



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Mykolo Romerio universiteto
**STUDIJŲ PROGRAMOS *TEISĖ IR POLICIJOS VEIKLA* (valstybinis
kodas – 612M90005)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF LAW AND POLICE ACTIVITIES (state code -612M90005)
STUDY PROGRAMME
at Mykolas Romeris University**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė ir policijos veikla</i>
Valstybinis kodas	612M90005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Teisė
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5), Iššęstinė (5)
Studijų programos apimtis kreditais	210 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės bakalauras
Studijų programos įregistravimo data	1997-05-19, Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law and Police activities</i>
State code	612M90005
Study area	Social sciences
Study field	Law
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (3,5), Part-time (5)
Volume of the study programme in credits	210 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Law
Date of registration of the study programme	1997-05-19, No. 565

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 The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for Evaluation of Higher Education Study Programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by the Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme, SKVC takes a decision to accredit the study programme either for 6 years or for 3 years. If the programme evaluation is negative, the programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Annex 5: Study Plans for Full Time and Part Time Students (in English)
2.	List of Names of all participants from the Senior Management team, SER team, Teaching Staff team, Graduates and Social Partners teams.

1.3. Background of the HEI/Faculty/Study field/ Additional information

Mykolas Romeris University (MRU) was founded in 2004 as successor to the Law University of Lithuania, itself successor to the former Lithuanian Police Academy. It is a public university offering numerous study programmes in social sciences, physical sciences, and humanities. The overall student population is around 13,000 in 1st cycle (bachelor level), 2nd cycle (master level), and 3rd cycle (doctoral level) combined. However, like many Higher Education Institutions (HEIs) in Lithuania, MRU is experiencing a rapid and massive decline of its overall student population, mostly attributable to demographics, which will make it harder to sustain existing structures and programmes in future.

In the study field “Law”, MRU offers Bachelor level programmes in 1) Law, 2) Law and Management, 3) Law and Police Activity (in Kaunas), as well as 4) Law and Penitentiary Activity. At the Master level, MRU offers a programme in 1) Law, with specializations in Civil Law, Civil Justice, Criminal Law and Criminology, as well as International Law, and 2) Law and Police Activity (in Kaunas).

The six programmes listed above were subject to review in the present procedure. The documentation provided to the expert team by MRU and the information available on the website of MRU are not entirely clear, nor consistent, as to which other programmes in law or related to law are (still) being offered by the HEI, for example a bachelor in law and customs activities, or a master in European and/or international business law. Although this is of limited significance since any other programmes are not subject to review by the present team, it made it hard for the experts to understand which courses are available at MRU outside the programmes under review and thus potentially accessible to the students as electives.

The programmes subject to the present procedure were last evaluated in 2011 and found to fulfil all necessary requirements. That evaluation was conducted by Akkreditierungsagentur für Studiengänge im Bereich Gesundheit und Soziales AHPGS, a for-profit agency from Germany. The experts had access to the Evaluation Reports produced by AHPGS and found them to be superficial and unhelpful from the point of view of providing guidance to MRU as it seeks to continuously improve its structures and programmes.

1.4. The Review Team

The review team was completed according to *Description of Expert Recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 10-12 May 2016.

- 1. Prof. dr. Frank Emmert, LL.M. (team leader),** *Professor of International, Comparative and European Union Law, Indiana University Robert H. McKinney School of Law, USA;*
- 2. Prof. dr. Ralf Alleweldt,** *Professor of Constitutional Law, EU Law and Human Rights Law, Brandenburg University of Applied Police Sciences, Germany;*
- 3. Prof. dr. Kerstin Nordlöf,** *Professor of Criminal and Procedural Law, School of Law, Psychology and Social Work, Örebro University, Sweden;*
- 4. Mrs. Edita Ivanauskienė,** *Founder of Law firm of Edita Ivanauskienė, Attorney at Law, Patent Attorney, Lithuania*
- 5. Ms. Aušrinė Nenortaitė,** *Bachelor of Economics at Vilnius University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

From the beginning, MRU has considered public security to be one of its core competences. According to the self-understanding of the University, the aim of this programme is, inter alia, to educate qualified police officers/ professionals who have knowledge of law and police activities on prevention, disclosure and investigation of criminal acts, maintaining of public order, as well as the use of coercive measures. Graduates should be able to apply their knowledge in practice.

The implementation of the study programme is based on a contract with the Police Department in which the Department commits itself to employ students after successful completion of their studies and students commit themselves to work in the police for at least three years.

Accordingly, the programme is an education programme for future police officers. In general, the learning outcomes are defined clearly: students are expected to acquire relevant knowledge on the law and its application, research skills as well as special abilities like, e.g., communication and cooperation skills.

After careful review of course descriptions, reading assignment, exams, final theses, and feedback from alumni, employers and social partners, the experts find that the programme aims and learning outcomes sufficiently well-defined and clear, and they are consistent with the type and level of studies. In essence, they correspond to public needs and the need of the labor market. The name of the programme, its learning outcomes, content and the qualifications offered in general are compatible with each other.

Nevertheless, the experts consider that two important learning outcomes should be added to those mentioned in the self-evaluation report, namely

- knowledge of national and international human rights standards, as well as
- a basic knowledge of criminology, in particular about the root causes of crime.

As to the first requirement, it is obvious that in the performance of their duties, “all law enforcement officials shall at any time respect and protect human dignity and uphold the human rights of all persons”. This obligation has been laid down in the Code of Conduct for Law Enforcement Officials, adopted by the UN General Assembly in 1979, and this requirement is completely in line with the constitutional and legal situation in Lithuania in the 21st century. Since the police is a state institution with special powers to interfere with the rights of the citizen, it seems essential to include knowledge of the relevant human rights standards in the learning outcomes of the programme.

Second, the experts recall that preventing criminal acts is certainly one of the most important tasks and activities of all police forces. Therefore it is important that each police officer has at least a general theoretical understanding of the motives which may lead human beings to engage in criminal behavior. It may not be in the power of the police to eliminate all factors leading to criminal activity, but it is in the power of the police to influence at least some of these factors and motives. In short: if you want to engage in any form of prevention, it is extremely useful if you understand why people start or continue criminal activities. Accordingly, future policemen should have at least a basic knowledge of criminology.

