24.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

In regard to the requirements of the students and based on the provisions of the Law of education of the LR¹³, which claim that personal competences gained in an informal way can be recognized as part of the programme or qualification of formal education programme, in ways set forth by the Government, or its accredited institution or a school of higher learning, an order of the Kaunas College for "Order on acceptance of learning achievements and competences acquired in ways of informal and self-education"¹⁴ has been passed on 2010-01-24. The process of evaluation and acceptance of achievements gained by informal education and self-studies has started only at 2010. That is why the LSP students did not participate in the evaluation procedure yet.

It should be noted that the self-evaluation report could have been more comprehensive in relation to this issue.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

The data on graduate placement during the last 5 years proves that on average 61.46 % are being employed according to their speciality. Reasons for unemployment are as follows: the tendency to continue the studies at other institutions of higher learning. (MRU, VMU, VU – Law); emigration; pregnancy and childcare leaves; economic situation of the State. Nature of activities of the majority of the graduates is in line with the purpose of the study programme. Most often they get employed as the pre-trial investigation officers, specialists of the human resources departments, assistant bailiffs, lawyers at the private organizations and other. Part of the graduates continues their studies at Universities (34.5% on average during the period of assessment).

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

Kaunas College has established a study programme committee, which decides on programme changes based on input from various sources, including opinions of students and graduates, remarks and recommendations of the teaching staff, as well as other reviews and documents.

Amendments of the programme take place, where relevant, in the spring of a given year, so as to allow for implementation in the coming academic year. Changes to the curriculum are limited to a yearly change of 20 % and are initiated by the department concerned, with hierarchical review prior to decision.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

Self-evaluation of the programme is carried out on a yearly basis, with involvement of both teaching staff and students. In this connection, the yearly plans of individual departments are also reviewed.

¹³ Law of education of the Lithuanian Republic „Vyriausybės Žinios“, 1991, Nr. 23-593; „Valstybės Žinios“, 2003, Nr. 63-2853; „Valstybės Žinios“, 1998, Nr. 67-1940).

¹⁴ Order of the Kaunas College Director No 1-329 of 2010-02-24 „On order of evaluation of the achievements and competences acquired through informal and self-studies and recognition of those competences“.

Results of the self-evaluation are made public at the Kaunas College web site, as well as the college intranet, and are presented at various meetings.

This would appear clearly to constitute a suitable programme quality evaluation method.

6.2.2. Efficiency of the programme quality improvement

Measurement of programme quality improvement is difficult, apart from participant satisfaction, which might be measured on an interview basis. The self-evaluation report has focus on other statistical indicators including:

- Increase in international publications
- Increase in foreign language library holdings
- Increase in thesis scores
- Increase in other scores

These indicators do show increase, but for each of them, their strict relevance is open for discussion. However, overall they do appear to constitute a satisfactory set of indicators.

6.2.3. Efficiency of stakeholder participation.

As set out above, programme self-evaluation is an on-going process at Kaunas College. It involves teaching staff and students, but does also involve graduates, employers and other social partners, as well as the legal community at large.

The fact that the stakeholder involvement is a regular part of self-evaluation points to a sufficient level of participation clearly being achieved.

During the meeting with alumni and employers, the alumni underlined the value of the college education as giving a first basis for an entry into the job market, allowing both for practical experience to be the basis for any decision on further studies, and for employment to serve as the financial basis for later undertaking further studies.

It would thus appear that apart from the direct purpose of educating mid-level professional in the field of law, the college education also does serve to constitute a valuable alternative route for students that would not otherwise have access to university education. It should be noted that the full-time students pre-dominantly seemed to have further university education in mind, whereas part-time students interviewed at other colleges seemed more oriented towards achieving a final mid-level education supporting the field of law in which they were already working.

III. RECOMMENDATIONS

The recommendations of the experts have been given as an integrated part of the above report text. However, in summary the following main recommendations should be noted.

1. Part-time students

The meeting with students did not include any part-time students, and the assessment of issues specific to the part-time programme has accordingly been based on limited information. This is an issue on which focus should be placed at the next assessment

2. Comprehensiveness

Comprehensiveness and rationality of programme content would appear to be ensured. However, it should be noted that common subjects, other than law, take up 25 credits, whereas the legislation only requires a minimum of 10 credits. In this connection, some additional law subject electives could be considered, such as for example tax law. Also, it should be noted that a more visible integration of EU law in the subject matters of Lithuanian law would seem to be recommendable.

3. Teaching load

Based on the norm of 1500 total working hours for full-time employment, as indicated by the college during the visit, a maximum teaching load should be set at 50 %, corresponding to 750 contact hours, including class teaching, tutoring, consultations and other interaction with students.

4. Turnover of teachers

It should be noted that the apparent extensive use of renewed 1-year contracts would seem to compromise both employment stability and teaching staff development.

5. Salary schemes

Although the college is covering full or part of the cost of PhD, it seems that achievement of a PhD does not in itself lead to increased salary, as salaries appear to be linked only to positions. This policy should be reconsidered as an element of increasing motivation for PhD research.

6. Library working hours

The FEL library is open from 09.00 a.m. to 05.00 p.m. on working days and Saturdays, while the KC reading-room from 09.00 a.m. to 07.00 p.m. However, it should be noted that 05.00 p.m. would appear to be a rather early closing hour on working days.

7. Library resources

A purchasing strategy for international business law and EU law, including subjects such as labour law and environmental law, should be considered. In addition, access to more online databases special to the field of law should be considered.

8. Exam requirements

In relation to student academic performance, it should be noted that the exam examples presented during the visit of the experts did appear to have too high an emphasis on factual knowledge, and correspondingly to low an emphasis on legal reasoning. Although the scope of the college education is directed towards practical employment, reasoning rather than mere registration of fact must remain central to an education in law.

9. Exam weighting

It should be considered to set a norm under which a final exam taken on a course should not count for less than for example 40 % of the course grade, whereas some courses currently appear to operate with a 25 % weight.

IV. GENERAL ASSESSMENT

The study programme *Law* (state codes – 65301S101, 653M90008) is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	21

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (poor) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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