



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

V. A. Graičiūno aukštosios vadybos mokyklos
VERSLO TEISĖS PROGRAMOS (653M90004)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *BUSINESS LAW (653M90004)*
STUDY PROGRAMME**

at V. A. Graiciunas Higher School of Management

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Išvados parengtos anglų kalba
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Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo teisė</i>
Valstybinis kodas	653M90004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Teisė
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), Iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės profesinis bakalauras
Studijų programos įregistravimo data	2000-09-01

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Law</i>
State code	653M90004
Study area	Social Sciences
Study field	Law
Kind of the study programme	College studies
Study Cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Law
Date of registration of the study programme	2000-09-01

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I. INTRODUCTION

V. A. Graiciunas School of Management (hereinafter AVM) was founded in 1993, a college, non-profit HE institution. It started provision of 3 year programmes in Business, Tourism, Office administration under the Professional Education and Training Law. In 2000 the Lithuanian government approved a binary HE system. External institutional and programmes accreditation has been launched and AVM successfully passed the evaluation, being one of the first seven Lithuanian colleges of HE. With the next external institutional evaluation in 2004-2005 AVM earned full evaluation for the next 6 years (to 2011-2012). An International external institutional evaluation (October 2012) was successful and AVM granted full international accreditation for 6 years. Following the programme accreditation awarded in 2004 the College has made changes in the curriculum and some general areas highlighted for improvement. AVM has been and continues reviewing its HE provision with the migration of a number of qualifications to the European Qualifications and Curriculum Framework (EQCF) requirements. There is development work still in train in this area.

AVM provides a range of HE programmes, offering a Professional bachelor degree in 6 programmes:

- Marketing and Sales Management
- International Business and Communication
- Tourism and Hospitality
- Logistics Business Management
- Office Management and International Communication
- Business Law

as well as a range of professional continuous education programmes.

The present report is a review of the Business Law programme (state code – 653M90004), carried out in accordance with Article 40 of the Law on Higher Education and Research of 30 April 2009 XI-242, and more specifically with the SKVC Methodology for Evaluation of Higher Education Study Programmes (Order No 1-01-162 of 20 December 2010). The review panel (hereinafter the panel) had the advantage of reading AVM's Self Evaluation Report (hereinafter SER) and Annexes, which were carefully prepared, comprehensive and clear. The panel visited AVM on 26 February 2013. AVM has a campus in in Kaunas and, since 2010, in Vilnius, but the visit was restricted to the (principal) Kaunas premises. Throughout the visit the panel was met with well organised and helpful cooperation, professionalism and courtesy. We are grateful to all

those at AVM (and at SKVC) who put a very considerable amount of work into all aspects of the evaluation procedure.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme is properly identified as ‘business law’ which accurately and fairly reflects its content and purpose. The aim is to enable students to acquire the principal generic and professional competences so that a skilled and competitive business law graduate is able to work independently in the national and international labour markets; to know national and EU legislation on the basis of theoretical and practical knowledge; and to perform in a dynamic business environment, representing corporate interests of enterprises, institutions, organisations and international networks (SER, paragraph 2.1.3). This is an appropriate, well defined and clear set of goals, perhaps ambitious but it is right that they should be so. They are also compatible with the wider mission of AVM. They are complemented, and given depth, by the learning outcomes pursued (SER, paragraph 2.1.4), which are themselves (rightly) ambitious and coherent, and easily understandable by AVM social partners. Both programme aims and learning outcomes are updated from time to time. During discussion with the panel sensitivity to the requirements of the labour market emerged as a *leitmotif*, and the programme was and would be tailored with them in mind. Endorsement of this view came from both alumni and social partners. The learning outcomes are drawn up in accordance with, and reflect, *inter alia*:

- the Law on higher Education and Research of 30 April 2009 No XI-242;
- the formal requirements set out in the General requirements of first Degree Integrated Study Programmes (Order of the Minister of the Ministry of Science and Education of 9 April 2010 V-501);
- the Legal description of the Law Study Programme, 19 August 2010 No XI-242;
- the EQCF;
- the User Guide of ECTS (2009).

