



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Tarptautinės teisės ir verslo aukštosios mokyklos
TARPTAUTINIO VERSLO TEISĖS PROGRAMOS (653M90011)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF INTERNATIONAL BUSINESS LAW (653M90011)
STUDY PROGRAMME

at International School of Law and Business

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Tarptautinio verslo teisė</i>
Valstybinis kodas	653M90011
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Teisė
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), Iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Profesinis Teisės bakalauras
Studijų programos įregistravimo data	2010-04-08

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>International Business Law</i>
State code	653M90011
Study area	Social Sciences
Study field	Law
Kind of the study programme	College studies
Study Cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Law
Date of registration of the study programme	08-04-2010

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I. INTRODUCTION

The Programme

The programme in International Business Law (IBL) is offered by the International School of Law and Business (ISLB), which is located in Vilnius.

IBL is categorized as a “College Study/First Cycle” programme within the Lithuanian system of higher education. It can be completed in three years, if studied full time (FT); or four years if studied part time (PT). It leads to a Professional Bachelors degree; and provides 180 credits under the European Credit Transfer Scheme. We were told by the team which prepared the Self Evaluation Report (SER), whom we met during our visit to ISLB on 18 December 2012, that IBL had been developed from a previous programme, at the same level, in Business Law; and as part of a ISLB’s strategy to focus on the provision of higher education which, in order to meet the fast emerging needs of the Lithuanian business and legal services communities, would have a strongly international character.

IBL was registered in April 2010, and admitted students from September of the same year. First year enrolments were: for 2010/11 16 FT and 14 PT students; for 2011/12 18 FT and 11 PT students (SER:95).

ISLB

ISLB is a private higher education institution, which has been accredited as a non state higher education institution to offer College Study programmes, and to confer Professional Bachelors’ degrees under the Republic of Lithuania’s Law on Higher Education and Research – [30 April 2009 XI-242 (The Law)]. As such it must conform with all of the principles specified in The Law, including those relating to academic, administrative and financial autonomy.

Responsibility for ISBL’s business management lies with its Director, who is accountable to a general shareholders’ meeting; and is advised by The Council, which consists of academics and social partners.

However ISBL’s supreme academic authority is its self-governing Academic Council, under which sits the Faculty of Law and Management (The Faculty). The Faculty has its own Council

and Dean, and is subdivided into nine Study Departments (SD), one of which, the Public and Private Law Department, is responsible for the delivery of IBL.

The SDs are supported by a range of other central and corporate service units, These include: the Study Quality Centre; the Study Information Centre; the Career Centre, the International Studies Centre; the Knowledge Management Centre; and the Alumni Society (SER:1).

The Evaluation

This evaluation – the first since IBL was introduced in 2010 – has been conducted under the terms of the Article 40 of the Law and more specifically under those The Centre for Quality Assessment in Higher Education’s “Methodology for Evaluation of Higher Education Study Programmes”¹ (Methodology).

We have, therefore, focused on the six areas specified in the Methodology - Programme Aims and Outcomes, Curriculum Design, Teaching Staff, Facilities and Learning Resources, Study Process and Assessment of Student Performance, and Programme Management-; and then more precisely upon the criteria prescribed for each area².

We have awarded to each area what we have concluded to be the appropriate grade under the scheme prescribed by the Methodology. In doing so, we have relied primarily upon the evidence given in the SER, supplemented, as necessary, by additional documents which we requested from ISLB and/or from what we learned in the meetings we conducted, and the inspections we carried out, when we visited ISLB on 19 December 2012.

We are grateful to the group headed by Associate Professor Dr Raimundas Kalesnykas, which produced the SER; to ISLB for the arrangements which it made for our visit, and for the manner in which it responded to our requests for additional evidence; and to those who gave up their time to meet us during our visit.

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

² Ibid Section III

II. PROGRAMME ANALYSIS

Aims and Learning Outcomes

The SER (paras 4ff) provides an admirably comprehensive, and clear account of IBL's aims; and it is abundantly evident from the detailed descriptors provided in the SER's Annex 1, that a great deal of effort has gone into trying to ensure that these aims are fully reflected in the syllabuses which have been devised for IBL's constituent modules.

ISBL makes this information accessible in a variety of hard copy and electronic media. These include its website, and, as we were able to confirm for ourselves during our visit, as part of the wide range of course material which is made available via ISLB's Moodle-based learning management system.

