



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaurės Lietuvos kolegijos
TEISĖS PROGRAMOS (653M90003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF LAW (653M90003)
STUDY PROGRAMME
at Northern Lithuania College

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė</i>
Valstybinis kodas	653M90003
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	04-03-2003 (MES order No 272)

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law</i>
State code	653M90003
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	04-03-2003 (MES order No 272)

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I. INTRODUCTION

The study programme Law (LSP) is offered by the Northern Lithuania College (NLC), which in 2003 was reorganised from Northern Lithuania Further Education Business School. NLC is located in Šiauliai, the fourth biggest city of Lithuania.

LSP is categorized as a “College Study/First Cycle” programme within the Lithuanian system of higher education. It can be completed in three years, if studied full time (FT); or four years if studied part time (PT). It leads to a Professional Bachelors degree; and provides 180 credits under the European Credit Transfer Scheme.

LSP was registered in May 2003. From 2007 to 2011, 398 students were enrolled in the LSP, from which 159 graduated studies, 155 students continue their studies and 84 students were removed for various reasons. According to the self-evaluation report, currently there are 210 students enrolled in the LSP. The number of newly admitted students is deteriorating the last two years- in 2011 it was less in 11 %, in 2012- less in 26 % comparing with a previous year.

NLC is a private higher education institution, which was established on 20 February 2003 having reorganised the Northern Lithuania Further Education Business School established in 2001 as a non state higher education institution to offer College Study programmes, and to confer Professional Bachelors’ degrees under the Republic of Lithuania’s Law on Higher Education and Research – [30 April 2009 XI-242 (The Law)]. As such it must conform with all of the principles specified in The Law, including those relating to academic, administrative and financial autonomy.

Responsibility for NLC’s business management lies with its Director, who is accountable to the meeting of founders and is advised by the Academic Board.

However NLC’s supreme academic authority is its self-governing Academic Board, under which sits the Law Department, which is responsible for the delivery of LSP.

It is stated in self-evaluation report that this study programme is supported by a range of other central and corporate service units. These include: the Study programme Quality Supervision Committee; Study Department, Part- time Study Department, Library, Practical training centre, Career Centre, the Department of International Relations and projects.

The NLC implements 6 study programmes: two in technological sciences (Computer Network Administration and Multimedia Technology) and four in social sciences (Event Business Management, Business Management, Financial Institutions and Economics, Law). Up from 2010

the LSP is managed by the Law Department (including head of law department and study coordinator).

This evaluation – the first since LSP was introduced in 2003 – has been conducted under the terms of the Article 40 of the Law and more specifically under those The Centre for Quality Assessment in Higher Education’s “Methodology for Evaluation of Higher Education Study Programmes”¹ (Methodology).

During evaluation we have relied primarily upon the evidence given in the self-evaluation report (SER), supplemented, as necessary, by additional documents which we requested from NLC and/or from what we learned in the meetings we conducted, when we visited NLC on 28 February 2013.

We are very grateful to the self-evaluation group which produced the SER; to NLC for the arrangements which it made for our visit, and for the manner in which it responded to our requests for additional evidence; and to those who gave up their time to meet us during our visit.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims as they are provided in the SER (p.6) are ambitious, comprehensive, clear well defined and in accordance with the main strategic target of NLC. It is evident from the detailed descriptors provided in the SER’s (Annex 3.1), that these aims are fully reflected in the syllabuses which have been provided for LSP’s constituent modules.

The programme aims and learning outcomes are publicly accessible as they have been published in AIKOS (Open Informing, Consulting, Orienting System), the NLC website www.slk.lt as we were able to confirm for ourselves during our visit, and in the NLC leaflets, presented in various study events also introduced to the first year students during the introductory study week, while from September 2012, also through the information system of academic services established for all members of the academic staff of the college .

The aims and learning outcomes are well understood by all of NLC’s key stakeholders, as it was reinforced by the testimony we received in the meetings we held with students, teachers and social partners during our site- visit.

The programme aims and learning outcomes are based on the academic and professional requirements as they are adjusted with the strategic documents of the College, in compliance

¹ Order No 1-01-162 of 20 December 2010

with Dublin Descriptors, with strategic tasks and measures of Šiauliai City and Region Development Plan 2007-2013 (SER: 6), related with the competences for successful professional activities of lawyers.

