



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Panevėžio kolegijos  
**STUDIJŲ PROGRAMOS *TEISĖ* (valstybinis kodas - 653M90014)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *LAW* (state code - 653M90014)  
STUDY PROGRAMME  
at Panevėžys College**

**Experts' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė</i>
Valstybinis kodas	653M90014
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Teisė
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės profesinis bakalauras
Studijų programos įregistravimo data	2012-08-03

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law</i>
State code	653M90014
Study area	Social Sciences
Study field	Law
Type 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	03-08-2012

## CONTENTS

<b>I. INTRODUCTION .....</b>	<b>4</b>
1.1. Background of the evaluation process.....	4
1.2. General .....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Team .....	5
<b>II. PROGRAMME ANALYSIS .....</b>	<b>5</b>
1. Programme aims and learning outcomes .....	5
2. Curriculum design.....	7
3. Staff.....	8
4. Facilities and learning resources .....	9
5. Study process and students' performance assessment .....	10
6. Programme management.....	11
<b>III. RECOMMENDATIONS .....</b>	<b>13</b>
<b>IV. SUMMARY .....</b>	<b>14</b>
<b>V. GENERAL ASSESSMENT .....</b>	<b>16</b>

## 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 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 study programme either for 6 years or for 3 years. If the programme evaluation is negative such a 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 during the site-visit:

No.	Name of the document
1	Description of College’s study programmes management procedure
2	Description of study programmes preparation, assessment and improvement procedure

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

Panevėžys College is a state higher educational institution in the centre of the Aukštaitija region. The College was established in 2002 by the Resolution No. 1376 of the Government of the Republic of Lithuania (Official Gazette. 2002, No. 86-3703).

In August 2012 a decision was taken to accredit the first cycle undergraduate study programme of Law (3 years for full-time and 4 years for part-time students) awarding the professional qualification of Professional Bachelor in Law.

The study programme of Law was launched in 2012 for part-time students and in 2013 also for full-time students. At its introduction, it was administered by the Pedagogic Department. Since April 2014, it has been administered by the department of Management and business, administering also

the study programmes of Accounting, Finance, Advertising management, Business management, Logistics management, and Tourism and leisure management.

The Study programme of Law is intended to allow students of the region to study closer to their place of residence and to offer them theoretical studies sufficiently coherent with the proposed practices. The programme has two specializations, namely Public procurement and Insurance administration. The College endeavours to involve in the study programme of Law personnel from law enforcement authorities, and a wide participation of social partners in the study programme.

#### ***1.4. The Review Team***

The review team was completed according *Description of experts' 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 26/04/2016.

##### **Experts' team:**

- 1. Prof. dr. Janez Kranjc (team leader)** *University of Ljubljana, Slovenia.*
- 2. Prof. dr. Mar Campins Eritja,** *Universitat de Barcelona, Associated Professor, Spain.*
- 3. Prof. dr. Federico Casolari,** *University of Bologna, Associate Professor, Italy.*
- 4. Prof. Raimundas Kalesnykas,** *Professor at Kazimieras Simonavičius University, Lithuania.*
- 5. Ms Birutė Noreikaitė,** *student of Mykolas Romeris University, Lithuania.*

## **II. PROGRAMME ANALYSIS**

### ***1. Programme aims and learning outcomes***

In general terms, aims and learning outcomes of Law Study Programme (hereinafter “Programme” or “Study Programme”) are clear and well defined. The main “aim of *Law* study programme is to train law specialists with creative and critical way of thinking who have good knowledge of the Lithuanian juridical system, standard legal acts, and are capable of applying these acts in practice as well as of being efficient in administration of juridical processes or activities in enterprises and institutions” (Self-Evaluation Report, SER, p. 6). The learning outcomes are illustrated accordingly. Aims and learning outcomes are publicly accessible via multiple tools (such as Internet websites, leaflets, presentations during career days, regional media). The interviews made on the occasion of the site visit confirmed that academics, students, and social partners are sufficiently aware of the Programme aims and learning outcomes.

In the elaboration of the Programme academic and professional requirements, as well as public and social needs, are taken into consideration. Academics and social partners, as confirmed by the site visit, are also involved in formulating and developing the learning outcomes, and, more generally, in the Programme management and renewal, even if the modalities ensuring such involvement, as it will be apparent *infra* (Sect. 6), are not always without their problems and may, at times, result in a partial or at least limited capacity to influence managerial activities. In this respect, it does not come as a surprise that the relevant procedure is set up in a very formal way through internal regulations

which have been adopted by the College governing bodies (i.e., the Description of College's study programmes management procedure and the Description of study programmes preparation, assessment and improvement procedure).

