



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**TARPTAUTINĖS TEISĖS IR VERSLO AUKŠTOSIOS
MOKYKLOS
VEIKLOS VERTINIMO IŠVADOS**

**INSTITUTIONAL REVIEW REPORT
OF INTERNATIONAL SCHOOL OF LAW AND
BUSINESS**

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I INTRODUCTION

1. This review of the International School of Law and Business (referred to below as “ISLB” or “the School”) was organised by the Centre for Quality Assessment in Higher Education (SKVC), Lithuania, in its role as the Authorised Agency prescribed by Lithuanian law. The review was conducted in accordance with the prescribed methodology detailed in the Procedure for the External Review in Higher Education approved by Government Resolution No 1317 of 22 September 2010 and the Methodology for Conducting an Institutional Review in Higher education, approved by the order of the director of SKVC No 1-01-135 on 25 October 2010.
2. The School submitted a self-evaluation report (SER) with annexes, and further documentation as requested by the review team. The review team visited ISLB from 23 to 25 October 2012 and conducted meetings with the School community and the external stakeholders.
3. The School’s self-evaluation report was made available in translation for the team. The report was informative, with helpful references to past and current School strategies, alignment with European documents regulating higher education, and relationships with the local economy. There was evidence during the review that input to the report had involved many different parts of the School. The team appreciated that the ISLB is still relatively new to the institutional review process but felt that the SER could have shown a greater amount of self-reflection. The team considers that the School is now sufficiently mature as an institution to feel confident in taking a more self-critical approach in presenting its position to review. The team was also surprised that the representatives of the School’s Council whom it met at the start of the review appeared not to have had the opportunity of reading the report.
4. The review team explored the four principal areas of the School’s activity as set out in the ‘Methodology for Conducting an Institutional Review in Higher Education’ (referred to below as “the Methodology”): strategic planning, academic studies and life-long learning, research and/or art activities, and impact on regional and national development. Within each area of activity the review team made appropriate reference to the criteria set out in the Methodology and took due account of the lists of sub-criteria in reaching their decisions. The team was also presented with the results of the evaluation of learning resources and associated infrastructure conducted by MOSTA and with the evaluation decision of 22 June 2012.
5. The review team comprised: team leader: Brian O’Connor; team members: Benas Adomavičius, Dr Ivo Matser, Dr Krista Tuulik, Simonas Valionis; review secretary: David Batty.

II BACKGROUND INFORMATION ABOUT THE INSTITUTION

6. The private International School of Law and Business was founded as D. Daugvilienė’s Business College in 1998. In 2001 the College changed its name to

Vilnius College of Business and Law, and in 2009 it reregistered its status as a legal person under its current title.

7. The School offers 10 professional (non-university) bachelor degrees of which the review team was informed that five are also taught in English. In common with many other Lithuanian HE institutions because of the country's demographic trends, total student numbers have shown a recent decline to a current level of c.3800 students (c.1600 full-time and c.2200 part-time) from a high of c.6000 in 2008. Recruitment has been aided by many full-time ISLB students now being eligible for state vouchers towards their education. The School also provides professional development training programmes in the Lithuanian and English languages. Its current status (being a college) does not allow it to teach postgraduate programmes.
8. Academically, the School is organised under one Faculty, that of Management and Law (the result of the merger earlier in 2012 of the Faculties of Law, Humanities and Management) which in turn comprises nine departments. The Faculty, headed by a Dean, is supported by Study Programme Committees while the Faculty Council itself reports to an Academic Council. Heading the School's committee structure is an advisory Council which reports to a Shareholder's Meeting. The School's management is led on a day-to-day basis by a Director supported by two Deputy Directors. The founder of the School and first Director continues her relationship with the School as its President and only shareholder; she also acts as an adviser to the Minister of Education.
9. There are currently 109 full-time and 40 part-time academic staff at the School, of whom three hold the title of Professor and 36 that of Associate Professor; 31 staff hold doctorates.
10. The School occupies a 15,000 sq. metre, 11-storey building which it has been gradually upgrading since its acquisition in 2004. Recent improvements have included a well-equipped suite of large lecture theatres containing multi-media equipment and comfortable seating (although these rooms would be enhanced by the provision of more power sockets for students' lap-top computers). Other facilities include a library, several PC station areas (totalling 170 PCs), a career centre, a studies information centre, a student union office, staff rooms and a range of seminar rooms. WiFi is currently available in half the building. One improvement suggested by student representatives to the review team was the provision of signage in English around the building to assist international students. The team concluded that the building is well maintained and fit for purpose.
11. The School was previously subject to an institutional review in 2006. That review resulted in seven recommendations for action, six of which the School informed the SKVC had been met within a year and were noted by the Review Panel. The seventh recommendation, to enhance the administrative activities of the School in the promotion of lecturers' involvement in applied research, has been confirmed during the current review as being met (see para. 52 below).

