



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
TEISĖS PROGRAMOS (601M90001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *LAW* (601M90001)
STUDY PROGRAMME
at Vilnius University

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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	601M90001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Teisė
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Vientisosios
Studijų forma (trukmė metais)	Nuolatinė (5)
Studijų programos apimtis kreditais	300
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės magistras
Studijų programos įregistravimo data	14-06-2002, Nr. 1093

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law</i>
State code	601M90001
Study area	Social Sciences
Study field	Law
Kind of the study programme	University studies
Study Cycle	Integrated studies
Study mode (length in years)	Full-time (5)
Volume of the study programme in credits	300
Degree and (or) professional qualifications awarded	Master of Law
Date of registration of the study programme	14-06-2002, No. 1093

Studijų kokybės vertinimo centras

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CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	5
1. Programme aims and learning outcomes.....	5
2. Curriculum design	6
3. Staff	8
4. Facilities and learning resources	9
5. Study process and student assessment.....	10
6. Programme management	11
IV. SUMMARY	13
V. GENERAL ASSESSMENT	14

I. INTRODUCTION

This report is performed under Article 40 of the Law on Higher Education and Research (hereinafter the Law)¹ and according to the Methodology for Evaluation of Higher Education Study Programmes (hereinafter the Methodology)² of the Centre for Quality Assessment in Higher Education of the Republic of Lithuania.

The status, management and structure of Vilnius University (hereinafter the University) is regulated by the Statute of University, and the Faculty of Law (hereinafter the Faculty) is managed by the Faculty Council and the Dean as one of the 31 core units of the University, which includes 12 faculties, 11 other academic and 8 non-academic units.

The Faculty has 3 departments, covering respectively Public Law, Private Law and Criminal Justice, into which the former structure of 7 departments have been merged. Likewise, the previous separate administration of full-time and part-time studies has been merged into a single Office of Faculty studies.

The academic staff of the Faculty includes 12 professor, 27 associate professor, 33 lecturers with PhD, 4 other lecturers and 15 assistants³. There are about 2000 students and 21 administrative staff members.

The academic programme reviewed in the present report (the Programme)⁴ constitutes an integrated programme, which complies with the Lithuanian requirements for the legal profession, and which allows the students to choose between 8 fields of specialisation, including European Union Law.

The present evaluation report has been based on the facts presented in the self-evaluation report of the Faculty, established in January 2013, and the meetings held between the group of experts and the administration, faculty, students, alumni and social partners of the Faculty held on Monday 25 February 2013.

¹ Law of 30 April 2009 XI-242

² Order No. 1-01-162 of 20 December 2010

³ These figures are taken from the first part of the self-evaluation report. Later in the report, slightly different numbers are indicated as 17 professor, 33 associate professor, 40 lecturers and 13 assistants

⁴ Programme 601M90001

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The Programme is currently accredited until 31 December 2013⁵, and the present report forms part of the basis for renewed accreditation of the programme. Following the adoption of the law, special task force was set to review the structure of the Programme and the credit system applied⁶. The work of the task force was based on an inventory of studies and led to the current programme, for which the following aims are set out in the self-evaluation report (underlining added):

- *To provide students with sufficient knowledge of legal principles and norms governing all important areas of human social life, and develop their skills to a level that graduates are able to quickly find these norms in various legal sources, view the meaning of legal norms as a regulator of social behaviour, effectively apply them for the solution of real-life disputes, analyse the causes of these disputes and their solution methods, be able to aggregate and evaluate results obtained during the analysis, and provide proposals as regards legal regulation, dispute resolution and improved methods.*

These aims present themselves as well defined, clear and relevant to the performance of the legal profession.

At the same time, the aims appear to be in obvious compliance with both the standards of academic learning and those of the legal profession, as well as other parts of the labour market where candidates with a law degree may seek employment.

The aims set a high level of ambition in relation to the coverage of substance, which is to include all important areas of human social life, which may be seen as a contributing factor for the choice of an integrated 5-year programme as an alternative to separate Bachelor and Masters level programmes.