The experts consider that these two learning outcomes correspond to a public need and they are among the professional requirements of a competent police officer. They should be mentioned expressly among the learning outcomes of the programme.

The experts will come back to these issues in the context of the curriculum of the programme (see section 2.2. below)

2.2. Curriculum design

One of the decisive questions in curriculum design is whether the content and methods of the subjects are appropriate for the achievement of the intended learning outcomes, and whether the scope of the programme is sufficient to ensure the learning outcomes.

The Law and Police Activities programme is considered to be a special form of legal education; nevertheless, the degree awarded will be a Bachelor of Law, on which any form of legal career – be it inside or outside the police service – may be based. The underlying decision to require from all higher police officers to have a degree in law is a policy decision which carries a number of advantages and which the experts feel bound to respect. Still it should be kept in mind, when assessing the curriculum, that the typical qualifications of a good lawyer are not naturally identical to the typical qualifications of a good police officer.

The experts consider that the curriculum of the Law and Police Activities programme contains many courses which are relevant for any legal qualification, such as constitutional law, criminal law and criminal procedure, administrative law and more. The curriculum contains also many courses specifically designed according to the needs of the police, such as Executive Activities of the Police, Traffic Check, Weapons and Shooting, Tactics of Police Authority, Activities of Public Police, Combat Self-Defense, Forensic Medicine, Criminal Intelligence, Criminalistics, Psychology, and more.

Accordingly, it seems that the programme reflects to a large extent the requirements of a modern police force. However, the experts find that this is not completely the case. They consider that the programme should be strengthened in the following areas

- (1) national and international human rights law,
- (2) the legal conditions for using the specific powers of the police,
- (3) criminology,
- (4) interview and interrogation skills.

(1) As mentioned already, the police has special powers to interfere with citizens' rights. Such powers must always be applied in a reasonable manner and must not be abused. Accordingly, any police education in the 21st century must be based on an in-depth understanding of the fundamental rights of the human person as laid down in national and international law.

According to the course descriptions made available to the experts, constitutional human rights are taught in the Constitutional Law course. The allotted course time is 4 contact hours (2 lectures, 2 seminars). As regards international human rights law, it is taught in the International Public Law course (2 lectures, 4 seminars). In addition, some hours in the criminal procedure course are devoted

to “basics of human rights” (2 lectures, 3 seminars). Finally, “Human rights and activities of statutory services“ are included in the professional ethics course (2 lectures, 2 seminars). In sum, this means that 8 lecturing hours and 11 seminar hours are devoted to human rights law. Even assuming that the human rights contents of these courses are coordinated among lecturers – which cannot be seen from the course descriptions – the experts consider that this time frame is not sufficient for students to acquire a sufficient knowledge of human rights law.

It was stated during one of the meetings that in reality half of the constitutional law course is devoted to human rights; however, this should be reflected in the course description. In any case, the time allotted for international human rights protection (all in all six working hours) appears insufficient in view of the development of international human rights law, and relevant case law, in the past decades.

The experts consider that there is a certain imbalance between human rights and other subjects like, e.g., civil law and civil procedure, for which the curriculum contains 166 contact work hours, subjects which do not seem to be of the same significance for the work of the police, compared to human rights law.

The experts would thus recommend to increase the weight of national and international human rights law in the curriculum considerably, with a focus on those human rights which are of particular relevance for policing, as well as the European Convention on Human Rights and Fundamental Freedoms and the way it has been applied and interpreted in the case-law of the European Court of Human Rights.

(2) As mentioned previously, one of the learning outcomes of the programme under review is to educate qualified police officers who have knowledge of law and police activities on prevention, disclosure and investigation of criminal acts, maintaining of public order, as well as the use of coercive measures, and are able to apply their knowledge in practice. The experts consider that the scope of the curriculum is not entirely sufficient to achieve this learning outcome as regards the legal requirements for using the specific powers of the police.

The rule of law requires that all police measures interfering with citizens’ rights have a clear basis in the law and are applied only if they are necessary and proportionate in relation to the aim they pursue. This rule applies to all typical police measures such as

- arrest and detention,
- entering and searching a house,
- establishing the identity of a person,
- taking photographs, videos or fingerprints,
- inspecting vehicles,
- issuing orders to organizers of assemblies,
- other binding orders issued to citizens for upholding law and order, and
- the use of coercive measures, including
- the use of firearms.

Each of these measures has its own legal requirements, for example, documents can be checked if a person is suspected of having violated the law; fingerprints can be taken if a person is suspected having committed a crime, etc. All these measures may only be taken if their legal requirements are

met and if they correspond to the principles of necessity and proportionality. A police officer must have an in-depth knowledge of these legal requirements as well as the skills to apply them, in a responsible manner, in his daily work.

The experts attempted to identify the place in the detailed course descriptions where future police officers will acquire this in-depth-knowledge of the legal requirements for typical police measures. When this issue came up during the meetings, representatives of the university pointed to the courses “Tactics of Police Activity” and “Executive Activities of the Police”, in particular to the topics

- “The use of Police special measures” (8 hours),
- “Persuasion and the use of coercive measures in police work” (8 hours),
- “The use of firearms and other remedies” (6 hours),
- “Police patrols and measures of public order and public security” (8 hours), and
- “Police activity in maintaining public order during mass events, the prevention and termination of group violations of public order” (6 hours).

The experts consider that these courses seem to concern mainly the tactical side of police activities, which should be distinguished from the legal side. The only specific police measure where the legal side is covered to some extent appears to be the use of firearms, where six hours are devoted to the acquisition of knowledge and practical case analysis. The topic “Persuasion and the use of coercive measures in police work” likewise devotes eight hours to legal regulations and analysis of practical situations. This time frame, however, appears far too short to cover all the police measures mentioned above, not all of which, in addition, can be understood to be “coercive” measures.