The programme aims and learning outcomes are consistent with the general requirements of the first cycle and integrated study programmes awarding a degree (Order of Minister of the Republic of Lithuania Ministry of Science and Education “For the approval of general requirements for the degree of first level studies and full- time programme studies”, 09-04-2010 No.V-501 (The Order), the Standard of a Lawyer’s Development (31-12-2004 No.ISAK-2093/-301) and the Law Study Field Description (19-08-2010 No. V-1385) and the qualification to which it leads. The conclusion is based on the overview of NLC’s learning outcomes (SER Table 2), the Study Plan (SER p.11-12) and the detailed module descriptors (SER Annex 3.1).

We also declare that NLC basically meets the needs of Lithuania’s labour market as it is stated in SER, that NLC is currently the only Professional Bachelor’s level programme functioning in the Region of Northern Lithuania, several research were made in finding opinion of the employers in the region (as stated in SER: 8) and the curriculum of the programme was corrected in accordance with the obtained suggestions. However Lithuanian Business College also has registered law programme in Šiauliai region what could be treated as some threat for LSP in future because in expert opinion there is no need to have the same two programmes in Šiauliai region.

We were told both the social partners either that they strongly endorsed the curriculum of study programme as reflecting the needs of labour market. As a good example of close cooperation with social partners could be mentioned introduction of the third specialisation- Public Administration Law.

Finally, we have concluded that the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other, even though the title of the programme is general and does not reflect suggested specializations.

2. Curriculum design

The formal requirements, which apply to Professional Bachelor’s programmes are set out in Section III (particularly in paragraphs 21 and 26) of the “General Requirements of First Degree and Integrated Study Programmes” (Order of Minister of the Republic of Lithuania Ministry of Science and Education of 9 April 2010 V-501 (The Order)).

From the information supplied in SER, we are convinced that NLC meets all legal requirements for both full and part time students including those relating to: the total number of credits (180); the time of studies (full time studies- continue for 3 years, for part time students- for 4 years); the balance between general college subjects (15 ECTS) and specialised (“fundamentals of study field”- 135 ECTS) subjects is foreseen; The students we met during our visit were satisfied with the quantity and content of the optional courses and stated that at the moment even 7 different courses are proposed.

Each semester involves 5-7 study subjects. Based on the data covering contact hours and total learning time, supplied in the detailed study subject descriptions and from the data we learned in our meetings with the self-evaluation group, teachers and students we are sure that the volume of credit allocated to each study subject conforms with ECTS and other applicable frameworks.

Study subjects and modules are spread evenly; their themes are not repetitive. In the first and second semester students study general and introductory courses while in the following semesters they start learning legal courses, at first more general ones like legal theory, rhetoric, judicial institutions, while later more specific ones- such as criminal law and procedure, civil law and procedure and in the fifth semester the courses of the chosen specialization.

However, it should be stated that one subject - Labour and social security law - is at least partially repetitive with the subject for social law specialisation: social security law. During our meeting with self-evaluation group they recognized the issue and informed that currently they are deciding how better to fix the problem.

In our view the upgrading of NLC programme in 2011 should be evaluated positive as some subjects were changed for the better (example, subject State and Law Theory was changed to Basics of Law Theory, Ethics of law changed to Ethics of Profession, instead of two courses “Practice of Information Technologies”(4 ECTS) and “Practice of Judicial Institutions”(4 ECTS) one course “Cognitive Practice” (12 ECTS) was made) , the scope of some subjects were corrected.

We are able to confirm that basically the content of the subjects and modules is consistent with the type and level of studies. However there is no subject on Human rights proposed in the study programme which in opinion of the experts is especially important for the speciality of Public administration. Some courses - such as Basics of Economy, Basics of Management probably are not so important and necessary, especially for specializations of Public administration law and Social law. Some subjects in the programme such as Basics of Latin Language, Political Science could be replaced with more practical and more necessary ones for the established specializations and the aims of the programme. Also there is a doubt about the placement of a subject “Ethics of profession” in the 5th semester, while students have cognitive practise, where

they already need the knowledge of professional ethics in the 3rd semester. We should suggest giving the module “Ethics of profession” before the practice. Even though during our meeting the self-evaluation group tried to convince us that the place of the ethics is right.

The advantage of the programme – possibility for students to choose alternative possible specializations (business law, social law and newly established public administration law) and possibility to choose optional study courses the variety of which is rather good, the fact which was confirmed by the students and graduates we met.