Throughout AVM was alive to the importance of benchmarking the programme with other European HE institutions as a means of maintaining/developing best practice and adapting to change and developments across the field.

The programme aims, learning outcomes and the content of the curriculum are all made available to the public in a user-friendly manner on the AVM website (www.avm.lt), much of it in English as well as Lithuanian.

2. Curriculum design

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

The Business Law programme covers the three main competence domains of the professional bachelor degree: generic, business management and specific competences. It is based upon a module structure (minimum 10 ECTS) in which a module consists of several courses, arranged sequentially. The syllabus is divided as follows:

general modules	15 ECTS
study field modules	105 ECTS
alternative modules (1 from 4)	6 ECTS
elective courses (3 from 7)	9 ECTS
practical placement	30 ECTS
final thesis	15 ECTS
<hr/>	
Total	180 ECTS

The modules are discrete and self-contained subject areas, yet are complementary as part of a coherent and well thought out programme of study. The study field modules are made up mostly (three-quarters) of law subjects, the rest business studies; 15 ECTS combine the two directly in the study of 'Business Law' (covering bankruptcy, tax law, company law, commercial law and competition law). The approach overall is interdisciplinary, and aims to integrate theoretical knowledge with practical skills; this ought to be reflected in the final thesis. This approach, given effect by practical placements and, for example, visits to police and the courts, was emphasised by staff and met with the clear approbation of the social partners (who were especially enthusiastic about acquisition of practical skills), alumni and students. This therefore should continue. The flexibility offered by alternative and elective modules was given support by both students and alumni, and is to be applauded, encouraged and developed. There are plans to modernise a number of the modules from Autumn 2013.

The programme may be undertaken on a full-time (three years) or part-time (4 years) basis. Distance learning is a response to the shifting economic and social environment in Lithuania. Statistics show a ratio of full-time to part-time students of 41:59, 31:69, 46:54, 52:48 and 56:44 over the last five years. It was unfortunate that there were no part-time students amongst the

group who spoke to the panel, although it is of course understandable. There were however alumni from each of the two streams, who reported themselves equally satisfied.

The description of the curriculum design in the SER was borne out in all respects during the visit. The panel is satisfied that it is well designed, it is balanced, it is appropriate for the achievement of the intended learning outcomes, it has the wherewithal to adapt to new developments in the field(s), and it meets with satisfaction – enthusiastically so - from students, alumni and social partners.

3. Staff

There are 32 lecturers teaching in the programme, drawn from the outside professions of practising lawyers, associates, lecturers and other (details provided in Annexes 2 and 3 of the SER). 30 of the 32 (so 94%) have at least three years' of practical experience; the average across the programme is nine years. Seven of them (so 22%, against a requirement of 10% for the programme) have doctoral degrees. The staff thus meet legal requirements set out in the Description of Law study area (2010) and are more than adequate to ensure learning outcomes. Seven are accorded the professional title of associate professor, the rest lecturer. AVM encourages further professional development through up-skilling courses, attendance at conferences, seminars, management projects and the like, and staff mobility, although it appeared that there was limited financial assistance from AVM for these purposes. It should be emphasised that staff development is a goal intrinsic to the quality of teaching and so the quality and health of the programme. The panel was led to understand that a grant of LTL 2,3 million has now been secured for purposes of staff development, and this is only to be welcomed.

The panel was struck by an apparent lack of cohesion amongst the staff. And this was one of the major concerns of the assessment. It is in some significant degree inevitable with a largely part-time staff with significant obligations to discharge outside of the school. But it is a major drawback and a disservice to the students if instructors meet together, discuss curricula and common problems - even socialise – infrequently. That way, there is inadequate knowledge of what their fellows are teaching and how they teach it, with a knock-on injury to continuity and cohesion of the module building and coursework.