III STRATEGIC MANAGEMENT

12. The School has recently adopted a new strategic plan for the period 2012-18 following an earlier 2005-15 action plan subsequently overtaken by a strategic plan for the years 2008-11. The review team noted the inconsistent planning periods of these three documents and also observed that given the only recent approval of the new plan, the School was for a short period without an active planning document. It was suggested to the team that the six-year span of the new plan would allow some stability after a period of much change both in the School and, more generally, in Lithuanian higher education.
13. The new plan shows a clear improvement on its predecessors. It is more ambitious and dynamic, relevant to the School's focus on business and management, and fit for purpose. It has a clear aim to move the School forward and shows responsiveness to the changing HE climate. In general, the review team found that the plan took into account the principles of the European Higher Education Area.
14. The School is to be commended on the breadth of the consultation behind the plan's preparation, aided by the engagement of external consultants to facilitate the process. The review team's discussions with School representatives and others indicated input from staff, students, School committees and various social partners. The inclusion of a SWOT analysis is a useful feature. The plan therefore carries the advantage of being in the ownership of those on whom it will most impact; staff representatives met by the review team, for instance, stated that they were able to identify with it. That said, the implementation of the plan will require some clarification of its contents, as detailed below.
15. The plan has adopted a new mission statement for the School, 'to create a professional for a progressive society'. This is supplemented with the vision of 'a creatively thinking international organisation for a new era'. These statements include a number of challenges for the School. For instance, how does it define the characteristics of a new 'era'? Not all staff, it seemed to the review team, understood the concepts behind the mission and the vision and an explanation of the key terms would assist their understanding.
16. Again, the School's international ambitions need to be clearer. How wide will the School spread its interests using the relatively limited resources available to it? What sort of status is the School seeking on the international platform? How will this increased global outlook be reflected in the classroom? More engagement with EU countries might be expected, with opportunities for jointly-funded projects and ERASMUS-related student mobility. But the plan is currently uncostered and the School needs to take care in allocating limited resources to its contacts beyond the EU unless they can be shown to bring clear, focused benefit.
17. The plan also formulates three values to underpin the mission and vision. Those of 'ethics and integrity' and of 'responsibility towards student/graduate values' receive short explanations but that of 'responsibility towards the community and environment' does not. For clarification, attention should be given to rectifying this omission. The statement of graduate attributes which follows is an important and welcome inclusion in the plan.