However, by offering the students specialisation in the above mentioned 8 fields, which include Criminal Justice, Labour Law, Finance and Tax Law, Commercial Law, Criminology, Applied Jurisprudence, International and European Union Law, and State Administration Law, it appears

⁵ Order No 1-73 (Annex 11) of the Director of the Centre for Quality Assessment in Higher Education of 17 August 2009, in continuation of the evaluation performed by the centre in 2004, at the time for programme codes 60101S113 and 60101S114

⁶ Order No Dk-132 of the Dean of the Faculty of Law of 25 October 2010

to be accepted that an in-depth and full application of the ambitious level of scope set out in the aims is not a practical possibility.

At a more general level, the Programme sets out to cover 4 generic and 5 specific competencies:

- Generic
 - Analytical and critical thinking
 - Communication skills
 - Learning skills and autonomy
 - Interpersonal skills
- Specific
 - Fundamental knowledge of the subject of law
 - Essential knowledge of branches of law
 - Competence of legal researcher
 - Competence of applying legal knowledge and skills in professional life
 - Adherence to ethical principles

It is the opinion of the experts that the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered, and thus in line with the requirements of article 8 of the Law, which requires universities to, inter alia, develop a thoroughly educated, ethically responsible, creative and entrepreneurial person.

Likewise, the learning outcomes, content and the qualifications offered appear to be compatible with each other. Requirements for the level of education to be achieved are set out in the Lithuanian Qualifications Framework⁷, in relation to which the Programme constitutes level VII studies, and the resulting degree complies with the mandatory qualifications for legal professionals, as set out in the Lithuanian Classification of Occupations⁸.

2. Curriculum design

As set out above, the Programme is set up as integrated studies, without distinction between Bachelor and Masters level of studies⁹, although students may leave the programme to take

⁷ Resolution No 535 of the Government of the Republic of Lithuania of 4 May 2010 approving Description of Lithuanian Qualifications Framework, Official Gazette No. 56-2761, 2010

⁸ Lithuanian Classification of Occupations, LCO 2008, which has been in force from 1 January 2011. The group of legal professionals (261) includes lawyers (2611) and judges (2612), as well as legal professional not elsewhere classified (2619), with this latter group including adviser in diplomatic service (261901).

⁹ An integrated model of legal studies has also been adopted by Vytautas Magnus University and Kazimieras Simonavičius University, whereas Mykolas Romeris University offers separate Bachelor and Masters degree programmes.

separate Masters level degrees, which are not covered by the qualification reach of the Programme.

However, the studies are divided in parts that correspond in size to respectively Bachelor and Masters level programmes, which are referred to as first and second cycle parts of the Programme. With a total of 300 ECTS credit points, 210 points or 3½ years are dedicated to the first cycle, while 90 points or 1½ years are dedicated to the second cycle.

As the second cycle includes the final thesis, actual teaching on the second cycle is effectively limited to 1 year of courses, which is further restricted by the fact that this year also includes internships and research tasks on respectively the first and second semester of the cycle. Accordingly, while students are expected to follow 7 courses on each semester of the first cycle, only 5 courses are included on each of the first two semesters of the second cycle.

This distribution is in accordance with General Requirements for Degree-Awarding First Cycle Integrated Study Programmes¹⁰ and the Descriptor of Study Cycles¹¹, which have both been adopted as bye-law under the Law, as well as with the internal rules adopted by the University.

Within the cycles, the courses and subjects appear to be spread evenly, without a repetitive element in their themes. However, it should be noted that while the second cycle of studies allows for the students to elect a branch of study, a double limitation applies. As set out above, the branches are limited to 8, which however do include European Union Law, and furthermore access to the branches appears to be limited, resulting in some students having to follow other branches than would have been their own choice, although students may take electives outside their selected or assigned branch.

In the opinion of the experts, both limitations should be reconsidered, as for example it appears difficult to justify why exactly Labour Law has been identified as a branch, when many other subject matters could have been so identified, including several that might have a more immediate attraction or relevance for future development of human social relations. Together with the limitations on access to branches, this does raise concern whether the branches more reflect vested Faculty interests than a dynamic analysis of the needs of society.