The panel recognises the difficulties in ensuring the coherence of a transient teaching team, but would nevertheless invite AVM to consider and explore ways of improving it. For example – and this is a suggestion only: termly meetings to which all teaching staff are invited – that is 'invited' in the military sense of 'volunteer', there should be no excuses – to a significant (say,

day-long) meeting two or three times a year at the school at which curriculum, curriculum adaptation and development, curriculum continuity and complementarity, problems encountered, and so on, are discussed. Most panel members work in an academic community in which there is close daily contact with fellow teaching staff, yet it is astonishing how little we know about what everyone else is doing. The risks are all the more acute where there is little daily contact.

The panel therefore concludes that the programme staff meet legal requirements and are adequate in numbers and training to ensure learning outcomes. This was firmly seconded by the enthusiastic support of their students. Reservations about staff coherence will be addressed in the recommendations below.

4. Facilities and learning resources

The programme delivered in Kaunas is equipped with auditoriums, open learning centres, computer rooms, administration offices and general social areas, adding up to around 1400 m² located on Laisves Avenue and Kestucio Street. The panel were afforded on-site visits to the premises and was pleased with what they found. The space and facilities are adequate to the number of students in the programme (increasingly so, with the slow drop in student numbers) and its learning outcome, bright and kept clean. There was an attractiveness and homeliness which is an important component to staff efficiency and students satisfaction.

The teaching and learning equipment consists of computers, multimedia, printers, faxes, scanners, audio technology, cameras and internet. The number of computers available to students has grown (slowly) over the last six years and is quite adequate (again, increasingly so with diminishing student numbers). Wireless internet covers 98 percent of AVM premises. ‘Moodle’ is used extensively for teaching, course management and communication. Hardware and software are monitored and upgraded regularly.

The ‘Open Learning Centre’ (OLC), ‘the central place of learning resources’ (SER, paragraph 47), is a member of the Network of Lithuanian Academic Libraries (LABT). It is modest in size and resources, certainly in comparison to that one would hope to find in a (university) research library: textbooks and journal periodicals were thin, although the most important textbooks were over several of the modules available in multiple copies. Generally the holdings were adequate to the programme. But the panel would stress that books and journals (albeit now increasingly available online) and the space available to peruse, secure and read them lie at the heart of legal study, and would urge AVM to continue to accord importance of the first rank to its library and library resources; and in so doing, encourage student use of the OLC as a hub of all they do in

the programme. The panel were therefore pleased to see increased financial resources going into library funds and renovation (LTL 62.000 in 2012 (SER, Table 4), almost quadrupling the amount spent in each of the previous four years.

By comparison the databases were generously provisioned and easily accessible.

The panel were content with, but will comment below (recommendations), on the matter of library holdings.

5. Study process and student assessment

The credits required for completion of the programme is the same for full-time (f-t) and part-time (p-t) students, that is 180 ECTS. Contact hours comprise 974 hours (20% of the total required) for p-t students and 1260 hours (26%) for f-t students. This complies with the ministerial order of 15 May 2009 on approval of full-time and part-time study forms, art. 5.1.

The academic year consists of two 16 week semesters (autumn and spring), and the end of each examinations take place. In the event of a fail a student is entitled to attend for one re-sit examination; failure of the re-sit requires the course to be repeated.

Practice placement – ‘very important in the qualification of graduates‘ (SER, paragraph 78) – takes place in the second and third year of studies. Feedback comes from students and from the employer company in the form of questionnaires completed at the end of the practice period. AVM does annual surveys in order to assess the needs of the labour market. Again, it is clear that this is taken seriously, and reflects well on AVM. The students pronounced themselves very pleased with the assistance they received from AVM and the contacts it fostered, leading in several cases to future employment.