The experts are aware that many of the typical police measures may be adopted in the context of criminal proceedings and thus could be covered in the course on Criminal Procedure Law. However, just four out of the 48 contact hours of this course are devoted to “procedural coercive measures” and another four to “operations of pre-trial investigation”. Accordingly, and by way of example, one member of the teaching staff confirmed during the meetings that the legal requirements for house searches are considered during this course, for which the usual time frame would be about half an hour to one hour. The experts consider that this time frame is far too short. It might enable students to learn and memorize the legal requirements of a house search in the abstract, but leave hardly any space for practical exercises during which they can apply the legal requirements to the facts of concrete cases.

In sum, the experts come to the conclusion that the legal requirements for adopting typical police measures are not adequately covered in the current curriculum. They would reiterate that these requirements should be, in their view, an essential part of any study programme educating future policemen, who, in their professional life, will interfere seriously with citizens’ rights and, in addition, will be personally responsible for any violation of the legal requirements in any case in which they are involved.

Accordingly, the experts recommend that the University include into the curriculum a course which might be named, for example, “Legal requirements for the use of police powers”. During this course, students should acquire the legal knowledge about the most relevant police measures, and, in addition and very importantly, conduct exercises about how to apply the legal requirements to real-

life situations, where far-reaching decisions may have to be taken in the blink of an eye and still with due regard to the principles of necessity and proportionality. The experts would also propose that, in view of the overarching significance of these principles, they should be visible in the text of the detailed course description. These principles might be included, where appropriate, also in the texts of the descriptions of other courses. At present, it seems that the words “necessity” and “proportionality” are not mentioned expressly in any of the course descriptions which means that their practical importance is not (visibly) reflected adequately in the curriculum.

(3) As mentioned previously, the experts consider that a basic knowledge of criminology is a professional requirement for a competent police officer. Such a knowledge will enable graduates to understand the root causes of different forms of criminal behavior, e.g. as regards crimes against property interests, violent crimes, drug-related crimes, criminal behavior of young people, etc.. Students will also learn about effective approaches to deal with such crimes. A solid knowledge of criminology will thus strengthen future policemen in their efforts to prevent criminal behavior effectively.

The experts note that a course on criminology is offered by MRU as an elective course in the programme on “Law and Management” as well as in the general law bachelor programme. In other words, a course in criminology is offered to future managers but not to future policemen. This situation seems surprising and not satisfactory. It can be changed easily.

Accordingly, the experts would propose to include an obligatory course on criminology in the curriculum of the “Law and Police Activities” bachelor programme.

(4) Questioning suspects and interviewing witnesses is a big part of a police officer’s job. In order to investigate crimes, police officers have to speak to many persons in order to find the facts of the case. In particular, they have to interrogate suspects in order to obtain a confession or find other evidence which points to the guilt or innocence of the questioned person.

A great variety of methods exist about how police officers may conduct interrogations and interviews. Some ways of speaking to people makes them speak, others tend to make them silent. Some methods have proven more effective in eliciting information, some have led to false statements or even false confessions.

For these reasons, the experts find it advisable that police students obtain a theoretical knowledge of interview methods and undergo trainings in practical interrogation skills.

In this respect, the following topics may be found in the course “psychology of crime investigation” in the existing curriculum:

- “Investigative interviewing”: 1 hour of lecture and 2 hours of seminar
- “Interrogation and confession”: 3 seminar hours
- “Criminal profiling, psychological autopsy, hypnosis and lie detection”: 1 lecture and 2 seminar hours

Accordingly, nine lecturing hours are devoted to interviewing techniques. The experts consider this time frame to be too short. It should be extended considerably (perhaps up to 40 to 50 hours), so that the students have the opportunity to obtain the required knowledge, to conduct interrogation exercises, and to evaluate these exercises so that they can assess their own performance.

* * *

With regard to other aspects of the curriculum, students and alumni expressed the opinion that courses in the Russian language should be added, since, in the daily life of police officers, many victims and many offenders belong to the Russian-speaking population of Lithuania. In general, MRU should consider extending the time frame of language courses – which are currently taught for the duration of one year – to the whole duration of the study programme.

In the meetings with students, alumni and social partners it became also clear that driving and road safety training would be considered to be a useful and important addition to the curriculum.

Apart from the issues mentioned above, the experts conclude that the programme can achieve its central aims and learning outcomes, and that the overall scope is sufficient. They also consider that the study subjects or courses are spread evenly over the duration of the programme, that themes are not repetitive, and that the content of the courses is consistent with the expectations for a bachelor programme. Given the fact that many of the faculty members are actively researching and publishing, the experts also have reason to believe that the content of the courses reasonably reflects the state of the art and science.

2.3. Teaching staff

Over the years, MRU has developed an impressive roster of teaching staff. About 1/3 of the faculty members are on permanent and/or full-time contracts, while about 2/3 are on short-term and/or part-time contracts. At first glance the high reliance on faculty with short-term and/or part-time contracts might seem to be a problem but after the visit the experts concluded that short term contracts tend to be renewed on a semester or annual basis and that most faculty prefer to work part-time because it allows them to also hold a job in government or private practice. The latter is to be considered a strength of the programme(s) because it ensures close connection between practice and academia and helps the students in finding internships and even permanent jobs via the contacts of their professors. In the self-evaluation reports, MRU acknowledged that short term contracts might lead to staff turnover which could be a problem with continuity of thesis supervision, i.e. that a student might experience two or even three different supervisors over the time frame of her thesis research. In practice, it was the impression of the experts that this is not a common occurrence.

The experts were satisfied with the qualifications of the teaching staff and found general compliance with the legal requirements. The experts also believe that MRU is providing acceptable conditions for the professional development of the teaching staff. Three factors should be complemented, in particular, in this respect. First, MRU has a good library in Vilnius and a smaller branch library in Kaunas. More importantly, MRU offers to its faculty and students very good access to electronic resources, including many and expensive international databases and resources. Faculty members can work in a special room in the library and can also access the electronic resources from home. Second, MRU has recently developed a new building in Vilnius with a total of 19 research laboratories. In these labs, faculty members can benefit from subject-focused research

networks and state of the art technology. Although it was not entirely clear to what extent faculty from Kaunas have already benefitted from these resources, they should be able to do so in future, if interested. Third, MRU also offers workshops and presentations for the continuing professional development of its faculty and these were generally viewed as topical, accessible, and useful. Some events were organized in Kaunas specifically with a view to the needs of the law and police activities programmes. As far as events and resources are situated in Vilnius, the experts assume that teaching staff from Kaunas is nevertheless in a position to use them when the need arises.