Granted its Professional Bachelor’s status, its aims and outcomes, we were particularly concerned to ensure that NCL met the practical training requirements prescribed in paragraph 26 of the Order. From the evidence we were provided in SER and the one received in our meetings with senior administrators, students and social partners we were able to verify, that NCL does so, via the provision which is made for three practices (cognitive practice (12 ECTS) in the IIIrd semester, Practice of Speciality Skills Development (9 ECTS) in the 4th semester and final practice in the 6th semester (9 ECTS). Graduates, students and social partners whom we met during our site visit expressed great satisfaction that the LSP is orientated to development of practical skills and practice named as the strongest and most attractive feature of the programme. Based on the all the above mentioned sources of evidence, we make a conclusion that NCL both in terms of its organization and content provides a curriculum which is well defined to enable students (both full and part time) to achieve the intended learning outcomes; is rather well balanced (study subjects are spread almost evenly, most themes are not repetitive) and through involvement of teachers who also practice part-time and of social partners is able to reflect developments in relevant achievements in science and technologies.

Notwithstanding the aforementioned information we would suggest to evaluate the possibility to include more subjects or themes in the established courses related to comparative, international and regional (EU) topics and to think more thoroughly about the courses in the newly established public administration speciality.

3. Staff

We were able to confirm from the detailed information (such as the background, academic ranks, teaching and practical (work) experience, participations in projects, research and methodological works) supplied with the SER, that the staff employed to teach on LSP meet two basic requirements set out in the Description of Law Study Area (2010): i.e. that at least 10% of staff should have doctoral degrees and that over 50 % should have at least 3 years practical

experience. Thus, of a total of 21, seven (33%) have completed doctoral degrees and everyone of the teaching staff have more than sufficient practical experience (from 5 years up to 39 years). Based on the aforementioned evidence we also should conclude that most staff are either conducting research, or have required practical experience in the areas in which they are teaching and are thereby adequately qualified to enable students to achieve the prescribed learning outcomes. As the potential for growth of the staff is the fact that as it is indicated in the Annex 3.21 of the SER- 6 people of the teaching staff are doctoral students and the number of scientists should be increasing in the LSP. We should conclude that the number of the teaching staff (in average 36 teachers including the permanent teachers and teachers part-time workers) is adequate to ensure learning outcomes (in average 1 teacher for 7,5 students). However, 53-59 % of the teachers of the programme were practitioners working in different legal fields as their primary job and only 14.3-37.5 % of permanent higher education teachers taught in the study programme in the period of evaluation. We would encourage LSP to make every effort to increase the number of permanent teachers of the higher school ensuring the quality of studies. Furthermore, from the information supplied in SER (in 2010-2011 the stable nucleus of teaching staff, giving subjects of the study field was formed, the percentage of permanent teachers in 2007-2010 time period was at least 20 percent and is increasing (example, in 2010-2011 there were 32,3% of permanent teachers, in 2011-2012-37,5 %), and the testimony given in our meeting with senior administrators and the teachers we do not see that the current rate of staff turnover has any threats for ensuring adequate learning outcomes. Finally, based on the detailed staff's curricula vitae(including data on professional development, such as attendance of various courses, trainings, seminars, workshops, participation and preparation of various projects), the data from the SER (related to the participation of the Academic staff in Research and Project activities such as publication of scientific articles, participation in various project activities, organizing and conducting of seminars and workshops to natural and legal entities and the testimony given in our meeting with the teaching staff, we are generally satisfied with the conditions which the higher education institution creates for the professional development of the teaching staff necessary for the provision of the LSP which includes an annual organization of qualification improving seminars, possibilities to participate in conferences, project activities. However we would actively encourage teaching staff to undertake Erasmus or similar exchanges more actively and widely - only one person per one academic year is not enough. Also to find more abilities to be involved in applied research projects for local community and make the closer cooperation between study entity and business, especially that they have close relations with Šiauliai State guaranteed legal aid service, lawyers association in Šiauliai city was revived near the college.

4. Facilities and learning resources

During our visit we were able to check that the premises in which LSP is located are renovated and now are in excellent condition and has enough of well furnished, adequately lit, colored in light colors and well-equipped classrooms (20 classrooms for studies (in average with 30 places in each; two 75 working places), 5 of them have special purposes and are equipped with special technique (such as video, multimedia, computing architecture, photo lab)). In 2010 renovated self-studying centre with 40 working places, 6 of them computerized. We were impressed with the fourth floor and cinema club were both students and people from society may come and spend time together watching cinema once per month. On the first floor there is a cafeteria, which is clean and should be attractive for students because food is good and the prices are low as we were able to verify during our site visit.