Our conclusion is that, in these ways ISLB is communicating this information effectively; and this was reinforced by the testimony we received in the meetings we held with teachers, students, and social partners during our site-visit. This demonstrated that IBL's aims and learning outcomes are well understood by all of its key stakeholders.

We have also concluded that IBL meets academic and professional requirements; and, as the SER suggests (11ff), the needs of Lithuania's labour market. As to the former, we accept that, as the SER (17) maintains, IBL is currently the only Professional Bachelor's level programme of this kind which is currently available in Lithuania. And as to labour market needs, we were told by social partners that they strongly endorsed, as relevant to their businesses, not only the overall "internationalisation" strategy which ISLB had adopted; but also the aims, learning outcomes and curriculum of the IBL programme itself. This was further emphasized by the evidence, which we detail in the sections below, of the ways, in which both social partners and teachers have been able, as the SER (19) suggests, to assist in the development of IBL's curriculum and modules.

Finally, we have concluded that IBL is appropriately titled; that it meets all of the formal requirements which apply to a programme of this kind, and which are helpfully summarised in the SER (19); and that it is, therefore, consistent with both the type and level of studies; and the qualification to which it leads. We have based this conclusion on: the overview of IBL's learning

outcomes (SER Table 2); the “legal act compliance” summary (SER Table 3); the Study Plan (SER Tables 4 and 5); and the detailed module descriptors (SER Annex 1).

Curriculum design

The formal requirements, which apply to Professional Bachelors’ programmes are set out in Section III (and more particularly paras 21 and 26) of the “General Requirements of First Degree and Integrated Study Programmes” 9 April 2010 V-501 (The Order).

From the information supplied in Tables 4 and 5 of the SER, we were able to confirm that, for both full and part time students, IBL meets all these requirements, including those relating to: the total number of credits; the balance between specialised (“Study Field”) and “general college” subjects; and the maximum permitted proportion of optional modules. Furthermore, based on the data covering contact hours and total learning time, supplied in the detailed module descriptors (Annex 1) and on what we learned in our meetings with the SER Preparation Team, teachers and students, we are confident that the volume of credit allocated to each module conforms with ECTS and other applicable frameworks.

We were, though, somewhat surprised to discover that in law programme a module entitled Industrial Safety and Ergonomics (ISE) is *compulsory* (more especially when modules such as Consumer Law, or EU Company Law which we regard as far more integral to IBL’s aims and learning outcomes, are *optional*). However, we were told by senior administrators that the curriculum had to include ISE to meet general requirements, but that it was intended, in the near future, to cover it instead within the context of a redesigned module on Labour Law. We would strongly endorse such a change. We believe that this would strengthen the programme academically; and might expand the extent of optionality in what is at the moment a somewhat prescriptive curriculum.

Granted its Professional Bachelor’s status, and its aims and outcomes, we were particularly concerned to ensure that IBL met the practical training requirements prescribed in para 26 of The Order. We were able to confirm, from the evidence we received in our meetings with senior administrators, students and social partners and from a number of reports we were able to inspect, that IBL does so, via the provision which is made for professional and final year internships.

Based on all the above-mentioned sources of evidence, we concluded, more generally, that, in terms of both its organisation and content, IBL provides a curriculum which: is suitably designed to enable both full and part time students to achieve the intended learning outcomes; is well balanced across and within all years; does not impose an unreasonable workload on students; and, through the involvement of social partners and of teachers who also practice part-time, can reflect developments in relevant applied sciences and technologies.

Staff

From the information supplied in the SER (45ff), and Annexes 2 and 3, we are confident that the staff employed to teach on IBL meet the two basic requirements set out in the Description of Law Study Area (2010): ie that at least 10% should have doctoral degrees; and over 50% should have at least 3 years practical experience. Thus, of a total of 34, nine have completed doctoral degrees; and twenty have more than sufficient practical experience.

Furthermore, based on the same evidence, we also concluded that most staff are either conducting research, or have had practical experience, in the areas in which they are teaching; and are thereby adequately qualified to enable students to achieve the prescribed learning outcomes. However, this was not so in all cases. It would be invidious to cite specific examples here; and, in any event, we accept that, particularly for some specialised modules, it will not always be possible to obtain staff with precisely relevant research or practical experience. Nor, for purposes of a “Professional Bachelors” level programme such as IBL, may it be absolutely imperative to do so.

However we would encourage ISLB to make every effort, either to ensure to secure staff who are researching or practicing in the areas in which they will be teaching; or, alternatively perhaps, to equip them with the necessary expertise via suitably targeted training and development .