The main concern of the experts with regard to the faculty at MRU has to do with a new university regulation stipulating expectations for research and publication output of the teaching staff. Apparently, this new internal regulation mandates that all teaching staff has to re-apply for their own jobs on a regular basis and will only be re-appointed if they publish a minimum number of articles and books in a given time frame. While this idea is not new to academic environments and as such does not have to be bad, the way the requirements are formulated at MRU indicates either ignorance or indifference on behalf of the administrative leadership regarding the specifics of legal research. According to the regulation, only articles published in peer reviewed journals listed or indexed by Thomson Reuters and/or Scopus count towards the research requirement and, indeed, each member of the teaching staff is expected to place a certain number of articles in every three or five year period in such journals. The experts consider such a requirement to be unsuitable for law teachers in countries like Lithuania, in particular because there seems to be no way for the faculty at MRU to compensate a lack of success with publishing in these listed journals with other valuable research and publications.

To give a practical example, a faculty member at MRU would get recognition for a publication in a peer reviewed journal of international or comparative law from Ukraine, while she would get no recognition whatsoever for a publication in the Harvard Law Review, which is not formally peer reviewed. Given the fact that it is certainly much more difficult to place an article in the Harvard Law Review and given the fact that the article in the Harvard Law Review would probably be accessible to and read by several hundred times the number of researchers compared to the article in the Ukrainian journal, this simply makes no sense. Moreover, most of the faculty members at MRU have so far focused their research activity on the development of Lithuanian law, for which there is limited appetite in the international market place of ideas. If they should have to publish in the international journals at all cost, they necessarily will neglect important research at the national level. The long-term harm to Lithuanian law and society should be obvious. Furthermore, the Faculty at MRU are not native speakers of English and have little chance to get a piece accepted in an international journal unless they hire a native speaker to edit it for language content. Such editorial services are notoriously expensive and should not be imposed on local faculty with very modest salaries. Last but not least, the primary interlocutors of the Lithuanian professors are the students and legal professionals in Lithuania. This constituency needs qualified textbooks, casebooks, monographs, and articles about topics of national and regional importance, of which there is certainly no oversupply so far. By contrast, the primary consumers of the peer reviewed international journals are academics at wealthy foreign universities who can afford the enormous cost of access to databases and subscriptions including these journals. This constituency is well supplied as it is and of limited interest to the Lithuanian scientific community and society. At the end of the day, MRU has to ask itself whether it wants to serve its own vanity by focusing its efforts and resources into trying to get noticed by international rankings such as the ARWU or Shanghai ranking, or the QS University Rankings, or whether it wants to serve the constituents that need and

pay for its services, namely the students, legal professionals, government agencies, NGOs, and academic colleagues in Lithuania and the Baltic region.

To prevent any misunderstanding, the experts are not suggesting that MRU should not encourage its faculty to publish in peer reviewed international journals or that it should not strive to climb up in international rankings. However, there are many colors between black and white and there are many valuable research and publication projects that are not listed by Thomson Reuters and/or Scopus. While MRU may be commended for setting targets and maybe even obligations for the research and publication activity of its faculty members, the basket of valuable and accepted publications has to be expanded far beyond these international databases, not least because they are generally poorly suited for legal research which by definition has a stronger national basis than, for example, research in the natural or economic sciences, of which there are no national branches. Instead of setting unrealistic targets for the teaching faculty and threatening them with loss of employment, MRU should think how it could support its faculty should they wish to prepare a publication for submission to one of the international peer reviewed journals and reward them generously if indeed they succeed, as it is done in Sweden, for example, where rewards include funding for future travel to conferences and the like.

Given the fact that the experts detected a high level of uncertainty and increasing demotivation among faculty members, it should be a priority for MRU to clarify and modify these criteria. Otherwise, MRU stands to lose many good teachers and gain little or nothing in return.

2.4. Facilities and learning resources

As far as facilities in Vilnius are concerned, the experts spent two days on the MRU campus and visited various classrooms, computer labs, library and other facilities, as well as the new building with the research laboratories. The facilities in Vilnius, as well as the teaching materials and other learning equipment, are exemplary in every way both for the students and for the faculty.

The experts were far less impressed by the facilities of the Faculty of Public Security in Kaunas which are relevant for the “Law and Police Activities” study programme. The overall impression was that the building and the seminar rooms in Kaunas were old and somewhat neglected, and the general state of repair and renovation leaves much to be desired. This was not only obvious to the observant eye but also mentioned repeatedly by staff during the meetings in Kaunas, and the experts cannot but agree with their evaluation.

The unsatisfactory condition is even truer for the forensic equipment which was shown by the teaching staff during the visit. The equipment was small in number and looked rather old and outdated. Most parts appear to be from the time when Lithuania gained independence from the Soviet Union or even before. One of the experts recalled that about ten years ago, when he was already involved in an evaluation at MRU, there was more modern equipment used by the University than the one seen by the experts in 2016.

In addition, the experts consider that the gym/fitness room on the premises made a very old and worn impression. Students’ representatives commented during the meetings that most students do not use the University fitness room, but prefer to attend private gyms in the city. The importance of regular physical training for future policemen is evident; accordingly, it seems advisable that the

gymnasium should be renovated and modernized. Also, there seems to be no access to a swimming pool and no instruction in rescue swimming.