Despite this comment, it is the opinion of the experts that the content of the courses and other modules is consistent with the type and level of the studies. The study methods include both classical teaching methods, with lectures in classes, and active learning elements, with case based problem solving, both in the individual and group format, with class sessions for such actively learning being based on smaller sessions of up to 30 students per class.

¹⁰ Order No V-501 of the Minister of Education and Science of 9 April 2010 on General Requirements for Degree-Awarding First Cycle Integrated Study Programmes, Official Gazette No. 44-2139, 2010

¹¹ Order No V-2212 of the Minister of Education and Science of 21 November 2011 on the Descriptor of Study Cycles, Official Gazette No. 143-6721, 2011

Contact hours form 40 percent of the workload in the first cycle, which drops to 25 percent in the second cycle, thus reflecting the higher degree of independent work that may be expected of more mature students, and which is also in accordance with the norms established by the University¹². In this connection, the Law defines the workload as 1600 hours per year, which entails that 25 to 30 hours are to be spent on obtaining each of the yearly 60 ECTS credit points, including both contact hours and independent work.

Together with the distribution of subject matters on various courses, it is the opinion of the experts that the chosen methods are appropriate for the achievement of the intended learning outcomes, and that the scope of the programme is sufficient to ensure learning outcomes. However, some concern is expressed by the experts, based on the limitations to the available branches of study, as to whether the second cycle fully reflects the latest achievements in science, art and technologies.

Finally, thesis is expected to constitute between 50 and 60 pages, or between 100,000 and 300,000 characters¹³, which is routinely and automatically checked for plagiarism, and is subject to an oral defence, with a defence committee of which the chairman must come from outside the Faculty, and must include representatives of social partners.

In the opinion of the experts, this system sets a very high level of impartiality in the assessment of Masters thesis, which in itself is very commendable, but which must also impose heavily on both the budgetary and social relations of the Faculty. It might be relevant to consider whether less comprehensive procedures were possible.

3. Staff

As set out above, the teaching staff of is between 91 and 103 persons, which includes approximately 80 percent teachers with a PhD, and approximately 15 percent full professors. Of this staff, those with a PhD undertake 96 percent of the teaching on the second cycle and are engaged in research in the field that they teach, with 30 percent undertaken by professors.

In the opinion of the experts, this fulfils the statutory requirements, which demand that the number of teachers with PhD must comprise at least 50 percent on the first cycle and 80 percent on the second cycle, where in addition 20 per cent of the teaching must be done by professors. It

¹² Regulation for Study Programmes of the University of Vilnius, which for undergraduate studies requires contact hours to form between 35 and 60 percent of the workload, while for graduate studies it requires at least 30 percent to be dedicated to independent work, without setting a maximum

¹³ Referred to as 2½ to 3 quires in the Lithuanian practice, with 1 quire representing 40,000 characters

is further required that 60 percent of the research activities on staff engaged in a branch, as offered to the students, must be related to that branch, which not expressly confirmed to be the case in the self-report.

It appears that a large number of teaching staff are not full-time employees of the faculty, but are at the same time pursuing professional careers as judges, prosecutors, lawyers and administrators, which allow the Faculty to retain teaching staff that would otherwise be induced to leave for better salaried work outside the university environment.

The current system does raise concerns as to the availability of staff for the students, with the risk of frequent cancellations due to professional engagements, but on the other hand does ensure that practical experience may be integrated into the programme.

Discussions with students, alumni and social partners did not present the experts with a clear impression of whether the balance between limited availability and the integration of professional experience rests in the favour of the teaching. On this background, it is recommended that the faculty administration should make efforts to monitor this issue.

Apart from this concern, it is the opinion of the experts that the qualifications of the teaching staff are adequate to ensure learning outcomes, and that the number of the teaching staff is adequate to ensure learning outcomes.

Academic staff is hired through competitive procedures and on the basis of fixed-term contracts, and they are evaluated on a 5-year basis. The experts have received no indication that this system entails a staff turnover that would raise concern about the adequate provision of the programme.