As for the public and social needs, the College organises surveys on a regular basis. In particular, in 2012, 2014, and 2015, large surveys were launched in order to assess the performances of the Law Study Programme at regional level (SER, pp. 9-10). The last survey showed that the two specializations offered by the Study Programme (Public procurement and Insurance administration) may play a strategic role in satisfying the demand of law specialists.

Although the Programme aims and learning outcomes appear in line with the type and level of studies and the qualifications offered, the expert team noticed some relevant inconsistencies which deserve to be mentioned. More precisely, there are two of the elements that need to be clarified.

The first element is related to the general aim of the Study Programme. As already mentioned, the general aim of the Programme is to train legal specialists with a sound knowledge of the Lithuanian legal system. In other words, the Programme is mainly focused on the internal dimension of legal studies. Needless to say, a strong command of the national legal system represents a *condicio sine qua non* for a good lawyer. Having said this, however, one has to add that, more and more, such a command involves (and presupposes) a deep knowledge of international law sources. This is true, in particular, with regard to the EU countries, due to the role the EU law (and the related case-law of the European Court of Justice) plays in shaping the way in which the national law is to be implemented and interpreted. Against this scenario, it is quite surprising that no reference is made—in the relevant documents—to the need of ensuring a proper knowledge of the international/EU dimension of legal studies. The fact that such dimension does not represent a priority in the design of the Study Programme has been confirmed on the occasion of the site visit. Indeed, academics and students interviewed have only put emphasis on the “internal” didactic offer without reference to the international/EU law courses. The low importance given to the international dimension of legal studies mirrors the actual offer of international exchanges, which is quite limited. The expert team maintains that the Programme aims and learning outcomes should be revised in order to highlight the role the international/EU law plays in ensuring a proper training for lawyers.

Second, even if this Study Programme is mainly devoted to ensure a practical training to students, it must be not forgotten that research abilities represent today an important tool for lawyers who will be able to reconstruct the relevant legal framework, as well as recognize its shortcomings emerging from the practice and the attitude shown by the related case-law. Unfortunately, research skills are not mentioned among the skills to be acquired by students attending the Programme. Actually, the interviews made during the site visit confirmed that research activities are not among the priorities of the Programme. In particular, it seems that academics are not particularly involved in applied research activities. As a consequence, the possibility to involve students in research programmes is in turn quite limited. In the light of the foregoing, the expert team recommends to amend the Programme aims and learning outcomes to make it clear that the need to ensure a proper development of research skills is duly taken into consideration in shaping the Programme features. Moreover, it should be explained how the instruction in this critically important skill is conveyed to students.

The name of the Programme and its essential elements (such as learning outcomes, content, qualification offered) are compatible with each other.

## 2. Curriculum design

The structure of the study programme meets the substantive requirements of the Lithuanian law concerning the number of semesters and the total length of study (6 semesters for full time students, and 8 semesters for part time students), the total number of ECTS credits (180 ECTS), student workload (4.800 hours), the subject load (31 disciplines, 1 course paper, final thesis, and internship), and maximum number of subjects per semester (7).

The study programme consists of four blocks of disciplines: non-law related general college subjects (15 ECTS), study field subjects (150 ECTS), specific subjects established by the college (9 ECTS), and optional subjects (6 ECTS). Notwithstanding, none of the specific subjects established by the college are law related.

According to the annex 4, the programme starts with non-law related general college study disciplines, which include 3 compulsory subjects, as well as 8 compulsory subjects from study field disciplines, plus 2 college subjects (one each semester) and a period of cognitive practice in semesters 1 and 2 (for full time students; semesters 1 to 3 for part time students). Semesters 3 and 4 are devoted to 1 general college study subject, 10 study field subjects, 2 optional subjects (one each semester), a term project included in the discipline of civil law, and a period of practice in enforcement law (for full time students; semesters 3 to 6 for part time students). In the last part of the programme (semesters 5 and 6 for full time students; semesters 6 to 8 for part time students), students have to enrol in 4 study field disciplines and 1 non-law related discipline established by the college. Students may then choose between two alternative specialisations: Public procurement or Insurance administration, each of them includes 3 disciplines and a course paper, but the experts learned during their site visit that only the former was really taught. This is due to the fact that in practice, students are directed towards the specialization of Public procurement. The final practice and the final thesis are prepared in the 6<sup>th</sup> semester.