The number of students in the programme has been dwindling steadily. The data for the last 8 years (from ‘Additional Information‘ provided the panel on the day of the assessment) are as follows:

	Student numbers		
	Full-time	Part-time	Total
2005	161	116	277
2006	105	88	193
2007	120	116	236
2008	73	104	177
2009	36	81	117
2010	65	76	141
2011	51	46	97
2012	24	19	43

These data show a fairly steady drop of students in the programme, from 2005, which bucks the trend of other programmes offered by AVM. The bulk of students are local (from the Kaunas region and surrounding area), the sex ratio roughly 60:40 favouring women. Admission has been removed from AVM control and is administered by the national General Student Admissions Organisation (LAMA BPO). There is no *numerus clausus*, but this exerts no practical difficulties for AVM on present figures.

The drop-out rate since 2009 has run at between 40 and 50 percent (SER, paragraph 58). The reasons provided were academic failure and financial difficulties (accounting for dropping-out in roughly equal measure, and between them the great bulk), going abroad and emigration. The panel understands this to be not far off the average amongst Lithuanian HEIs.

Assessment is in accordance with the Ministry of Science and Education Ministerial Order of 15 January 2002 No 35 and the national Description of Law study area. Students were clear that the means of assessment was easily accessible to them, transparent, objective and fair. Notwithstanding the general hardship in the Lithuanian economy, between 73 and 85 percent of graduates in the programme found employment (SER, paragraph 81); measured three years after graduation the figure rose to 91 percent (SER, paragraph 80). About a dozen per year went on to further education (several, 'though not all, students saw the programme as a stepping stone to university study and eventual qualification as an *advokatas*) and no more than 10 percent were without employment.

Feedback is organised at the close of each semester in the form of questionnaires made available on the Moodle platform. Questions on courses, course instructors, administrative work and the social environment. The questionnaires attract a response from around 71% of full-time students and 37% of part-time students. It would serve AVM's planning better if part-time students in particular were more voluble in response, but these data are by no means out of the ordinary. The results are presented to staff and students in F2F meetings and are put up on the Moodle system.

Aside from actively assisting in securing placements, AVM appears to discharge its 'pastoral' role seriously. Student support on academic, social and financial matters is made available on Moodle, also in the 'Student Guide' and in student counselling, available continuously.

Students who attended the panel meeting were unanimous in their praise for the programme. They were enthusiastic, glad to be at AVM, the teachers were good and, notwithstanding the latter's part-time presence, accessible and helpful, and the social aspects of study at AVM were catered to and enjoyable. Even allowing for the natural reticence of students in such an environment, the response was very encouraging.

6. Programme management

A useful ‘organisational chart’ was included in the SER (Annex 6) which sets out in an ‘organogram’ the method of management of the programme. There are two major units, the ‘Cross College Unit’ (comprising departments or coordinators for quality assessment, study development and international relations, a business and law clinic and an integration and career centre) and ‘Resources and Administration’ (responsible for administration, finance, an open learning centre and facilities and infrastructure). Both work under the guidance of, and are responsible to, the Director. Within the quality assurance system is a programme delivery process responsible for curriculum review and development, admissions, programme implementation, practical training, final assessment, career development and alumni management. A law programme committee proposes an annual programme implementation plan with a view to ensuring quality education and compatibility with the strategic objectives of the wider College. Representation is made from the Student Council, and especial note is taken of input from alumni and the social partners.

The SER and representation made to the panel satisfied the panel that the management of the programme is well thought out and provided for, works conscientiously for the maintenance and improvement of the quality of the programme, and is effective and efficient.

Finally, mention should be made specifically of the Director. She was very impressive in her commitment to the College and the programme, the drive and quality she evidently imparted to it, and the skill with which she did so. No programme relies wholly upon an individual for its delivery, but she stood out as *prima inter pares*. We hope the AVM recognises this.

III. RECOMMENDATIONS

1. Our only recommendation borne of real concern for the programme is that addressed within Chapter 2.3 (Personnel) of the SER. There appears to be less cohesion amongst the teaching staff than there should be. The panel notes the difficulty in fostering cohesion amongst part-time staff with significant obligations to discharge elsewhere. But it injures a programme if staff are, intellectually and even socially, strangers to each other. The panel urges AVM to explore ways in which this might be addressed and improved. At the same time, and wholly complementary to this goal, AVM should

encourage further professional development of the teaching staff. The panel hope that the windfall of LTL 2,3 million can be directed efficiently to this purpose.