18. The new plan concludes with a set of goals and key performance indicators in response to four strategic themes (learning; leadership; internationalisation; partnership and entrepreneurship). Proposals here are weakened by a lack of obvious prioritisation, target completion dates within the period of the plan, and the sheer number of KPIs. There is no clear description of how the KPIs map together across the various objectives.
19. The SER noted that the School is currently aligning a balanced scorecard system of indicators with the strategic planning process through computerised monitoring and measurement. The review team was not convinced that excessive measurement of a large number of KPIs, with the potential for many conflicting results, will provide managers with the clear messages that they are anticipating. Also, the relationship between the KPIs needs to be better demonstrated to enable the School to obtain a more holistic view of its progress, perhaps through developing a strategy map.
20. During the review the School was asked how it benchmarked its activities against those of comparable HEIs. The School pointed to its high ranking in the Lithuanian College Rating leaderboard published by the *Veidas* magazine (on which the team commends it) but otherwise it appears to have no structured process for comparing itself with competitors other than a suggestion of limited benchmarking when developing a new study programme. The School should appreciate that the maintenance of this ranking requires regular benchmarking against others and responsive action, and it should seek to identify a set of relevant KPIs where comparative performance against a cluster of specified competitors can be shown to support strategic plan objectives.
21. The School's management of risk appeared to the review team to focus principally on external factors. These include an uncertain HE climate in Lithuania, the emigration of young people, demographic changes and the large number of higher education institutions in the country. More systematic benchmarking could add further data on external competitive risks to the School. Also, the School's systems for monitoring internal risks were not identified with any clarity; the team recommends that the School give attention to this matter, including the adoption of an appropriate risk register.
22. The success of the strategic plan will, of course, depend on successful day-to-day management at School level (and it was suggested that each section is to devise its own action plan in response to the plan). ISLB is small enough for staff to know and respect each other and the review team recognised that this culture, as well as strong leadership, plays a major role in the successful running of the School. Underpinning this more informal element of School management is a large set of formalised procedures contained in a regularly-updated quality manual supplemented by numerous annexes; each QA process is headed by a process administrator. ISLB's quality assurance system follows the ISO9001-2008 standard and was audited by ISO in 2009 and 2012. It has also adopted the EFQM Excellence Model which takes a broader approach towards quality assurance than ISO. The rationale behind the School using multiple systems was unclear and the review panel would caution it from introducing too much resulting complexity into its QA management. The School needs to ensure that over-dependence on process does not inhibit the creativity that features in the vision of its strategic plan.

23. From documentation made available to it, the review team judged that information for students about their study programmes is comprehensive and appropriate. Programme structures align with the European Qualifications Framework. Student representatives acknowledged that they were fully aware of the learning outcomes and assessment requirements of their particular programmes and satisfied with the timely feedback received from their lecturers.
24. The views of students appear to be well heard within the School. All the major committees, including Academic Council and Study Programme Committees, carry student representatives. Student Union officers also have easy access to senior management while, at the subject level, tutors are readily available to deal with problems. The election of student representatives to committees is well structured. The Student Union receives funding from the School, and its organisation includes sub-committees relating to particular School activities (for example academic and marketing).
25. At the study programme level, students are asked to complete evaluations on the completion of each semester and these are used to inform the staff appraisal system. Students also comment on School facilities. The review team heard evidence of the School responding quickly to complaints by students over the quality of teaching. The students themselves have also recognised good teaching through an annual teacher award ceremony. Graduates, too, are invited to comment on the relevance of their former programmes to their current career.
26. Overall, the review team had confidence in the School's approach to quality assurance management. A strong quality ethos is widely shared throughout the institution, with academic standards seen as the responsibility of all. Provision meets the principles of the European Higher Education Area.
27. Student representatives were enthusiastic about the academic culture at ISLB. In choosing to study there, they cited the practical content of programmes and international study opportunities amongst the School's attractions. The web site was identified as a useful marketing tool for student admissions. Once arrived at the School, they were able to report favourably, for instance, on general arrangements for internships, ERASMUS study opportunities, project work involvement, conference attendance and the annual Business Ideas Expo. Study loads were manageable. Graduate representatives were able to confirm the excellence of their learning at ISLB, drawing particular attention to the practical nature and work ethic of their study programmes which gave real advantage in the employment market; study abroad had been another welcome experience. Work by the School's Marketing Department has confirmed these perceptions.
28. Satisfaction with ISLB was generally shared amongst these two groups met by the review panel. However, a small number of areas for potential enhancement were suggested by them and of which the School should take note. These include the need for the School to ensure students are fully prepared for their internships and to observe these placements at some period during their duration; to encourage all teachers to keep up-to-date in new trends within their subjects; to ensure those lecturers teaching modules in English have sufficient command of the language; and

to arrange regular School communication with students away on ERASMUS programmes.