The themes of law related subjects are not repetitive except for minor coincidences in some courses (e.g. Constitutional Law -9 ECTS- and Lithuanian Law Institutions -3 ECTS). In general, subjects are spread evenly and their themes are not repetitive. However, as discussed below some shortcomings need to be mentioned.

Even if strictly speaking the curriculum design contains the required 135 ECTS on law related disciplines, non-law related disciplines have too much weight compared with other disciplines associated to the legal profession. For example, this is the case for disciplines like Language and culture and document management and Safe work and civil safety, and some mandatory study field subjects like Logic or Law psychology. Some disciplines such as Physical culture/ Sport self-help or Management / Organizational behaviour should be replaced by other subjects related to the legal profession. On the other hand, important disciplines, like International human rights, remain only as elective subjects with 3 ECTS. Taking into account the legal requirements, a strong recommendation should be given concerning the increase of law related content of subjects. Besides, Annex 1 gives only very limited information on the specific content and teaching methods of the individual subjects.

With regard to the elective subjects, students have a very limited choice, since the block of elective study disciplines is composed almost entirely of the required subjects. For example, full time students can only choose 1 elective subject of 2 during the 1<sup>st</sup> and 2<sup>nd</sup> semesters, and there is only one elective subject in the 3<sup>rd</sup> (International human rights) and 4<sup>th</sup> (Protection of trade marks) semesters. Besides, in the 6<sup>th</sup> semester they can only choose 1 of 2 courses. Consequently, although the students are asked to choose 1 elective subject each semester amongst the 20 elective general disciplines offered for the total of 24 different programmes taught at the HEI, as experts learn at the site visit there is in fact no choice for the students of the law study programme. A strong

recommendation might be made concerning the increasing of the number of elective subjects, paying special attention to those with a legal professional dimension.

On the other hand, while none of the 2 elective disciplines in the 3<sup>rd</sup> and the 4<sup>th</sup> semesters seem to include a theoretical content according to the annex 4, they have this content according the description of courses in the annex 1. The contradiction between both annexes was not solved during the site visit of the expert team.

While the students have to submit 1 paper in the 5<sup>th</sup> semester followed by the final thesis in the 6<sup>th</sup> semester, there is a lack of methodological subjects that can provide them with practical or research skills. There is just one subject of 3 ECTS in the 3<sup>rd</sup> semester that seems to be mostly devoted to improve skills by using virtual scientific data bases and research organization.

According to the foregoing, subjects as described need to be improved in order to be consistent with the level of studies and appropriate for the achievement of learning outcomes. No evidence is given about how or to what extent the competences acquired correspond to the Dublin descriptors.

From the description of courses given in the Annex 1 the workload of the study programme seems to be manageable for the students (30 ECTS each semester).

Finally, although the main aim of the programme is clear: to produce legal professionals competent in the delivery of services related to law at local level and especially in the areas of specialization of Public procurement and Insurance administration, neither the SER not the site visit could answer the question on which are real professional profiles for which the programme prepares its graduates.

In particular the law related content of the programme should be revised (balancing domestic and international content) and reinforced in order to produce this law specialist “with creative and critical way of thinking” as mentioned in the SER.

The team recommends that research activity amongst Faculty and student’s research skills be promoted. That might help to improve the interaction between the curriculum design and the research. In such way the latest achievements of legal science (which are not always considered in the programme) could be included into the programme and teaching. Also for this purpose the recommended literature of most syllabi needs to be updated. This applies in particular to international and European sources. In addition, the number of bibliographic references cited in the syllabi contrasts with the rather scarce resources available at the library.

### **3. Staff**

According to the List of lecturers given in the Annex 2 of the SER for the Field of Law at the Panevėžys College, Business and Management Department, there are 31 teachers of law study programme. Only 12 of them are teaching legal subjects. Two of them hold a doctorate and nine a Master’s degree. The teaching staff is therefore meeting legal requirements regarding their qualifications.