After implementation of the virtual data centre in 2012 students have a possibility to access the data and study in a distance and we were able to test during our visit that students are satisfied and able to access the system from distance. The college has technical possibilities to start distance courses (all the necessary technical equipment).

The classes, which are used for the LSP and which we saw during our visit, are renovated, comfortable, and equipped with the basic technologies (computer, projector) and enables teaching staff to use the resources both on Internet. Students can also access these resources via computer room, self-studying centre which we checked. The Law Department started to develop Moodle courses for the programme. However, only 6 out of 39 subject courses are using this instrument. We would encourage the usage of Moodle for every study course and to exploit the potential of the Moodle further- applying various interactive methods and means more actively and widely which would be especially very valuable for the part time students.

The library in the NLC is not big - it has 2784 items (1725 names), and only 28,6 percent (or 796 items) are Law books. But more than 50 percentages of law books are published in the last five years. Dominates books in Lithuanian language even though some of the books are related to such subjects as EU law or International law. We would encourage ordering at least some books every year in foreign languages (probably in English). Also there are possibilities to use subscribed databases such as eBook Collection (EBSCO host), SAGE Journals Online; Wiley Online Library through Šiauliai county P.Višinskis library we would encourage to think about possibilities to get access at least to one of them in the college. The college provided information about perspective plans (that from September, 2013 it will be possible to use databases Taylor&Francis, EBSCO Publishing in the College) but this can be evaluated only with upcoming programme evaluation.

We are also satisfied that the library regularly (at least once per semester) is supplemented with some new resources and both students and teaching staff was satisfied with the available resources.

From the detailed information supplied in the SER (there are more than 30 various cooperation contracts ensuring successful organization of students practice including both state (such as State Border Guard Service, courts, police, prosecutors office, municipality, state guaranteed legal aid, customs and etc.) and private (such as law firms, notary bureaus, bailiffs offices, insurance companies, hospitals and etc) places and possibility of choice for students) and based on the evidence provided during the meetings with students, graduates and social partners we concluded that the NLC has adequate arrangements for students regarding practice places. Dominates the following places of practice: police offices; district courts and bailiffs offices; Law firms and Enterprises of Legal services. Students also have some possibilities to participate in clinical work- to consult natural persons through activities of the Lithuanian Lawyer's association. The social partners we met also provided details about students accepted to practice and in general both students and social partners were satisfied both with students quality and attitude to job and think they are well prepared to get legal and other jobs.

5. Study process and student assessment

We are satisfied, that the admission requirements for LSP confirm with the ones specified for general admission to higher education in Lithuania even though there are no special admission requirements to enter the programme, which is typical for Professional Bachelor's programme. The average score in the programme evaluation period (2007-2011) is from 8.19 up to 11.05. The lowest score in 2010 and 2011 is really very poor- just 2.6 and 2.8 while the highest in the mentioned years is 18.26 and 16.12. During our meeting with senior administration it was explained that such scores are rather typical of Professional Bachelor's level programme. Even though the dropout rate is not very high (21 %) but as it is stated in the SER (p.24) and also was confirmed by senior administration one of the drop out reasons is also poor progress. It could be suggested for the NLC to evaluate if these students are really able to successfully study in the law programme and graduate with the lowest grades and may be to establish some bottom line. The experts made a conclusion that the organization of the study process ensures an adequate provision of the programme and students (both full-time and part-time) are able to achieve the intended learning outcomes as it is coordinated and supervised by the LSP Quality Supervision Committee which is composed both by the teaching staff of the programme and representatives

of employers and students, in cooperation with teachers and the head of the law department and was confirmed by the students we were able to meet during our site visit.

We are convinced that the students in the LSP are encouraged to participate in research and particularly applied research activities, such as annual student conference, organized by the NLC, to consult people through the activities of Lithuanian Lawyers' Association Šiauliai department, to publish publications in the NLC Journal even though from the students we met not any was taking part in the mentioned activities even though they confirmed that information and invitations are given.

The NLC provides opportunities for LSP students' participation in student mobility programmes as it is evident from Table 12 of SER (p.25) – each year goes two students for Erasmus exchange, but we may recommend to search for possibilities to increase variety of countries (at the moment Italy dominates), especially that students expressed their wish to have more English speaking countries for Erasmus exchange.

From the information provided in the SER and from our meetings with senior administrators, teaching staff and students we were overall satisfied with the adequate level of academic and social support as the NLC organizes the adaptive programme for the first year students where all the necessary and basic information is provided for the students, every group has tutor, there are organized various career planning events, the best and most poor people could obtain various social support, such as discount for the tuition fee, state social scholarships and etc.