From the information supplied in the SER (48), we are satisfied that there are more than sufficient staff to cover the teaching needs of the number of full and part time students who are currently taking IBL; or who are likely to be doing so in the foreseeable future. Nor can we see any cause for concern whatsoever about the present rate of staff turnover. To judge from all of the evidence we considered, including the SER, Appendices 2 and 3, and the testimony given in our meeting with senior administrators, this is, in any event, very low indeed. In this regard, we were

further assured by the fact that the teachers, whom we met, insisted that they were extremely happy with and committed to IBL, and had no intention of leaving ISLB.

Finally, based on what we learned from the SER (51-57), the detailed teachers' curricula vitae (Annex 3), and the meetings we held with teachers, we are generally satisfied that the provision which ISLB makes for teaching-staff training and development, and which includes an annual programme of seminars and workshops devoted to learning and teaching methods, is sound and effective. We were particularly impressed with the extent to which participation in this programme is considered obligatory, and is monitored via the annual process of performance-review. However, for the future, and as noted above, we would urge ISLB to consider using its provision for teaching-staff development, in order to encourage teachers to conduct research and/or to obtain additional practical experience, which is related to the modules for which they are responsible.

From what is said in the SER (57), and in view of the IBL's aims and outcomes, we assumed that those teaching the programme would be actively encouraged to undertake Erasmus or similar exchanges. In our meetings with senior administrators and teachers, we were assured to that this is the case; and in the latter were given examples of staff, who had recently completed exchanges in countries such as Spain, Netherlands and Greece.

Facilities and Learning Resources

The SER (58-9) records that the facilities and learning resources which are available to IBL students are located in premises which have an area of over 14,000 square meters, and which, having been extensively renovated, are now in excellent condition, and include a large number of spacious well furnished and well-equipped classrooms of varying sizes; a number of "IT rooms" and a library.

As a result of the inspection we carried out during our visit, we were able to confirm that what the SER says is correct. The facilities which ISLB provides for IBL are of a high quality; are certainly more than sufficient to ensure the effective delivery of the programme; and, in addition to those mentioned above, include a spacious and welcoming cafeteria, and a number of informal social areas distributed throughout the building.

All of the classrooms which we saw, including the one we used as our base-room, had computers and data projectors to provide instant access to the internet and to ISLB's Moodle-based learning

management system (LMS). We were generally impressed with the use, which makes ISLB of the latter, to support IBL (and which we were able to sample to sample for ourselves). We were also impressed with the steps which ISLB has taken, both through training and the annual performance review, to ensure that teachers use the LMS as required. The students we met confirmed that they value the LMS; and that they experience no difficulties accessing, either “on-site” or remotely, the range of electronic course information, learning materials and data bases, which are available to support their studies. These include: EBSCO, EMERALD; TAYLOR AND FRANCIS; LITLEX; INFOLEX; and PRAKTIKA.

For the future, though, we would encourage ISLB to consider exploiting even further the potential offered by an LMS such as Moodle – for example to develop more multi-media and/or interactive learning methods. We believe that this would be of great benefit to all students, but most especially to those who are studying IBL part-time.

ISLB’s library is, like all of its premises, pleasantly decorated, adequately lit, welcoming, and, to judge from our inspection, well organized and managed. The collection of books and journals devoted to IBL is, in effect, arranged into three levels: a small selection which is made available “open shelf”; multiple copies of the key texts which are prescribed for each module, and which students can obtain for short period loans via the “loan-desk”; and the vast majority of the stock, which is stored on closed-access shelves, and which are recorded in the catalogue and issued from the loan desk.

We are satisfied that these resources, together with the electronic materials noted above, are currently sufficient for IBL, particularly in view of the level of the programme and the small number of students who are taking it. We are also satisfied that the library holdings are reviewed regularly to ensure that they continue to meet IBL’s needs, and we were assured by the teachers, whom we met, that ISLB always supplies any additional materials which they request.

As already noted, we paid particular regard to the “practice” opportunities which are open to IBL students, and which mainly take the form of a one month professional internship; and a three-month internship, linked to his/her thesis, which each student has to complete in the final year. The SER (63ff) mentions a number of external organisations which are prepared to offer such internships, and from what we were told in our meeting with social partners, we have no reason to doubt that this is the case.

However, students can also obtain practice opportunities via ISLB’s in-house Law and Business Clinic (LBC), which provides a range of basic legal and business-support services to clients who

could not otherwise afford them. We were able to inspect the LBC during our visit, and found that it was well furnished and equipped; well used by students and clients; and well managed and supervised.