According to the self-report, the returning 5-year evaluations ensure that academic staff has an own interest in professional development, which is offered amongst other through the means of exchange programmes entered into with 63 foreign universities, as well as access to international conferences. Furthermore, teaching training is offered at the national level, and the scholarly output of the academic staff is monitored.

On this background, it is the opinion of the experts that the Faculty creates conditions for the professional development of the teaching staff necessary for the provision of the programme, and that the teaching staff of the Programme is involved in research directly related to the study programme being reviewed.

4. Facilities and learning resources

The experts were given an extensive tour of the Faculty premises and had occasion to see several types of teaching rooms, both empty and in function. Overall, the Faculty has 26 teaching rooms,

of which the majority are medium sized, with room for 55 students, and with a range from the smallest rooms with 26 places and the largest with 300 places.

Most teaching rooms have internet and presentation facilities, and it is the opinion of the experts that the premises for studies are adequate both in their size and quality, and that the teaching and learning equipment are adequate both in size and quality.

The students have access to the intranet of the Faculty, with storage space for their own documents, as well as various e-services, including communication systems that may also be used for online teaching.

The experts were also given a tour of the joint library facilities, Sauletekis Information Centre (SIC), which provides a positive environment with workspaces for the students, including a total of 80 normal and 16 computerised workstations, and a further class room with 16 work stations. However, the law section of the library was marked by a rather limited selection of books, especially compared to the available shelving space, although this is partly compensated by the available range of online databases.

As set out above, internship is an integrated part of the Programme, and the Faculty has cooperation agreements on both internship and research tasks, as also referred to above, with a total of 14 institutions. This includes amongst other the Lithuanian Bar Council, the Supreme Court of Lithuania, and the Lithuanian Chamber of Notaries. Students may also seek internships at other places than those institutions with which the Faculty has agreements.

On this basis, it is the opinion of the experts that the Faculty has adequate arrangements for student practice, and despite the comment concerning the library stock, that teaching materials, including textbooks, books, periodical publications, and databases, are adequate and accessible.

5. Study process and student assessment

Admission to the Programme is based on selected grades obtained in secondary education, which includes the grades obtained in history, mathematics, foreign languages and Lithuanian. The use of these criteria leads to the admission of less than 50 percent of the average number of applicants.

During the visit, the experts questioned the reasons for selecting the given admission criteria, but obtained no clear statement of reasons. However, history may be taken as a common indicator for social sciences, and mathematics as an indicator for reasoning, while both national and foreign language abilities may be deemed relevant for text analysis. On this background, the experts are able to find that the admission requirements are well-founded.

The average drop-out rate over the last 5 years has been about 30 percent, mostly because of students not able to meet the academic requirements. This could point towards a cause for reconsidering the admission criteria applied, as well as the organisation of the studies.

However, despite this concern about admission and dropout, it is the opinion of the experts that the Programme ensures an adequate achievement of the learning outcomes. As set out above, it also appears to the experts that the students are encouraged to participate in research and applied research activities, as well as student mobility programmes, including use of the Erasmus network.

An extensive use of the intranet for information dissemination, as well as access to re-exams and appeal procedures, together with cooperation between the Faculty and the student association, contribute to ensuring an adequate level of academic and social support.

The assessment criteria are explained to the students in relation to the courses concerned at the beginning of each semester, with examinations forming the major assessment criterion, using a 10 point grade system, which correlates with the ECTS system. In addition to countermeasures against plagiarism and other forms of cheating, the students are encouraged to abide by the Academic Code of Conduct established by the University¹⁴.

A research project entitled Integration of Graduates from Lithuanian Universities into the Labour Market, published in 2010¹⁵, indicated that the Programme was in an overall second place on a nationwide basis in relation to successful integration of graduates into the labour market, with more than 90 percent of graduates indicating that they had found work within 3 months of graduation.

On this background, it is the opinion of the experts that the assessment system of student performance is clear, adequate and publicly available, and that the professional activities of the majority of graduates meet the Programme expectations. However, students did raise concern about differences in the manner in which the system is applied to individual courses, leading to differences in grading results, which however is a common university issue.