Both from our meeting with the teaching staff and students and from the information provided by SER (p.27-30) we were satisfied with a variety of methods which are used to assess the performance of NLC students (colloquiums, control works, practical works, written papers, reviews, learning diaries, idea and concept maps presentations, abstracts, final thesis). Students we met during our visit were aware what assessment criteria would be applied in every module, what information they will be expected to provide in their final thesis. The evaluation methods, used in the LSP and the calculation of the grade for every subject meet the legal requirements, especially the provisions of the paragraph 9 of the Order. We may conclude that the assessment system used for the LSP is clear, adequate and publicly available.

From the testimony we received both from the students, administration, alumni and social partners we are satisfied that notwithstanding rather difficult labour situation in the region ¾ of law graduates (2011) were employed in the area of their speciality. However, there is no information, regarding the exact professional activities of the graduates, so it is rather difficult to evaluate if activities of the graduates meet the programme providers' expectations.

We also had some concerns about the quality of some of the theses and especially of the course papers that we provided with. Thus, the mentioned papers were essentially descriptive in

character. None of them provided the serious theoretical, critical, or indeed comparative analysis, which should be expected in such a piece of work. Also the citation system used in the papers is not the usual one (some information instead of using footnotes or endnotes, including even links to web pages are given in the brackets in the text itself) - we would encourage to think about establishing more appropriate make it more usual. Nor had any of them adopted proper citation practice. The NLC may, therefore wish to consider ways in which it can better assure the quality and standards of the course and final papers.

6. Programme management

The prime responsibility for the management of the LSP lies with the Quality Supervision Committee (QSC), as it is responsible for implementation of the study programme and its continuous surveillance. The QSC is chaired by the head of law department and also includes representatives of employers and students together with the teachers (SER, p. 31). The second body, the Academic Council (AC) is essentially regulatory and supervisory in character. From the meetings we had with Senior Administrators, the SER team and teaching staff we were satisfied with the management of the programme as the management responsibilities are clearly allocated and were well understood by all major stakeholders.

In accordance with the SER and from information we obtained during our meetings with teaching staff and students, every six months there is evaluation of the quality of teaching and subjects done by students, which is reviewed by the QSC, every academic year the NLC collects a very wide range of data and other information, which is very useful and related to the organization, delivery of, and the performance of students on the LSP (such as assessment of the organization of professional practices from the students part, motivation of the first year students, the quality of the law study programme from the students view and etc.).

From the meetings we held with teaching staff, administration, students and social partners, we are able to confirm that all this above mentioned data is not routinely collected but is also systematically analyzed and used for practical purposes- for improvement of programme quality assurance and programme development. And students provided examples how their evaluations and suggestions were implemented in practice. For example, students were unsatisfied with one teacher, who sometimes was late, or did not come to give lectures - he was removed; students wanted more selective courses and instead of 3 choices now they have seven.

From the evidence mentioned above we have concluded that the LSP Quality Assurance measures are both effective and efficient to ensure successful implementation of the programme and to reach it's outcomes.

III. RECOMMENDATIONS

1. Even though the LSP meets formal legal requirements we would recommend adapting the curriculum incorporating more comparative and international aspects and providing more abilities both for teaching staff and students for Erasmus exchange.
2. A dropout rate is not very high (21 %) in the programme, but as one of the drop out reasons is poor progress, it may be suggested for the NLC to evaluate if these students are really able to successfully study in the law programme and graduate with the lowest grades and to think about establishment of some bottom line.
3. As LSP started very successful usage of the Moodle, we would recommend to exploit the potential of the Moodle further - to make all the courses available in the Moodle system and to apply various interactive methods and means more actively and widely which would be especially valuable for the part time students.
4. The staff of the programme should review the requirements and the supervision both of final thesis and course paper in order to make it more comparative and not descriptive in nature.

IV. SUMMARY

The professional Bachelor's programme in LAW (LSP) offered by the Northern Lithuania College is well conceived; aims and learning outcomes are clearly expressed and consistent with legal requirements and local needs and well understood by its key stakeholders (students, teachers, social partners).

LSP's curriculum meets formal legal requirements and is generally rather well designed for achievement of LSP's aims and intended outcomes. Teaching staff of the programme is adequate both in number and quality and are generally suitably experienced for effective delivery of the programme.