As IBL commenced only in 2010, only one of the students, whom we met, had yet undertaken a final year internship. She told us that she had organized it herself; and had generally been satisfied with the experience, although it had not conformed entirely with her expectations. She also confirmed that she had the “dual-supervision” arrangements had been as outlined in the SER (64).

Study process and student assessment

We are satisfied, from the data supplied in the SER 73 ff and Table 9) that the entry standards for IBL conform with those specified for general admission to higher education in Lithuania. Thus, for the full and part time cohorts which started IBL in 2010 and 2011, competitive scores have ranged from 4.8 to 18.56, and have averaged c11.7 for 2010, and c13.4 for 2011 (Table 9). We were told, during our meeting with senior administrators, that this profile is pretty typical of Professional Bachelors' level programmes.

We were concerned, however, that those with the lowest competitive scores might be finding it difficult to cope with the demands of a programme of this kind; and that this, in turn, might account for a drop out rate, which at 56% (Table 10) seemed very high, and might threaten IBL's sustainability.

However, we were assured by the senior administrators with whom we raised these concerns, that neither was the case; and that, as the SER itself maintains (96), drop outs were related mainly to personal factors, and more especially to financial hardship. While this may well be true, it places some responsibility on ISLB, to ensure that students are as well informed as possible, before they embark on ILB, about the financial demands they will face. This is a matter to which we return below.

We were, though, satisfied that the IBL study process, which is coordinated and supervised by ISLB's Study Quality Centre, enables the programme to be delivered effectively; and students to achieve the intended learning outcomes. We were particularly concerned that this process catered for the needs of part time students, and were assured by the one whom we met that, through the combination of Saturday classes and facilities for distance learning, it did so.

Similarly, we have concluded that the range of methods which are used to assess the performance of IBL students, (and which include, in addition to final examinations and a final thesis, term papers, colloquia, and evaluation of their contributions to seminars), meet all legal requirements, most particularly the provisions of para 9 of the Order. We are also satisfied, more generally, that, both the methods themselves and the assessment criteria which they incorporate are rationally related to IBL's intended learning outcomes. Furthermore, from our meetings with students, it was clear that they are well aware of how, and against what criteria, they would be assessed in each of their modules; and of what they will be expected to produce by way of a final thesis.

We have already reported that we are more than satisfied with the facilities, and learning resources which ISLB makes available for IBL students; and that we regard the opportunities which it provides for them to gain practical experience as adequate. We noted ISLB's commitment to student exchange programmes such as Erasmus (100ff); and believe that this is well borne out by the number of IBL students who have so far participated in them (100; Table 11).

From our meetings with senior administrators, teachers, and students we were very satisfied, overall, with the academic and social support which ISLB makes available. It was very evident that staff are highly committed to students; and that students experience ISLB as a supportive and friendly place to study.

However, as noted above, we are concerned about the high proportion of students who have had to withdraw from IBL because they were no longer able to pay the fees. We acknowledge that in view of their competitive scores, IBL students cannot qualify for financial assistance from the Lithuanian government. Furthermore, it was apparent from our meeting with senior administrators, that when students find themselves in financial difficulties they are provided with face-to-face counselling; and, if there is no alternative to their withdrawing, they are given every opportunity to resume their studies as soon as they are able, once again, to afford the fees.

However, we believe that ISLB should take every step that it can to assist prospective IBL students, before they finally accept places on the programme, and if possible on an individual basis, to assess realistically whether they will be able to meet the financial demands it will make on them. We accept, of course, that in order to do this effectively, students who wish to avail

themselves of this service would have to be willing to supply ISLB with accurate, reliable financial information relating to themselves and/or their families.

Programme management

From the SER (121) and from the meetings we held with Senior Administrators, the SER team, and teachers, we were satisfied that the prime responsibility for the management of IBL lies with the Study Programme Committee (SPC), which meets each semester, has both “social partner” and “student” members and is chaired by the Programme Coordinator. However both the Academic Council (AC) and the Study Quality Centre (SQC) also have important roles to play in the governance or management of IBL (and all of ISLB’s other Study programmes).

In the case of the AC, this role is essentially regulatory and supervisory in character (as it would be for a similar body in any HEI). The SQC, by contrast, provides what might be described as ISLB’s Quality Assurance infrastructure, and manages its overall QA system.

Thus as explained by its Director whom we met during our visit, it is responsible, for example, for the development of all of ISLB’s internal academic regulations; and for the conduct of key QA processes, such as the student survey or the annual audit of all Study Programmes.