The experts would also like to comment that, according to the students, they receive at present, for budgetary reasons, only one uniform for the whole duration of the study programme. Since this uniform has to be used during all sorts of intellectual and physical activities, it suffers from considerable wear and tear. More importantly, students do not have a second set while the first one is in the wash. Therefore, washing is mostly possible only on weekends and students generally have to wear the same uniform all week, even in hot weather. Furthermore, uniforms are losing color in the course of time, and, according to the students, a much-repeated joke in Kaunas is that if you see students on the campus, you can tell their year of studies by the washed out color of their uniforms. It seems to the experts that this is not an ideal situation.

As to the library in Kaunas, the experts note that it is very limited in size. It consists mainly of one not too big room with book shelves and a reading room with about 30 working places. In 2015 roughly 3300 Euros were invested in new books and 4600 Euros in periodicals.

The experts consider that, even considering the availability of electronic resources, this library appears too small for the study programme “Law and Police Activities”. It is true that students are allowed use the much bigger and better-equipped MRU library in Vilnius, however, this is not very practicable since this would involve additional cost and several hours of travelling time; and students must be present in Kaunas on most days of the week in order to attend their lectures.

Accordingly, the experts consider that the library at Kaunas should be extended and modernized, and the budget for acquisitions should be considerably increased. This recommendation is in accordance with the wishes expressed by the students during the meetings.

In sum, facilities in Kaunas appear to be neglected, in particular if compared with the excellent and commendable facilities seen in Vilnius. The experts consider that a certain priority should be given to modernizing facilities in Kaunas. It is true that the Kaunas branch is not as much in a situation of competition for students as other faculties of MRU. Because of the contract with the Ministry of Interior, students for the programme “Law and Police Activities” will come to MRU whether or not the study conditions are good. Nevertheless, for reasons of quality and fairness, facilities in Kaunas should reach, as soon as feasible, an equivalent level of quality to the one MRU has achieved in Vilnius.

2.5. Study process and student performance assessment

The experts had the general impression that students like their study programme very much, they are enthusiastic about the idea of becoming police officers, and they are happy that the Ministry of Interior will provide them with a work post following the successful end of their studies.

The bachelor programme “Law and Police Activities” has two special admission requirements, namely, that candidates have to secure permission from their territorial headquarters of police to join the programme and also to pass a medical check. In this way, it is secured from the outset that candidates are morally and physically fit to enter the police service. These requirements appear reasonable in view of the special character of the study programme as a programme for educating future police officers.

The experts are aware that the “Law and Police Activities” bachelor programme is designed for future police officers, and the curriculum reflects this objective by integrating many police-specific courses. That said, students would apparently appreciate if the whole study programme had a more practical dimension, and if the time periods were increased during which students receive practical training in police work. The experts share this opinion, since working as a police officer – although based on the required theoretical knowledge – is certainly a very practical task. In line with this wish expressed by the students, the experts would propose an extension of the internship period during each academic year, which is one month at present, to two or three months per year in the future.

The experts consider that the students receive a very adequate level of academic and social support, as described in the self-evaluation report. The experts were also provided with well-developed syllabi of the specific courses of the programme. These would suggest that students can obtain all required information, including course specific learning outcomes, assessment techniques, etc.

For a programme at the bachelor level, the experts found that the students were sufficiently encouraged and able to participate in research and applied research activities. However, much of the required research is concentrated at the end of the bachelor programme, in particular in the form of the final thesis. As a consequence, students may find it difficult to produce a high quality thesis. MRU has been offering some preparatory workshops and each student is matched with an academic advisor for their thesis. The usefulness of the current writing course was questioned by some and in any case, these measures do not seem to be enough. The experts consider it desirable for the students to be introduced earlier and repeatedly into the art of legal research and writing. MRU should consider a writing requirement in each year of the bachelor programme, beginning maybe with a 15-20 page seminar paper in the first year, and then increasing annually in length, and finally culminating with the 50-60 page final thesis requirement. Obviously, each student should be matched each time with an academic advisor and should receive feedback about the evolving research project and how to do even better next time.

It should be mentioned particularly that students in Kaunas expressed very clearly their wish to have more research exams (including take home exams), in order to strengthen the research component of the study programme.

By contrast to Vilnius, where student attendance is often low in the lectures, since attendance is not required, while students do come to the seminars, where attendance is required, there did not seem to be an attendance problem in Kaunas. Similarly, the problem identified by the experts with regard to cheating in exams at MRU’s bachelor programmes in Vilnius did not seem to be a serious issue in Kaunas where the groups are small and a student might lose the employment perspective with the police.

However, the remarks in the general report about the bachelor programme in Vilnius with regard to student mobility are applicable to Kaunas as well. As a reminder, student mobility in the context of Erasmus or Nordplus is very low at MRU, certainly below the level that would be desirable. One reason is that MRU requires students to take the exams of all required courses after they go abroad for a semester. At the present time, students can neither defer some of these exams, nor obtain support from MRU in their preparation. This is a strong disincentive against participation in mobility programmes, although it seemed that plenty of places would be available. The experts

recommend that MRU decongests the calendar, allows for some exams to be taken later, and provides support to the students in the preparation of the exams to enable more students to make actual use of available mobility opportunities.

Certain weaknesses in the curriculum and facilities have had little impact on the professional opportunities of the students, however, since the Ministry of Interior of Lithuania will accept, in principle, all graduates from this programme to the police service. It also seems that students who do not enter the police service (for example, for health reasons) have good opportunities in the job market, since the programme “Law and Police Studies” is a law degree and enables them to enter all legal professions.

2.6. Programme management

Pursuant to the self-evaluation report, responsibilities for programme management are distributed primarily by the Senate of MRU via the Quality Policy Provisions for the Studies and Research at MRU, and the Regulations of the System of Internal Study Quality Assurance at MRU. According to these documents, the Senate, the Committee for Assurance of MRU Studies Quality, the Vice-rector for Education, and the Academic Affairs Centre, as well as the Study Programmes Committee, the Faculties, and certain sub-units share different responsibilities in the implementation of the programmes.