29. Teaching staff are supportive about the training they receive through the School. This includes an annual skills training programme in the summer vacation for both new and existing staff, English language proficiency courses, and attendance at conferences, both home and abroad. Study Programme Committees provide another forum for sharing good practice, as do programme accreditation events. There is encouragement too for staff to undertake further study including, where appropriate, at doctoral level.
30. Annual staff appraisal is the principal feature of the School's management of its staff. Teachers are aware of the criteria against which they are to be assessed and these include student evaluations, peer observation, applied research and publications. Staff complete a self-evaluation report and after a meeting with an appraiser, a development plan for the coming year is agreed. Performance is deemed unsatisfactory if more than half of the criteria are not met.
31. The School has approved an ethics code which it requires staff to observe. No recent examples of major ethical problems were reported to the review team.
32. Reference has already been made to the learning resources and other elements of the School's infrastructure (see para. 10). The review team also noted that under the MOSTA (Research and Higher Education Monitoring and Analysis Centre) evaluation in 2012, the School's learning resources were assessed positively. The phased upgrading of the School building demonstrates a well-managed approach to the maintenance of the property. Funding in some areas has decreased markedly over the previous three years, in part due to a decrease in student numbers and consequent income, but also to the earlier necessity (when expenditure was highest) of bringing the building up to a fit-for-purpose standard.
33. *In summary*, the new strategic plan is dynamic and fit for purpose but implementation may be hindered by the overly large number of key performance indicators and their lack of prioritisation. Furtherance of the plan is likely to be assisted by greater clarity of the School's internationalisation ambitions. Systematic benchmarking could assist the School in better understanding of its competitive position and associated risks. There is a strong and widely-shared quality ethos in the School. However, the adoption of both ISO and EFQM systems and consequent procedures has the potential for introducing too much rigidity and complexity into its processes at the expense of creativity. The School's management of risk would be improved by the formulation of a risk register that included internal factors. The School's management is enhanced by its student representation and evaluation processes, which help to inform the School on the quality of its staff and more general student concerns and to which the School has shown itself to be responsive. Annual appraisal systems appear to be well understood by staff, who also benefit from various training opportunities.
34. **In the area of Strategic Management the School is given a positive evaluation.**

IV ACADEMIC STUDIES AND LIFELONG LEARNING

35. The School's suite of 10 study programmes is in subjects closely aligned to the new strategic plan under the broad mission statement of creating students as 'professionals for a progressive society'. All programmes are accredited – one is currently under review – and lead to the award of professional bachelor degrees, meeting Lithuanian legal act requirements. More generally, the School's academic activities comply with the requirements of Lithuanian higher education and of the European Higher Education Area.
36. The School identified its social partners as important players in the development of new programmes including reference to content and desirable competences, to meet the needs of business; the SER gave a number of examples of such collaboration. Members of ISLB's advisory Council also contribute industry input to suggestions for new programme initiatives. Partners' opinions – and student comment is also valued – are sought when programmes are updated; one example here cited to the review team was the provision by the Lithuanian Business Confederation of information regarding new national regulations that would need to impact on programme content. ISLB also gives attention to government strategies and initiatives which identify national skills requirements. The recently-introduced study programme in Visual Communication (for which the School has equipped an advertising laboratory) is one such response to external needs. In drafting new programme details, academic staff are assisted by ISLB's Quality Study Centre.
37. The School also gives occasional consideration to the possible discontinuation of a programme or of a constituent module. Falling student numbers, competition from other HE institutions and negative student opinion about the programme were suggested to the review team as possible reasons.
38. The School has invested in the Moodle platform as its tool for e-learning provision and over 100 subject courses are now available on line. Assistance for staff in uploading material for e-learning is provided by the Knowledge Management Centre. The review team observed that current Lithuanian copyright law prohibits the uploading of many books for e-learning purposes. (In this context it was noted that the School library stocks multiple copies of some core texts.) Students seem content with Moodle as an e-learning tool although it was unclear how extensively e-learning is a compulsory element of their learning experience.
39. As a natural progression to e-learning, the School is taking modest steps through its Distance Learning Centre towards developing more distance learning opportunities for students and about 300 now take advantage of this facility. Programmes cannot yet be studied in their entirety through this route but most necessary lecture content is available on line. The review team was informed that the School's quality procedures are applied in full to this mode of learning. The review team suggested that real time contact between teacher and student might be the next on-line development to enhance learning in this area of provision.
40. In addition to the professional degree programmes, ISLB has recently moved towards providing lifelong learning courses aimed at specific public and private clients; for instance, the SER lists collaboration with the Lithuanian National Freight Forwarding