From all the evidence we considered we were very satisfied that management responsibilities are both clearly (and rationally) allocated; and were well understood by all major stakeholders.

According to the SER (124), in addition to an annual student survey (131), ISLB routinely collects, for QA and other programme-management purposes, a very wide range of data and other information, relating to the organization and delivery of, and the performance of students on, the IBL.

We were able to confirm from our meetings with senior administrators, teachers, students and social partners that all this data and management information is not only routinely and rigorously collected by the SQC, but is then systematically analysed and used for a number of processes all of which are of great relevance to both quality assurance and programme development. These include, most importantly: the annual programme audit mentioned above and conducted by the SPC; and annual academic staff performance appraisal which takes place each spring.

We are not aware that there has, till now, been any formal *external* evaluation of the IBL programme. However, we were able to confirm, from a variety of evidence we received, during our meetings with senior administrators, the SER preparation team, teachers, and students, firstly that the annual process of Programme Audit ensures that systematic, rigorous and regular internal evaluation of the IBL programme takes place.; secondly that it is considered very carefully and professionally by those responsible for managing and delivering the programme; and thirdly that it leads to such action as is required to develop and improve the programme.

IBL has essentially three key “stakeholder” groups: the students who take the programme; the academic staff who are responsible for designing and delivering the curriculum; and the private and public sector organisations for which IBL is intended to produce competent and employable graduate-level recruits.

The SER suggests that these stakeholders are closely and routinely involved in IBL’s continuing improvement and development (121; 129-137). This was amply confirmed by the evidence we obtained in our meetings with all three groups.

So for example we learned from teachers how they were able to ensure that additional materials that they required for their courses were obtained by the library, and how they were able to use the monthly departmental meetings to make proposals for change via the monthly departmental meetings. We similarly heard from students that they were very satisfied with the various channels which are open to them – most notably the Students Council, their representation on the SPC and the survey – to suggest ways in which the programme could be improved; and with the response they received from the Department or ISLB.

Finally we were extremely impressed with the extent of “social partner” involvement in the development of ILB. All the social partners whom we met stated that they were fully aware of the role of the SPC and of how they could use it to propose changes to the programme. Furthermore they gave us concrete examples of changes, which they had proposed and which had been implemented. These included the introduction of optional modules on International Investment and on Consumer Protection, both of which were intended to make IBL of greater potential value to their businesses of government agencies.

We have concluded that ISLB’s Quality Assurance measures are both effective and efficient on the basis of the following evidence.

Firstly all key regulations, guidance, and processes, including those relating to the content of the IBL curriculum and its component modules, the assessment and grading of students, and the conduct of key “QA” processes are properly documented (124).

Secondly, as noted above responsibilities for quality assurance are rationally and clearly allocated to departmental and “central-service” managers, with a specialised Study Quality Centre playing a key, oversight and coordination role.

Thirdly we were confident from all of the documentary and oral evidence we received, most of which has been detailed above, that these responsibilities are carried out assiduously and by staff who have a real commitment to the continuing improvement of the IBL programme and to its students.

III. RECOMMENDATIONS

- 1 As ISLB has proven that it can use Moodle very effectively to give students access to a wide range of learning material and lectures, it further develops its use of the platform so as to provide both Full and Part students with opportunities to engage in more multi-media and interactive forms of “e-learning”.
- 2 ISLB uses its performance management and staff development arrangements in order further to encourage those teaching on IBL to engage in research – particularly of an applied nature – in the specialised areas in which they are teaching on the programme.
- 3 In view of the significant % of students who have had to drop out of IBL for financial reasons, and the impact that this could have on the reputation and medium term academic sustainability of the programme, ISLB reviews the guidance that it gives students in writing and orally, prior to their accepting places; most particularly with a view to advising them on:
 - The kinds of analysis they should conduct in order to re-assure themselves that they will be able to pay for full costs of the programme; and on
 - How to budget for those costs

IV. SUMMARY

- 1 The International School of Law and Business' (ISLB) Professional Bachelor's programme in International Business Law (IBL) is well conceived, as part of ISLB's overall strategy to internationalise all of its education in order meet expanding Lithuanian labour market needs
- 2 IBL's aims and learning outcomes are clearly expressed; and have been effectively communicated to, and are well understood by, all of its key stakeholders
- 3 IBL's curriculum is generally well designed to meet achieve the programme's aims intended outcomes
- 4 IBL's teaching staff are more than adequate in number and are generally suitably qualified and experienced to deliver the programme effectively
- 5 The learning and other resources which ISLB makes available to support IBL are at the very least adequate, and in some cases very good indeed
- 6 The development, delivery and quality assurance of IBL is effectively managed by staff who are very committed to the programme
- 7 IBL is well supported by social partners in both the private and public sectors.