However, the problem is the quite limited number of lecturers teaching legal subjects. The obvious consequence of this is that only one of them is teaching only one subject (i.e. the teacher teaching Criminal law). All other lecturers are teaching two or more subjects. Sometimes these subjects are quite diverse (like in the case of a teacher who is listed as teaching Constitutional Law, Criminal Procedure Law, Economics, Public Procurement Administration or the teacher teaching History of Lithuanian and general law, Labour law and Legal protection of trademarks). This can have a negative impact on research, as well as on the possibility to follow the newest developments in the given field. Taking into account the fact that, according to the SER, 60% of the teachers „are the law field practitioners“ it is difficult to imagine that working as a legal practitioner and at the same time teaching different subjects can leave enough time for preparation. Although, it is true that

those teachers “can convey directly practical experience and expertise to students in delivering their lectures” it can be doubtful that they can have enough time to “study the most recent scientific and methodical literature, share their working experience, take active part in project activities” and master information technologies as stated in the SER.

This may be one of the reasons for a rather modest research activity in the field of law of the teaching staff and why only two of the lecturers teaching legal subjects took part in mobility programmes and traineeships in educational institutions abroad (Table 9 in the SER).

Despite the many incentives the SER is quoting as being available to the teaching staff (like paid business trips, traineeships, per diem, possibilities to coordinate the working and professional development time, moral and emotional support, acknowledgements, etc.) and aimed at improving their quality and performance it is unlikely that those incentives will have a major impact without increasing the number of lecturers teaching legal subjects. Taking into consideration only those teachers the sufficiency of the number of teachers for the prospective learning outcomes is less convincing. Although, the overall number of teaching staff teaching the programme of Law is sufficient, less than the half of them are teaching legal subjects.

According to the SER, new teachers can be employed without a tendering procedure only for a limited period – no longer than two years. There may be good reasons for this. Although, to attract high quality and promising future teachers it is recommended to focus on a proper selection and not on short-term contracts aiming at reducing consequences of a bad choice.

Experts would encourage the college to engage more permanent teaching staff in law that would guarantee their physical presence and availability in the premises of the College more or less all the day.

Experts were told that part-time teaching staff is employed only on short term contracts of 6 months. It is recommended the College to engage more permanent teaching staff strengthening through its physical presence the academic atmosphere and giving the students more opportunity for a direct communication. This would also increase the research capability of the College and its presence in the international exchange programmes, and would be beneficial also for the, at present rather meager, research activity at the College. Experts would also encourage the College to broaden the scope of research and to include in it some basic scientific work in the field of law. This would be necessary despite the statement in the SER according to which “Scientific work is directed towards training of applied capabilities and rational solution of practical problems”.

#### **4. Facilities and learning resources**

According to the SER the premises allotted for the purpose of the *Law* study programme are arranged in three buildings of the campus: 5 classrooms with 30 work places each are assigned for delivering general subjects and an auditorium with 80 places for the blocked groups. All auditoriums are provided with the necessary equipment and are also used by other study programme students, but the number of premises fully satisfies *Law* study programme needs for theory lectures and practicals. The College has a gym of 519, 02 m<sup>2</sup>, adjusted for physical education and sport self-help practical studies. The assembly hall of 185,12m<sup>2</sup> is allotted for debates and rhetoric lectures. The IT classroom with 14 computerized work places is fully equipped for practicals. The premises of the College seem to meet the needs of the study programme of Law in a satisfactory way. It can be assumed that there is no shortage of adequate space and appropriate learning equipment. Nevertheless, the College should try to create more study places for students in the library and also provide premises in which individual work with students could be performed.

According to the students’ statements, the College has adequate arrangements for students’ practice and encourages it.

As not so satisfactory can be regarded the library and its collection of legal literature. According to the SER, “there are 368 titles and 844 physical units for Law study programme”. During the site visit the experts had the opportunity to see the library. Despite the fact that students and researchers have ample access to different data-bases it still seems that the resources available in the library are not adequate for up-to-date research and teaching purposes. There is some newer literature in the library, but the general impression is that there is no systematic and wide ranging acquisition policy at the College. This is particularly true for the law-related literature in English or in other foreign languages.

It is to be hoped that the College will be able to increase the law related library resources. A purchase of newer law related literature is strongly recommended.

## **5. Study process and students’ performance assessment**

The admission requirements are well founded. There are two different admission procedures: a joint admission for state-funded and non-state-funded study places and a direct admission for non-state-funded study places. Admission to the Programme to state-funded places follows the regulations of Lithuanian Higher Education Institutions Association (LAMA BPO) rules for general admission. The admission requirements are also accessible to the prospective students through the College website. There are no entrance examinations.