Following the provisions of the Regulations of the System of Internal Study Quality *the Senate of the MRU, the Rectorate and the Committee for Assurance of MRU Studies Quality* are responsible for the formation and implementation of the study quality policy. *Faculties, Institutes and Study Programme Committees* are responsible for the quality of the study programmes and their practical implementation (correspondence of the study programme to the needs of students and the labor market, the provisions of University study policy and education achievements, supervision of contents of study subjects, constant renewal and correspondence of the programmes to their study programme aims, for selecting the staff and initiation of their development of qualifications, supervision of the needs for material and informational sources, attraction of students and listeners). *The Academic Affairs Center* is responsible for initiating and preparing the policies ensuring the study quality, the quality of the study process, as well as coordination and support for the creation and renewal of study programmes. Finally, *university lecturers* are responsible for the quality of the lectures that they are giving (accomplishment of the study results, creative and innovative lecturing, quality of teaching material and correspondence for newest scientific achievements; quality of contact hours; correspondence to the needs of concrete students/listeners) and *students and listeners* are responsible for the personal study results and quality of their own studies. They are obliged to follow academic discipline, academic ethics, other university community requirements for the quality of the study process, and to provide feedback on the quality of studies.

The quality policy provisions for studies are focused on the following areas: strengthening the relationship between teaching and research, development of student-centered studies, fitness of studies for students, stakeholders and public purposes, interdisciplinarity of studies, innovations and entrepreneurship education, internationalization of studies and research (Quality Policy Provisions, para. 4).

As per the Regulations of the System of Internal Study Quality internal monitoring of study quality is carried out continuously and at all levels.

As described in the self-evaluation report, various university structural divisions are responsible for the study programme management. The faculty's Study Programme Committee has nine members. One of them is a representative of stakeholders and one member is a students' representative. Accordingly, social partners are included in the process both as members of the Committee, members of examination boards, members for defense committees and as constant advisers. The Committee has the task to improve the programme's curriculum and the quality of the implementation process; it is also responsible for the staff selection and the supervision of the need of material and information resources. The following organisational structures are responsible for the clarity and preciseness of the planned results of the study programmes while improving and renewing the study programmes: Study Programme Committee, Faculty Council, Study Vice-Rector, Rectorate, Senate's Study Commission, the Senate. The Study Programme Committee proposes adjustments or improvements to study programmes. Adjustments are approved by the Faculty Council. The approved adjustments are submitted to the Centre of Academic Affairs. The Centre of Academic Affairs after assessing whether the adjustments are in accordance with the regulations, submits them for the approval of the Rectorate. Upon approval of the Rectorate, study programme renewals (improvements) are submitted to the Senate's Study Commission and is approved at the Senate.

Having reviewed this extremely complicated structure, the experts doubt whether this structure is suitable for deciding on question relating to the improvement of study programmes in an effective way. The experts suspect that problems may sometimes be discussed in various committees but in the end nobody takes any decisions, either because they cannot act on their own or because the discussions fizzle out before everybody is able to contribute their required input.

With regard to its management structures, MRU should examine itself carefully whether there might be a case of too many cooks spoiling the broth or an excessive fragmentation of the responsibilities with the effect that everybody should be but nobody does feel responsible for the development of the programmes and their constant adjustment to market needs and evolving standards of art and science.

The experts certainly believe that the programme structure and the management structure at MRU are much more complicated than at many other universities of similar size and that this complexity may be an obstacle rather than a benefit. We would strongly encourage MRU to rethink its structures and decision-making procedures to become more nimble and better able to achieve the constant self-improvement expected nowadays from any top quality higher education institution.

What MRU seems to be lacking, and this has become evident time and again as he experts reviewed the programmes and interviewed the different stakeholder, is a culture of constant critical self-evaluation and continuous and effective self-improvement. On paper, „internal monitoring of study quality is carried out continuously and at all levels.“ In practice, the experts did not find many or even any manifestations of this actually happening. MRU will not become a first rate university, unless such a culture can be implemented in practice and not just in theory.

Otherwise, the experts found that the procedures of opening, redesigning and closing of programmes are clearly disclosed in the documents provided by MRU and conform to legal requirements.

2.7. Examples of excellence

A strength of the programme “Law and police activities” is the apparent high motivation of students who know exactly that they want to enter the profession of a police officer and that they will have a safe job following the conclusion of their studies. It is also very commendable that MRU cooperates closely with police authorities – the main stakeholders – during the implementation of the programme. MRU is certainly very well-suited to implement this programme since its strengths lay in general in the areas of public and criminal law.

Other examples of excellence at MRU include the general qualification of the faculty, which is composed of many practitioners with in-depth experience in their respective fields, as well as many dedicated academics with a genuine desire to excel in the classroom and in their research work.

III. RECOMMENDATIONS

1. Knowledge of national and international human rights standards as well as a basic knowledge in criminology should be added to the learning outcomes of the bachelor programme “Law and Police Activities”. The number of working hours in the field of human rights law should be increased, and an obligatory course in criminology should be introduced.
2. MRU should include into the curriculum a course on the legal requirements for the use of police powers interfering with citizens’ rights like arrest, entering and searching a house, establishing the identity of a person, and many more. During this course, students should acquire the legal knowledge about such measures, and, in addition, conduct exercises about how to apply the legal requirements to real-life situations, with due regard to the principles of necessity and proportionality.
3. MRU should extend considerably the time frame for learning interviewing techniques, so that students have the opportunity to obtain the required knowledge, to conduct exercises in questioning suspects and interviewing witnesses, and to evaluate these exercises so that they can assess their own performance.
4. MRU should consider the possibility of adding a driving and road safety training and courses in the Russian language to the curriculum. The time frame of all language courses might be extended to the whole duration of the study programme.
5. MRU should extend and modernize the library at Kaunas, and the budget for acquisitions should be considerably increased.
6. MRU should give priority to modernizing all university facilities in Kaunas including the forensic equipment, so that facilities reach the same standard as the excellent and commendable facilities seen in Vilnius.
7. Another modification MRU should make to the current study programme is the decongestion of the final semester where students currently may have to simultaneously take exams of required courses they missed during study abroad periods, take new courses, do a practice period, write the final thesis, and prepare for the final exams.