Association, the Ministry of the Interior and the State Consumer Rights Protection Authority. Organisation of these courses is through the Distance Learning Centre and the Knowledge Management Centre depending on the mode of delivery.

41. The review team was interested to learn that the School is adopting a scheme to recognise prior and informal learning, a relatively new concept in Lithuania and in this instance aimed on the initiative of ISLB's social partners at industry personnel receiving recognition of their professional experience. The methodology is currently being prepared. 20 enquiries have so far been received.
42. Study co-ordinators are available to assist students manage their learning. In addition, study plans are agreed with some students.
43. Procedures are in place to deal with cases of cheating and plagiarism, with increased student awareness of this aspect of academic learning an aim of the School. Plagiarism software has been in use for some years.
44. Student internships represent an important component of programmes and their value is enthusiastically endorsed by the social partners which provide them. (ISLB itself also provides a small number of internships.) A written contract between School and partner forms the basis for managing each internship, with student activity closely aligned to the participating company's expectations of the students as well as the competences that a student wishes to develop. The partner is also involved in the assessment of the student. Student representatives drew the review team's attention to the School's annual Business Ideas Expo which is an opportunity for student/employer engagement and possible subsequent internships. Internships also provide staff with the opportunity for furthering project contacts with partners. The team was impressed at how such opportunities have been deeply imbedded in the ISLB curricula and at the value that they add to the student learning experience.
45. Student mobility is an important feature of the School's programmes, especially under the ERASMUS scheme. Students expressed their enthusiasm to the review team for the opportunity to study abroad and 51 of the School's full-time students had done so under ERASMUS in 2011-12, with 77 coming from abroad to ISLB in that same year. A further 51 international students also attended the School that year under different arrangements. One recent initiative is the establishment of agreements with international institutions (Leeds Metropolitan University, for example) which allow successful students the award of double diplomas and it was suggested that 30-40% of ISLB students studying abroad might eventually follow that route. The review panel suggested that it would assist incoming students if formal programme descriptions are available in English which, it seems, they are currently not.
46. Mobility amongst staff, too, is being actively encouraged by the School as part of their career development, with a marked increase in the outgoing numbers over the last three years. The principal arrangements here are linked either to ERASMUS or to joint projects but staff have also been giving assistance to countries on the Europe/Asia boundary.
47. The focused nature of ISLB study programmes is recognised by students, social partners and stakeholders alike as an asset for students seeking employment after their

studies. The School's Career Centre additionally provides application and interview training for students, holds a database of current job vacancies and organises career days. It also monitors employment rates of the School's graduates (which approach 90 percent).

48. ***In summary***, the School's study programmes provide students with learning and skills that prepare them well for employment. Programme development and content are closely aligned to the needs of employers. ISLB's reputation for skills-related education has also enabled it to pursue training contracts with a number of regional and national organisations. Inward and outward mobility amongst students is increasing and could counter a recent decline in student admissions.
49. **In the area of Academic Studies and Lifelong Learning the School is given a positive evaluation.**