6. Programme management

The Programme is subject to constant monitoring, as provided by the Study Programme Regulation of the University¹⁶ and the results of assessment of the Programme, performed by

¹⁴ Resolution No S-2006-05 of VU Senate Commission of 13 June 2006

¹⁵ The reserach was performed by the public enterprise entitled Public Policy and Management Institute

¹⁶ Resolution No SK-2012-12-4 of Vilnius University Senate Commission

both internal and external resources, is made public, so as to form the basis for an ongoing adjustment of the programme format and content.

Such adjustments are the responsibility of the Faculty Council and the study programme committee, and any change requires approval also from the University Study Committee and is monitored by the Directorate of Academic Affairs.

On this background, the experts find that responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. Information and data on the implementation of the programme are regularly collected and analysed, and the outcomes of internal and external evaluations of the programme are used for the improvement of the programme, with procedures that also involve stakeholders.

In conclusion, the experts find that the internal quality assurance measures are effective and efficient.

III. RECOMMENDATIONS

1. The limitations imposed by the 8 categories of specialisation, and the restrictive access to each of them, should be reconsidered in light of the option for students to have a more open access to specialisation, especially during the second cycle of studies, but given its short duration, possibly also during the first cycle, while remaining within the obligation to provide a wide ranging introduction to the study of law.
2. The extensive and resource heavy system for assessment of the Masters thesis might be reconsidered, although it appears commendable from an academic point of view.
3. The balance between the advantages of having professionals teach with a practical perspective should be carefully monitored in relation to its balance with the restrictions imposed on the availability of such staff for the students, as a result of the professional obligations of that staff.
4. The book purchasing budget and policy of the library should be carefully reconsidered, as the impression given to a visitor is that of rather limited range of books, especially as compared to the very generous space available in the library.
5. The use of history, languages and mathematics as the basis for admission criteria should be carefully reconsidered, although it is possible to establish rational explanations for the choice of these indicators. Also the relatively high dropout rate gives basis for a reconsideration of the admission criteria.

IV. SUMMARY

The experts obtained a very positive overall impression of the Programme, with a comprehensive range of topics organised in a convincing manner and delivered by a teaching staff that is academically well founded and at the same time is able to bring practical experience into the Programme. Cooperation between the Faculty and the students appears to be very well functioning, with a great degree of pride and loyalty expressed by students, teachers, alumni and social partners during the meetings with the experts.

The aims of the programme seem in compliance with both the standards of academic learning and those of the legal profession, as well as other parts of the labour market where candidates with a law degree may seek employment. The learning outcomes are consistent with the type and level of studies and the level of qualifications offered, and the learning outcomes, content and the qualifications offered appear to be compatible with each other.

Together with the distribution of subject matters on various courses, the chosen methods appear appropriate for the achievement of the intended learning outcomes, and the scope of the programme seems sufficient to ensure the learning outcomes. The assessment system of student performance is clear, adequate and publicly available, and the professional activities of the graduates meet the Programme expectations.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated, and information and data on the implementation of the programme are regularly collected and analysed. The outcomes of internal and external evaluations of the programme are used for the improvement of the programme, with procedures that also involve stakeholders.

Teaching materials, including textbooks, books, periodical publications, and databases, are adequate and accessible, and the arrangements for student practice appear suitable and satisfactory.

The recommendations set out above concern issues that may be regarded as minor in the overall evaluation of the Programme. However, they do at the same time constitute concerns raised by the experts, based on international experience, and should be given due consideration, and which may also be relevant in discussions with other authorities concerning the conditions provided for the Faculty and the Programme.

V. GENERAL ASSESSMENT

The study programme *Law* (state code – 601M90001) at Vilnius University 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)	4
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	21

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

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

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

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

Grupės vadovas:
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**VILNIAUS UNIVERSITETO VIENTISŪJŲ STUDIJŲ PROGRAMOS *TEISĖ*
(VALSTYBINIS KODAS – 601M90001) 2013-05-20 EKSPERTINIO VERTINIMO
IŠVADŲ NR. SV4-147 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Teisė* (valstybinis kodas – 601M90001) 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	4
6.	Programos vadyba	4
	Iš viso:	21

* 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

Ekspertai susidarė bendrą teigiamą įspūdį apie programą, kurioje įtikinamai išdėstytas platus temų pasirinkimas ir kurią dėsto akademiškai puikiai paruošti dėstytojai, taip pat galintys prisidėti prie programos savo praktine patirtimi. Fakulteto ir studentų bendradarbiavimas atrodo puikus; studentai, dėstytojai, absolventai ir socialiniai partneriai, su kuriais susitiko ekspertai, išreiškė didžiulį pasididžiavimą programa bei lojalumą.