The premises, teaching and learning equipment is really good while other resources are adequate. The study process and student assessment system ensures an adequate provision of the programme and the achievement of the learning outcomes and is clear, adequate and publicly available.

The quality assurance of LSP, its delivery and development is effectively managed and well supported by social partners. However, the current curriculum does not afford students with

much courses or themes related to comparative, international and regional issues. Only 14.3-37.5 % of permanent higher education teachers teach in the study programme.

The quality of some final thesis and especially of the course papers we inspected were essentially descriptive in character, missed theoretical, critical or some comparative analysis.

The LSP, both teaching staff and students lack possibilities to use the advantages of Erasmus exchange as there are not many agreements with foreign schools.

V. GENERAL ASSESSMENT

The study programme Law (state code – 653M90003) at Northern Lithuania College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	20

*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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Grupės nariai:
Team members:

Peter Gjørtler
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**ŠIAURĖS LIETUVOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
TEISĖ (VALSTYBINIS KODAS – 653M90003) 2013-05-09 EKSPERTINIO VERTINIMO
IŠVADŲ NR. SV4-134 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Šiaurės Lietuvos kolegijos studijų programa *Teisė* (valstybinis kodas – 653M90003) 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

Šiaurės Lietuvos kolegijos siūloma profesinio bakalauro teisės studijų programa yra puikiai sudaryta; jos tikslai ir numatomi studijų rezultatai aiškiai išreikšti ir atitinka teisinius reikalavimus bei vietos poreikius; juos gerai supranta pagrindiniai socialiniai dalininkai (studentai, dėstytojai, socialiniai partneriai).

Teisės programa atitinka formalius teisinius reikalavimus; jos sandara leidžia pasiekti programos tikslus ir numatomus studijų rezultatus. Programos dėstytojų skaičius pakankamas ir jie turi tinkamos kvalifikacijos bei patirties veiksmingam programos įgyvendinimui užtikrinti.

Patalpos, mokymo ir mokymosi įranga yra tikrai geri; kiti ištekliai yra pakankami.

Studijų eigos ir jos vertinimo sistema užtikrina tinkamą programos vykdymą ir numatomų studijų rezultatų įgyvendinimą; ji yra aiški, tinkama ir prieinama viešai.

Socialiniai partneriai veiksmingai užtikrina teisės programos kokybę, įgyvendinimą ir tobulinimą bei palaiko šiuos procesus. Vis dėlto dabartinė programa nesiūlo studentams daug dalykų ar temų, susijusių su lyginamaisiais, tarptautiniais ar regioniniais aspektais. Studijų programą dėsto tik 14,3–37,5 % nuolatinių dėstytojų.

Kai kurie ekspertų peržiūrėti baigiamieji darbai ir ypač kursiniai darbai buvo iš esmės aprašomojo pobūdžio, juose trūko teorinės, kritinės ar lyginamosios analizės. Tiek teisės studijų programos dėstytojams, tiek studentams trūksta galimybių pasinaudoti „Erasmus“ mainų programa, nes susitarimų su užsienio aukštosiomis mokyklomis nėra daug.

III. REKOMENDACIJOS

1. Nors teisės programa atitinka formalius teisinius reikalavimus, rekomenduojame pakoreguoti programą, įtraukiant daugiau lyginamųjų ir tarptautinių aspektų bei sukuriant daugiau galimybių „Erasmus“ mainų programos dėstytojams ir studentams.
2. Programos studentų nubyreėjimo rodiklis nėra aukštas (21 %), tačiau viena iš priežasčių yra prastas pažangumas, todėl ŠLK siūloma įvertinti, ar šie studentai tikrai geba sėkmingai studijuoti teisės programoje ir baigti ją žemiausiais pažymiais, bei pagalvoti apie tam tikros apatinės pažangumo ribos įvedimą.
3. Kadangi programos dėstytojai sėkmingai naudoja „Moodle“ platformą, rekomenduojame gilintis į šios platformos teikiamas galimybes – sukelti visus studijų dalykus į „Moodle“ aplinką ir aktyviau bei plačiau taikyti įvairius interaktyvius metodus bei įrankius, o tai bus ypač naudinga iššęstinių studijų studentams.
4. Programos dėstytojai turėtų peržiūrėti baigiamųjų ir kursinių darbų reikalavimus ir vadovavimo nuostatas, kad šie darbai taptų labiau lyginamojo, o ne aprašomojo pobūdžio.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

² Žin., 2002, Nr.37-1341.