2. The OLC is modest in size and resources, and cannot match the resources to be found in a university library: The panel recognise that it serves a different purpose from a well-equipped research library, and the holdings are adequate to the programme. Nevertheless, it stresses that books and periodicals form the heart and soul of law studies. We would advise AVM to accord primary importance to the OLC and its holdings. Alas, books and periodicals are not now cheap (if ever they were); but maintenance (and constant improvement) of an adequate (never mind good) library is a *sine qua non* of a law programme. AVM should not stint on the financial resources which (must) go into it.
3. There is concern with the fall in student numbers in the programme, for of course no programme can survive without them. This is apparently a function of socio-economic factors in Lithuania which AVM can do little about. The best remedy to this is to be (increasingly) good at what the programme offers so that a dwindling number of students (if indeed they do dwindle) will want to come to AVM. In the meanwhile, the small size of the programme assist nimbleness, and rapid adaptation to change in the market, which AVM takes (proper) pains to measure and anticipate. The programme addresses a market different from that of the universities – this was stressed by one of the social partners: university students know the law, AVM students know the practical side and this is what we want. AVM ought therefore to continue to play to its strengths. The practical side of the programme should be maintained and, if possible, broadened. For example, placement might be sought not only with the usual suspects (lawyers' offices, local government, the courts) but with local enterprise. At the same time some flexibility could be broadened through more elective modules; the alumni and social partners suggested constitutional law, financial crime, labour law, insurance law and social security law. Of course all this must be achieved within serious financial constraints, but it does no harm to think ambitiously. Finally, the panel would recommend the course lecturers to take adequate – no, enthusiastic – account of the extent to which and manner in which all these areas are informed by EU law (and, to a lesser extent, international law). This will not only make the students know and understand the law better, it will give them an outward-looking habit, important for all students but especially so those in a small country, now part of (western) Europe.

IV. SUMMARY

The panel concludes that the Business Law programme at AVM is a quality programme with significant strengths, not least the practical component which earns the unanimous approbation of students, alumni and social partners. It recognises a niche in the market, defines the learning outcomes it wishes to foster and tailors the programme to them flexibly and well.

The most serious concern of the panel was an apparent lack of cohesion amongst the teaching staff. It is a significant task to foster cohesion amongst part-time staff who have significant obligations to discharge elsewhere, but the programme is less good than it should/could be if staff are, intellectually and even socially, strangers to each other. The panel urges AVM to explore ways in which this might be addressed and improved. At the same time, and hand in hand with this goal, AVM should encourage further professional development of the teaching staff. The panel hope that the windfall of LTL 2,3 million can be directed efficiently to this purpose.

Less pressing, but still important for overall strategic planning, is the resources devoted to the OLC. The panel recognise that the OLC serves a different purpose from a well-equipped (university) research library, and the holdings are adequate to the business law programme. It is nevertheless a vital resource, core to the independent study which is a mark of (good) tertiary education. The panel would therefore advise AVM to accord primary importance to the OLC and its holdings, and continue to keep it supplied with such materials – books and periodicals - as financial resources will allow.

There is concern with the fall in student numbers in the programme, a function of socio-economic factors in Lithuania which AVM can do little about. The best remedy to this is to be (increasingly) good at what the programme offers so that a dwindling number of students (if indeed they do dwindle) will want to come to AVM. AVM ought therefore to continue to play to its strengths, maintaining and, if possible, broadening the practical side of the programme, and perhaps increasing flexibility through more elective modules, within the practical limits of financial constraints.

Finally, the panel would recommend the course lecturers to take enthusiastic account of the extent to which and manner in which all areas of business law are informed by EU law. This will not only make the students know and understand the law better, it will give them an outward-looking habit and internationally-orientated skills, important for all students but especially so those in a small country, now part of (western) Europe.