Programos tikslai atitinka akademinio mokymosi ir teisės profesijos standartus, taip pat kitų darbo rinkos sričių, kuriose gali įsidarbinti specialistai su aukštuoju teisiniu išsilavinimu, reikalavimus. Numatomi studijų rezultatai atitinka studijų rūšį bei pakopą, teikiamų kvalifikacijų lygį bei numatomi studijų rezultatai, turinys ir teikiamos kvalifikacijos dera tarpusavyje.

Įvairių dalykų temų paskirstymas ir pasirinkti metodai atrodo tinkami numatytiems studijų rezultatams pasiekti, o programos apimtis atrodo pakankama studijų rezultatams užtikrinti. Studentų vertinimo sistema yra aiški, adekvati ir viešai prieinama, o profesinė absolventų veikla atitinka programos lūkesčius.

Atsakomybė už sprendimų priėmimą ir programos įgyvendinimo stebėseną aiškiai paskirstyta, o informacija ir duomenys apie programos įgyvendinimą reguliariai renkami ir analizuojami. Vidinio ir išorinio programos vertinimo rezultatai naudojami programai tobulinti; į procedūras taip pat įtraukti socialiniai dalininkai.

Metodiniai ištekliai, įskaitant vadovėlius, knygas, periodinius leidinius ir duomenų bazes, yra adekvatūs ir prieinami, o studentų praktikos susitarimai atrodo tinkami ir patenkinami.

Aukščiau pateiktos rekomendacijos susijusios su klausimais, kurie gali būti laikomi antraeiliais visame programos vertinime. Tačiau tai yra probleminiai klausimai, kuriuos iškėlė ekspertai, remdamiesi tarptautine patirtimi, ir į juos turėtų būti atitinkamai atsižvelgta; jie taip pat gali atrodyti aktualūs diskutuojant su kitomis institucijomis apie sąlygas, sudarytas fakultetui ir programai.

III. REKOMENDACIJOS

1. Apribojimai, kuriuos nustato 8 specializacijos kategorijos, ir apribotos galimybės jas pasirinkti turėtų būti peržiūrėtos turint omenyje galimybę studentams laisviau pasirinkti specializaciją, ypač antrojoje studijų pakopoje, bet tuo pačiu atsižvelgiant į trumpą trukmę galbūt ir pirmojoje pakopoje, išlaikant įsipareigojimą suteikti platų įvadą į teisės studijas.
2. Galima būtų peržiūrėti plačią ir išteklių gausią magistro darbų vertinimo sistemą, nors akademinio požiūriu ji atrodo pagirtina.
3. Specialistų, dėstančių remiantis savo praktine patirtimi, skaičius turėtų būti atidžiai kontroliuojamas, atsižvelgiant į tokių dėstytojų samdymo galimybių apribojimus, kylančius iš tų dėstytojų profesinių įsipareigojimų.
4. Knygų pirkimo biudžetas ir bibliotekos politika turėtų būti kruopščiai peržiūrėti, nes lankytoji susidaro įspūdis, kad knygų pasiūla yra labai ribota, ypač palyginus su didžiulėmis bibliotekos erdvėmis.
5. Istorija, kalbos ir matematika kaip priėmimo kriterijų pagrindas turėtų būti kruopščiai apsvarstyti, nors įmanoma racionaliai paaiškinti šių rodiklių pasirinkimą. Peržiūrėti priėmimo kriterijus taip pat skatina santykinai didelis studentų nubyrėjimo rodiklis.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹⁷ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹⁷ Žin., 2002, Nr.37-1341.