However:

- 8 The current curriculum does not afford students much scope for selecting the modules they wish to study, though this may be inevitable if IBL is to comply with Lithuanian government requirements relating to Professional Bachelors programmes.
- 9 In an albeit limited number of cases, staff are teaching modules in areas in which they do not yet have directly relevant research or practical experience.
- 10 The drop out rate is currently high and this could put IBL's sustainability at risk.

V. GENERAL ASSESSMENT

The study programme International Business Law (state code – 653M90011) at International School of Law and Business is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

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

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

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

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

Grupės vadovas:
Team leader: Prof. Richard de Friend

Grupės nariai:
Team members:
Prof. Tanel Kerikmäe
Prof. Edita Gruodytė
Eglė Užmiškytė

Vertimas į lietuvių kalbą

III. REKOMENDACIJOS

- 1 Įrodžiusi, kad gali labai efektyviai naudoti „Moodle“ aplinką, suteikdama studentams galimybę naudotis įvairia studijų ir paskaitų medžiaga, TTVAM ir toliau vysto šios platformos naudojimą, siekdama suteikti nuolatinių ir iššęstinių studijų studentams galimybę dalyvauti labiau multimedijinėse ir interaktyviose el. mokymosi formose.
- 2 TTVAM naudojasi savo veiklos valdymo ir personalo tobulinimo priemonėmis, siekdama ir toliau skatinti TVT studijų programos dėstytojus dalyvauti jų dėstomų specializuotų sričių moksliniuose tyrimuose, ypač taikomuosiuose.
- 3 Atsižvelgiant į didelį dėl finansinių priežasčių TVT studijų programą palikusių studentų skaičių ir į tokio nubyrejimo galimą poveikį programos reputacijai bei vidutinio laikotarpio akademiniam tvarumui, TTVAM turėtų peržiūrėti, kokią informaciją ir gaires ji teikia studentams raštu ir žodžiu prieš jiems sutinkant studijuoti, ypač siekiant patarti jiems:
 - kokią analizę jie turėtų atlikti norėdami įsitikinti, ar galės sumokėti visą studijų mokesťį ir
 - kaip numatyti šias išlaidas.

IV. SANTRAUKA

- 1 Tarptautinės teisės ir verslo aukštosios mokyklos (TTVAM) Tarptautinio verslo teisės (TVT) profesinio bakalauro programa yra gerai parengta ir atitinka bendrąją TTVAM strategiją – internacionalizuoti studijas, siekiant užtikrinti augančius Lietuvos darbo rinkos poreikius.
- 2 TVT programos tikslai ir numatomi studijų rezultatai aiškiai suformuluoti; jie veiksmingai perduoti visiems pagrindiniams socialiniams dalininkams ir jų suprasti.
- 3 TVT programos sandara padeda pasiekti programos tikslus ir numatomus studijų rezultatus.
- 4 TVT programos dėstytojų skaičius daugiau nei pakankamas ir jie turi tinkamos kvalifikacijos bei patirties užtikrinant veiksmingą programos įgyvendinimą.
- 5 Tarptautinės teisės ir verslo aukštosios mokyklos TVT programai teikiami metodiniai ir kiti ištekliai yra mažų mažiausiai tinkami, o kai kuriais atvejais netgi labai geri.
- 6 TVT programai atsidavęs personalas veiksmingai tobulina programą, ją įgyvendina ir užtikrina jos kokybę.
- 7 TVT programa gauna stiprią paramą tiek iš privataus, tiek iš viešojo sektoriaus socialinių partnerių.

Vis dėlto:

- 8 Dabartinė programos sandara nesuteikia studentams daug galimybių pasirinkti pageidaujamus modulius, nors tai gali būti neišvengiama norint, kad TVT atitiktų Lietuvos Vyriausybės nustatytus Profesinio bakalauro programų reikalavimus.
- 9 Nors tokių atvejų yra nedaug, tačiau pasitaiko, kad dėstytojai dėsto modulius tų sričių, kurių tiesioginės tyrimų ar praktinės patirties jie dar neturi.
- 10 Šiuo metu studentų nubyreėjimo rodiklis yra didelis ir kelia grėsmę TVT programos tvarumui.