8. With regard to the faculty, MRU should urgently re-think the current research and publication requirements since the insistency on numeric goals in Thomson Reuters and/or Scopus indexed journals is poorly suited for law professors in Lithuania and undervalues other important research achievements.

9. Finally, with regard to its administrative structures and its ability to respond to internal problems and external changes in the professional environment, MRU needs to become more nimble, better at recognizing internal weaknesses and external challenges, identifying possible solutions, taking decisions how to respond, and putting them into practice. Specifically for the Kaunas branch, there may be a problem of representing the interests of Kaunas in the overall decision-making about resource allocation etc. at MRU.

IV. SUMMARY

The Bachelor programme “Law and Police Activities” is a successful programme with motivated students and a very good faculty.

In essence, the experts found the programme aims and learning outcomes of the study programme Law and Police Activities reasonably well defined and accessible. Nevertheless, the experts consider that two important learning outcomes should be added to those mentioned in the self-evaluation report, namely knowledge of national and international human rights standards as well as a basic knowledge of criminology, in particular about the root causes of crime.

The experts consider that the curriculum of the Law and Police Activities programme contains many relevant courses, and that the programme reflects to a large extent the requirements of a modern police force. However, the experts find that the programme should be strengthened in a number of areas including national and international human rights law, the legal conditions for using the specific powers of the police, criminology, as well as interview and interrogation skills. MRU should also consider the possibility of adding a driving and road safety training and courses in the Russian language to the curriculum. The time frame of all language courses might be extended to the whole duration of the study programme.

The experts were satisfied with the qualifications of the teaching staff and found general compliance with the legal requirements. The experts also believe that MRU is providing acceptable conditions for the professional development of the teaching staff. However, with regard to the faculty, MRU should urgently re-think the current research and publication requirements since the insistency on numeric goals in Thomson Reuters and/or Scopus indexed journals is poorly suited for law professors in Lithuania and undervalues other important research achievements.

The facilities in Vilnius, both for the students and for the faculty, are exemplary in every way. The same is true for the teaching materials and other learning equipment. The experts were far less impressed by facilities in Kaunas. MRU should extend and modernize the library at Kaunas, and the budget for acquisitions should be considerably increased. Priority should be given to modernizing all university facilities in Kaunas including the forensic equipment, so that facilities reach the same standard as those seen in Vilnius.

The experts had the general impression that students like their study programme very much, they are enthusiastic about the idea of becoming police officers, and they are happy that the Ministry of Interior will provide them with a work post following the successful end of their studies. Students would apparently appreciate if the whole study programme had a more practical dimension, including but not limited to an increase of the times during which students receive practical training in police work. In line with this wish expressed by the students, the experts would propose an extension of the internship period during each academic year, which is one month at present, to two or three months per year in the future.

In general, MRU has to become more self-critical and nimble at implementing reforms. A modern research university can only remain competitive in the long term if it develops a culture of constant self-reflection and self-improvement. MRU needs to flatten its hierarchies and accelerate and simplify its decision-making structures, including decisions affecting the branch campus in Kaunas. Reform plans have to become more specific, with clear targets, deadlines, financing solutions, and implementation responsibilities. With regard to improvements to the curriculum and the facilities in Kaunas, these decisions have to be taken with some urgency for the Bachelor Programme on Law and Police Activities to develop into a good and eventually an excellent programme.

V. GENERAL ASSESSMENT

The study programme Law and Police Activities (state code – 612M90005) at Mykolas Romeris University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	16

*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: Team leader:	Prof. dr. Frank Emmert
Grupės nariai: Team members:	Prof. dr. Ralf Alleweldt
	Prof. dr. Kerstin Nordlöf
	Mrs. Edita Ivanauskienė
	Ms. Aušrinė Nenortaitė

**MYKOLO ROMERIO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
TEISĖ IR POLICIJOS VEIKLA (VALSTYBINIS KODAS – 612M90005) 2016-08-16
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-182 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Mykolo Romerio universiteto studijų programa *Teisė ir policijos veikla* (valstybinis kodas – 612M90005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

* 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

Bakalauro laipsnio programa *Teisė ir policijos veikla* yra sėkmingai įgyvendinama programa, kurioje studijuoja motyvuoti studentai ir kuri vykdoma labai gerame fakultete.

Iš esmės, ekspertų nuomone, studijų programos *Teisė ir policijos veikla* tikslai ir studijų rezultatai yra gerai apibrėžti ir prieinami. Vis dėlto ekspertai mano, kad į savianalizės suvestinėje paminėtus studijų rezultatus reikėtų įtraukti dar du svarbius studijų rezultatus, t. y. nacionalinių ir tarptautinių žmogaus teisių standartų žinias ir kriminologijos pagrindus, ypač žinias apie pagrindines nusikalstamumo priežastis.

Ekspertai mano, kad programos Teisė ir policijos veikla studijų turinyje yra daug aktualių dalykų ir programa didžiąja dalimi atspindi šiuolaikinei policijai keliamus reikalavimus. Vis dėlto, ekspertų nuomone, programą galima būtų sustiprinti keliose srityse, įskaitant nacionalinės ir tarptautinės žmogaus teisių teisės, specifinių policijos galių naudojimo teisinių sąlygų ir kriminologijos srityse, taip pat liudytojų ir įtariamųjų apklausos įgūdžių srityje. MRU turėtų pagalvoti apie galimybę į studijų programą įtraukti vairavimo ir saugos keliuose mokymus ir dalykus rusų kalba. Užsienio kalbų kursai galėtų būti dėstomi visos studijų programos metu.

Ekspertai liko patenkinti dėstytojų kvalifikacija ir mano, kad ji atitinka teisinį reglamentavimą. Ekspertai taip pat yra įsitikinę, kad MRU sudaro tinkamas sąlygas akademiniam personalui kelti profesinę kvalifikaciją. Vis dėlto, kalbant apie fakultetą, MRU turėtų skubiai persvarstyti dabartinius mokslinių tyrimų ir publikavimo reikalavimus, kadangi atkaklus reikalavimas pasiekti kiekybinių publikavimo „Thomson Reuters“ ir (arba) „Scopus“ indeksuojamuose žurnaluose tikslų netinka teisės profesoriams Lietuvoje ir sumenkina kitų svarbių mokslinių pasiekimų vertę.