V RESEARCH AND ART

50. The SER presented a helpful description of the School's applied research activities, drawing attention to the alignment of subject areas to public needs and to the involvement of stakeholders in project initiatives. Reference was also made to the School's international research links including opportunities for staff mobility.
51. In spite of the information in the SER, the review team noted that ISLB's new strategic plan contains no specific research policy, rather a reference to a strengthening of the interaction between research, education and innovation. No clear themes as to future research activity are identified in this public document and a greater, more external focus on those fields listed in internal School reports (and approved by the Academic Council) might better attract involvement by existing and potential social partners. Nevertheless, the review team considered that the School is well placed to meet the plan's more general goal in this area. The SER and subsequent team discussions with School staff presented a range of data describing current research activity which is certainly appropriate to the scope of the study programmes and to the interests of the region, social partners and stakeholders. Study Programme Committees also consider how current research is able to impact on programme content.
52. Staff are required to undertake applied research through projects, publications and conference attendance, activities that are seen as both enhancing their personal development and assisting the transfer of knowledge and experience to students. Performance in research is one of the criteria in the annual staff appraisal system, with an expectation that eight articles should be published over the period of a five-year staff contract. Credit for a publication is only given where an article specifically includes reference to the author's ISLB attachment. The review team was also told of one example of corrective action being taken in the case of a whole department which had fallen short on research activities. These procedures meet the seventh and outstanding recommendation from the 2006 institutional review (see para. 11 above).
53. The School publishes two peer-reviewed journals, *Current Issues of Business and Law* and *Issues of Business and Law*, both sharing the same editorial board of academic

staff from various local and international universities. Both journals are indexed on a number of international databases and are available on line but the review team was uncertain of the extent of the journals' reputation and impact in the academic world. The School might wish to monitor and record citations of the journals' articles to assess that reputation with a view to further enhancement of this initiative.

54. From what it learned during the review, the team was satisfied that the School has an active applied research relationship with its social and business partners through joint projects, and in discussion the partners' representatives in turn acknowledged ISLB's contribution. These activities also include the involvement of students at a lower level of research but which introduces them to issues of importance to the region. Students are encouraged to present their research in conferences and so further develop their skills, and papers arising from these events are published by the School in two journals, *Business from Students' Perspective* and *Law from Students' Perspective*.
55. Staff also pursue research contacts with some international partners, for example through the Compostela Group of Universities (which will be holding a major meeting at ISLB in 2014) and the European Tourism Futures Institute. The number of staff engaged in international research activities has shown a marked increase since 2006. Besides the encouragement of staff to attend conferences abroad, research mobility opportunities have included participation in Leonardo da Vinci programmes co-ordinated by the Fachhochschule des Mittelstands and FH Joanneum Applied Science University (and others).
56. From the evidence presented (including helpful mapping in the SER), the team judged that the School's applied research activities meet the provisions of the European Research Area.
57. *In summary*, the School very actively pursues applied research, with an expectation that all academic staff should participate. This research not only develops staff careers but offers enrichment to study programme development. It is also one of the bases for ISLB's strong links with social partners and other stakeholders. The adoption of a more specific, public research policy statement could help the School further in advertising its applied research involvement.
58. **In the area of Research and Art the School is given a positive evaluation.**

VI IMPACT ON REGIONAL AND NATIONAL DEVELOPMENT

59. An extensive range of local activities is described in the SER but, as the new strategic plan appears uncertain over the School's definition of internationalism, so the plan lacks detail about the ISLB's definition of its region. Most of the School's home partnership activities centre on the Vilnius region but discussions with School representatives suggested that it looks wider, to encompass the whole of Lithuania.
60. It was clear from the review team's discussions with representatives of the social partners that they share an active relationship in areas of applied research (see above) and student support. The team acknowledges that the School has a particularly strong network of partners, some of which are long-standing. Joint activities include

projects, student internships and mutual support. The partners' representatives were clear about the School's impact on the immediate region, particularly through the provision of trained graduates in specialist areas. They suggested to the review team that the School's private status gives it greater flexibility than state institutions in responding to external developments.