V. GENERAL ASSESSMENT

The study programme *Business Law* (state code – 653M90004) at V. A. Graiciunas Higher School of Management is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	19

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

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

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

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

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Team members:

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**V. A. GRAIČIŪNO AUKŠTOSIOS VADYBOS MOKYKLOS PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *VERSLO TEISĖ* (VALSTYBINIS KODAS – 653M90004) 2013-
03-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-150 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

V. A. Graičiūno aukštosios vadybos mokyklos studijų programa *Verslo teisė* (valstybinis kodas – 653M90004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	20

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Ekspertų grupė daro išvadą, kad AVM siūloma verslo teisės programa yra kokybiška programa, pasižyminti reikšmingomis stipriosiomis pusėmis, ypač praktiniu komponentu, kuriam vieningai pritaria studentai, absolventai ir socialiniai partneriai. Programa orientuota į tam tikrą nišą rinkoje, apibrėžia siektinus studijų rezultatus ir yra lanksčiai bei gerai pritaikyta šiems rezultatams pasiekti.

Didžiausią rūpestį ekspertų grupei kėlė akivaizdus dėstytojų tarpusavio ryšio trūkumas. Labai svarbu puoselėti tarpusavio ryšius tarp ne visą etatą dirbančių dėstytojų, kurie turi svarbių pareigų ir kitose vietose. Jei dėstytojai yra intelektualiai ir socialiai svetimi vieni kitiems, programa nebūna tokia gera, kokia galėtų / turėtų būti. Ekspertų grupė ragina AVM paanalizuoti būdus, kaip būtų galima išspręsti šią problemą. Siekdama šio tikslo AVM taip pat turėtų skatinti tolesnį profesinį dėstytojų tobulinimąsi. Ekspertai tikisi, kad neplanuotos 2,3 mln. litų pajamos galėtų būti veiksmingai panaudotos šiam tikslui.

Ne toks neatidėliotinas, tačiau bendro strateginio planavimo kontekste svarbus klausimas yra AMC skiriami ištekliai. Ekspertų grupė pastebi, kad AMC paskirtis yra kitokia nei puikiai aprūpintos (universiteto) mokslinių tyrimų bibliotekos, o centro išteklių fondai atitinka verslo teisės programą. Vis dėlto tai yra esminis išteklius, būtinas savarankiškomis studijoms, o tai yra

(gero) aukštojo mokslo požymis. Todėl grupė pataria AVM pagrindinį dėmesį skirti AMC ir jo fondams ir toliau juos pildyti knygomis bei periodiniais leidiniais, kiek tai leis finansinės lėšos. Taip pat rūpestį kelia mažėjantis programos studentų skaičius, kurį lemia socialiniai-ekonominiai šalies veiksniai, kuriems AVM vargiai gali daryti įtaką. Geriausia šią problemą spręsti (vis) gerinant tai, ką siūlo programa, kad studentai, kurių skaičius pamažu mažėja (jei iš tikrųjų mažėja), norėtų stoti į AVM. Todėl AVM turėtų išnaudoti savo stipriąsias puses, išlaikydama ir, jei įmanoma, išplėsdama praktinį programos komponentą ir galbūt didindama lankstumą įvedant daugiau pasirenkamų modulių, atsižvelgiant į finansinius apribojimus. Galiausiai ekspertai rekomenduoja dalykų dėstytojams entuziastingai atsižvelgti į tai, kiek ir kaip visas verslo teisės sritis veikia ES teisė. Tai padės studentams ne tik geriau išmanyti ir suprasti teisę, bet ir išsiugdyti platesnį išorinį požiūrį ir į tarptautiškumo aspektą orientuotus įgūdžius, o tai yra svarbu visiems studentams, ypač mažos šalies, kuri dabar yra (Vakarų) Europos dalis.