Materialieji ištekliai, prieinami tiek studentams, tiek fakultetui Vilniuje, yra visais aspektais pavyzdiniai. Tą patį galima pasakyti apie mokymo medžiagą ir kitas mokymosi priemones. Ekspertams gerokai mažesnę įspūdį paliko materialieji ištekliai Kaune. MRU turėtų išplėsti ir modernizuoti biblioteką Kaune, taip pat gerokai padidinti naujiems materialiesiems ištekliams įsigyti skirtą biudžetą. MRU prioritetas turėtų būti visų universiteto materialijų išteklių Kaune modernizavimas, įskaitant teismo medicinos įrangą, kad šie materialieji ištekliai būtų tokio pat lygmens kaip Vilniuje.

Ekspertams susidarė bendras įspūdis, kad studentams labai patinka studijų programa, jie entuziastingai siekia tapti policijos pareigūnais ir džiaugiasi, kad Vidaus reikalų ministerija sėkmingai baigus studijas suteiks jiems darbo vietas. Panašu, kad studentai norėtų, jog studijų programa būtų praktiškesnė, įskaitant, pavyzdžiui, kad daugiau laiko būtų praleidžiama praktiškai mokantis policijos darbo. Atliepiant šį studentų norą, ekspertai rekomenduoja ateityje kiekvienų metų praktiką, kuriai šiuo metu skiriamas vienas mėnuo, pailginti iki dviejų ar trijų mėnesių per metus.

Apskritai MRU turėtų būti labiau savikritiškas ir greičiau įgyvendinti reformas. Modernus mokslo universitetas konkurencingas ilgą laiką gali išlikti tik tuo atveju, jei puoselėja nuolatinės savirefleksijos ir tobulėjimo kultūrą. MRU turi supaprastinti savo hierarchiją, padaryti aiškesnę sprendimų priėmimo struktūrą, įskaitant fakultetui Kaune įtakos turinčius sprendimus. Reformų planai turi būti konkretesni, numatant aiškius tikslus, įgyvendinimo terminus, finansavimo struktūras

ir atsakomybę už įgyvendinimą. Kalbant apie studijų turinio ir materialijų išteklių Kaune pagerinimus, sprendimus dėl šių dalykų reikia priimti gana skubiai, jei MRU nori, kad bakalauro laipsnio programa Teisė ir policijos veikla taptų gera, o vėliau ir puiki studijų programa.

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III. REKOMENDACIJOS

1. Į bakalauro laipsnio programos Teisė ir policijos veikla studijų rezultatus reikėtų įtraukti žinias apie nacionalinius ir tarptautinius žmogaus teisių standartus bei kriminologijos pagrindus. Reikėtų padidinti darbo valandų žmogaus teisių teisės srityje skaičių ir įvesti privalomą kriminologijos dalyką.
2. Į studijų programą MRU turėtų įtraukti studijų dalyką apie policijos galių, kurios kertasi su piliečių teisėmis, pavyzdžiui, areštas, patekimas į namus ir jų krata, asmens tapatybės nustatymas ir pan., panaudojimo teisinius reikalavimus. Besimokydami šio studijų dalyko studentai turėtų įgyti teisinių žinių apie tokias priemones ir papildomai praktikuotis, kaip teisinius reikalavimus pritaikyti realiose gyvenimo situacijose tinkamai atsižvelgiant į būtinumo ir proporcingumo principus.
3. MRU turėtų gerokai pailginti laiką, skirtą mokytis apklausos metodų tam, kad studentai turėtų progą įgyti reikalingų žinių, praktikuotis, kaip vykdyti įtariamųjų ir liudytojų apklausas, ir įvertinti tiek pratimus, tiek savo pasirodymą.
4. MRU turėtų pagalvoti apie galimybę į studijų programą įtraukti vairavimo ir saugos keliuose mokymus ir dalykus rusų kalba. Užsienio kalbų kursai galėtų būti dėstomi visos studijų programos metu.
5. MRU turėtų išplėsti ir modernizuoti biblioteką Kaune, be to, reikėtų gerokai padidinti naujiems materialiesiems ištekliams įsigyti skirtą biudžetą.
6. MRU turėtų teikti prioritetą visų universiteto materialijų išteklių Kaune modernizavimui, įskaitant teismo medicinos įrangą, kad šie ištekliai būtų tokio pat lygmens, kaip puikūs ir pagyrimo verti ištekliai Vilniuje.
7. Kitas pakeitimas, kurį dabartinėje studijų programoje turėtų įgyvendinti MRU, yra sumažinti krūvį paskutiniame semestre, per kurį studentai šiuo metu turi ir laikyti privalomų dalykų, kuriuos praleido studijuodami užsienyje, egzaminus, išklaudyti naujus dalykus, atlikti praktiką, parašyti baigiamąjį darbą, ir rengtis baigiamiesiems egzaminams.

8. Kalbant apie fakultetą, MRU turėtų skubiai persvarstyti dabartinius mokslinių tyrimų ir publikavimo reikalavimus, kadangi atkaklus reikalavimas pasiekti kiekybinių publikavimo „Thomson Reuters“ ir (arba) „Scopus“ indeksuojamuose žurnaluose tikslų netinka teisės profesoriams Lietuvoje ir sumenkina kitų svarbių mokslinių pasiekimų vertę.
9. Galiausiai, kalbant apie administracines struktūras ir gebėjimą reaguoti į vidines problemas ir išorinius profesinės aplinkos pokyčius, MRU turi būti greitesnis ir geriau atpažinti vidines silpnąsias puses ir išorinius iššūkius, identifikuoti galimas išeitis, priimti sprendimus, kaip reaguoti, ir praktiškai įgyvendinti sprendimus. Ypatingai Kauno filialo atveju, nes tikėtina, kad atstovaujant Kauno filialo interesus išteklių skirstymo procese bei priimant panašius sprendimus MRU gali iškilti problemų.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)