61. A number of recent developments serving the immediate region are to be welcomed. For instance, the Law and Business Clinic where students (under supervision) give advice to members of the public serves both a community and training need. Another example is the School's participation in the Young Consumer Education Academy, while ISLB students help to promote science in local secondary schools.
62. The team observed that the predominance of partnerships are in business and law. The new strategic plan and the SER, however, additionally identify a sense of social responsibility as an important element and the team believes there to be an opportunity to widen partnerships into this area, using either existing partners or seeking new focused ones. One step already taken by the School here is to join the UN Global Compact network. Study programmes could also usefully take increasing account of this aspiration, for instance, by teaching social and business aspects of recycling.
63. The list of the School's partnerships is a lengthy one and there appears no systematic way in which these partnerships are reviewed periodically to assess their continuing effectiveness and value. Nor does there seem to be any creative method for identifying new ones. While the value of many partnerships can no doubt be demonstrated, there should be clearer and more open procedures for linking new and existing arrangements (and their cessation where appropriate) to the School's strategic direction.
64. The SER drew the review team's attention to the involvement of staff in voluntary activities in the region ranging from engagement with professional organisations through community projects to cultural interests.
65. *In summary*, the School's impact on its region is a major strength while that on the country as a whole is evidently increasing. In turn, its external contacts are a rich source of experience and knowledge for the student learning experience. However, the opportunity to review such partnerships should be more systematic.
66. In the area of Impact on Regional and National Development the School is given a **positive** evaluation.

VII BEST PRACTICE EXAMPLES AND RECOMMENDATIONS

The team considers the following to be examples of best practice:

- Responsiveness of the School to the changing HE climate (ref. section III).
The new strategic plan clearly recognises changing demands in HE underpinned by a strong School managerial structure.
- Close relations with social partners and business regionally and nationally (*passim*).
These relations impact directly and beneficially on the learning experience of students and on School applied research activities.
- Preparation of students for employment (ref. sections III & IV).
Programme content, School links with business, internships and other learning activities provide students with a strong training platform for future employment.
- Quality of the teaching staff (ref. sections III & V).
School expectations of its staff ensure their ongoing engagement with professional practice and training.
- Effective regular appraisal of staff performance (ref. sections III & V).
A well-structured appraisal system sets clear targets for staff which are reviewed regularly and acted upon.

The following is a summary of the team's principal recommendations:

- The need to prioritise the School's any key performance indicators (ref. section III).
The sheer number of indicators used by the School requires their prioritisation to ensure it meets its strategic targets in an orderly and timely manner.
- Greater clarification of the School's concept of internationalisation (ref. section III).
The School's strategy for greater internationalisation will be assisted by identifying with which parts of the international community it wishes to engage, to avoid an unstructured and potentially wasteful use of resources.
- The introduction of more systematic benchmarking (ref. section III).
The lack of regular benchmarking against competitors will weaken the School's aim to maintain and enhance its standing amongst prospective students, employers and public and private partner organisations.
- The need to adopt a monitored internal risk register (ref. section III).
The School's systems for the identification and monitoring of internal risks are unclear.

VIII JUDGEMENT

The *International School of Law and Business* is given a **positive** evaluation.

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ANNEX. INTERNATIONAL SCHOOL OF LAW AND BUSINESS RESPONSE TO REVIEW REPORT



TARPTAUTINĖ TEISĖS IR VERSLO AUKŠTOJI MOKYKLA



INTERNATIONAL SCHOOL OF LAW AND BUSINESS



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26 November 2012 No 128

Re. REVIEW REPORT OF INTERNATIONAL SCHOOL OF LAW AND BUSINESS

Based on your e-mail dating to November 14, 2012 regarding the Review Report of International School of Law and Business and *Methodology for Conducting an Institutional Review in Higher Education* approved by the order of the Director of the Centre for Quality Assessment in Higher Education, Order No. 1-01-135, Article 47, issued on October 25, 2010, we hereby inform that International School of Law and Business does not have significant remarks on factual errors of the review report.

On behalf of the academic community of the International School of Law and Business we would like to express our appreciation to the team of experts (team leader: Brian O'Connor, team members: Benas Adomavičius, Dr Ivo Matser, Dr Krista Tuulik, Simonas Valionis, review secretary David Batty), the coordinator of evaluation process, senior specialist of the Centre for Quality Assessment in Higher Education Jolanta Kriščiūnaitė for objective and impartial evaluation of ISLB activity. The evaluation process was based on principles and norms of ethics and mutual respect for the process participants. We are

grateful for the acknowledgment of our activity in the areas of strategic management, academic studies and lifelong learning, research activities and impact on the national and regional development.

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