III. REKOMENDACIJOS

1. Vienintelė mūsų rekomendacija yra susijusi su savianalizės suvestinės 2.3 dalyje (Personalas) nagrinėjamu klausimu, kuris kelia nerimą. Tarp dėstytojų yra mažiau sutelktumo nei turėtų būti. Ekspertų grupė pastebi, kad sunku skatinti ne visu etatu dirbančių dėstytojų, kurie turi svarbių pareigų ir kitose vietose, sutelktumą. Tačiau programai kenkia, jei dėstytojai yra svetimi vienas kitam tiek intelektualiai, tiek socialiai. Ekspertų grupė ragina AVM išnagrinėti būdus, kaip būtų galima išspręsti šią problemą. Taip pat, papildant šį tikslą, AVM turėtų skatinti tolesnį profesinį dėstytojų tobulinimąsi. Ekspertų grupė tikisi, kad neplanuotos 2,3 mln. litų pajamos galėtų būti veiksmingai panaudotos šiam tikslui.
2. Atviro mokymosi centras (AMC) yra kuklaus dydžio bei išteklių ir neprilygsta universiteto bibliotekos ištekliams. Ekspertai pastebi, kad centro paskirtis yra kitokia nei puikiai aprūpintos mokslinių tyrimų bibliotekos, o centro išteklių fondai atitinka programą. Tačiau grupė pabrėžia, kad knygos ir periodiniai leidiniai sudaro teisės studijų pagrindą. Patariame AVM pagrindinį dėmesį skirti AMC ir jo fondams. Deja, knygos ir periodika šiuo metu nėra pigūs (jei išvis kada nors buvo pigūs), tačiau tinkamos (jau nekalbant apie gerą) bibliotekos išlaikymas (ir nuolatinis gerinimas) yra būtina teisės programos sąlyga. AVM šiuo aspektu neturėtų taupyti finansinių lėšų.
3. Rūpestį kelia sumažėjęs programos studentų skaičius, nes akivaizdu, kad jokia studijų programa negali funkcionuoti be studentų. Tą akivaizdžiai lemia socialiniai-ekonominiai šalies veiksniai, kuriems AVM vargiai gali daryti įtaką. Geriausia šią problemą spręsti (vis) gerinant tai, ką siūlo programa, kad studentai, kurių skaičius pamažu mažėja (jei iš tikrųjų mažėja), norėtų stoti į AVM. Tuo tarpu nedidelės apimties programa prisideda prie paslankumo ir greitai prisitaiko prie rinkos pokyčių, kuriems įvertinti ir numatyti AVM deda (tinkamas) pastangas. Programa orientuota į rinką, kuri skiriasi nuo universitetų tikslinės rinkos, – šį faktą pabrėžė vienas iš socialinių partnerių: „universiteto studentai išmano teisę, o AVM studentai išmano praktinę teisės pusę ir tai yra būtent tai, ko mes norime“. Todėl AVM turėtų ir toliau išnaudoti savo stiprybes. Praktinė programos dalis turėtų būti išlaikyta ir, jei įmanoma, išplėsta. Pavyzdžiui, praktikos vietų galima ieškoti ne tik įprastuose subjektuose (teisinių firmose, savivaldybėse, teismuose), bet ir vietos verslo įmonėse. Daugiau pasirenkamųjų modulių galėtų padidinti programos lankstumą; absolventai ir socialiniai partneriai pasiūlė tokius modulius kaip konstitucinė teisė, finansiniai nusikaltimai, darbo teisė, draudimo teisė ir socialinės apsaugos teisė. Aišku, visa tai turi būti pasiekta atsižvelgiant į didžiulius

finansinius apribojimus, tačiau mąstyti ambicingai nėra blogai. Ekspertų grupė taip pat rekomenduoja dalykų dėstytojams adekvačiai – o gal greičiau entuziastingai – atsižvelgti į tai, kiek ir kaip šias sritis veikia ES teisė (ir – mažesne apimtimi – tarptautinė teisė). Tai padės studentams ne tik geriau išmanyti ir suprasti teisę, bet ir išsiugdyti platesnį išorinį požiūrį, o tai yra svarbu visiems studentams, ypač mažos šalies, kuri dabar yra (Vakarų) Europos dalis.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,
parašas)

¹ Žin., 2002, Nr.37-1341.