The organization of the study process needs improvement. First of all, for full-time students most classes are offered in the evening from 5 PM to 9 PM. Also, until now only one specialization, Public procurement, has been chosen by the students. There were some students who would have liked to study Insurance administration specialization, but due to the low number of students it was impossible. In compliance with *Common regulations of studies*, students should have a possibility to study according to an individual programme, but that is not very common.

During the period of study, students are encouraged to take part in research (presentations in the conference “Mokslo šaknys”, propose an article in the national conference “Lawyer’s career: let’s start from the university”), various projects (reports presented in the seminar “Human Rights: Past, Present, Future”), and other events (Lithuanian Constitution examination and the European examination). Students can also participate in the activities of the student scientific society. During the visit only one student said that she participated in the conference. It is noteworthy that the Grant distribution regulations guarantee grants for active participation in scientific activities.

College has partnerships with six higher education institutions for the Erasmus+ students exchange programme. Students are given opportunities to participate in student mobility programmes, although no one has used this option so far. During the visit part-time students claimed that they are not interested in mobility programs, because they do not want to quit their jobs. Students are encouraged to participate in meetings with the International relations and communication department and they can also find all the relevant information about the Erasmus+ practice. To raise the level of mobility the International relations and communication department should personally consult emphasizing both new academic and cultural experience that students will get.

Students are given not enough regular academic consultations and methodological support. The information provided in SER states that students are satisfied with the consultative support available, but during the visit teachers confirmed that they had only 4 hours of consultation for each module. Teachers mostly give consultations online via emails. The College should endeavour to provide premises in which the teachers could meet the students, discuss with them their projects, give advice etc.

College organizes the orientation week for the first-year students. Twice a year students can be awarded scholarships based on good academic results (in the fall semester of 2014-2015 9 students received 20 EUR, 5 students received 50 EUR). All students are provided with lodging in the dormitories. There is a special recreation area for students where they can spend their free time between classes, but students have to share this area with the students' representative body.

To assess the achievements of the students at the College, a unified system of accumulative assessment is applied. Each student receives the general information about the system at the very beginning of each course during the first lecture. The final assessment of a subject is an accumulative grade which is calculated according to the methodology described in the description of a subject. Comments on the results of interim assessments are presented verbally together with the analysis of main mistakes. A student who disagrees with the assessment of the subject in a semester or the final work (examination) is entitled to file an appeal with the head of the Department, who gives the task of re-checking the study results to a commission, but no one has used this possibility so far. It can be stated that assessment system of students' performance is clear, adequate and publicly available.

The last field, "professional activities of the majority of graduates meets the programme providers' expectations" has not been evaluated, as there have been no graduates so far.

## **6. Programme management**

From the SER (Par. 6.1), the expert team determined that all procedures (monitoring, assessment and evaluation) related to the management of the Law study programme (hereinafter – LSP) are determined by the Description of the Management Procedure of the Study Programme (2015), which foresees the responsibilities of divisions and separate employees for assuring the quality and participation of stakeholders in the quality assurance.

The key role in ensuring a proper management of the LSP is played by the Committee of Law Study Programme, which consists of 11 members and is approved by the PC Director's Order of 2014. During the meeting with the College administration the expert team was informed that the members of the Committee of Law Study were mostly from Panevėžys College staff and that many of them were not familiar with or involved in the legal studies and legal practice. The expert team noticed that the new regulation of the College required that the programme committee consist of 7 members with the targeted involvement of all stakeholders in the field of law (students, social partners, teaching staff).

The responsibilities for decisions and the monitoring of the LSP are not sufficiently clear and may affect the sustainability of the LSP offered. Since 2014 the implementation of the LSP has been administered by the Department of Management and Business but the role and areas of responsibilities of this Department have been more formal than real. During a meeting with the College administration, the self-assessment report preparation group, and the analysis of SER showed that Panevėžys College Study and Career Centre were responsible for organizing the implementation of law study process and had the right to make proposals to the Academic Board of PC regarding the performance and the quality of law study improvement. An analogous function is assigned to the Committee of Law Study Programme. Although the College developed the Quality Management System and approved the Quality Manual (2013), the allocation of responsibilities for monitoring and assessing the quality measures is divided between quality procedures owners: the Committee of Law Study Programme, the Department of Management and Business, the PC Quality and Research Division, the PC Study and Career Centre, the PC Academic Board, and the Deputy Director for Academic Affairs. However, it is not clear what are the exact competences of

each of the above mentioned units in organizing the management of LSP. Especially unclear is the division of functions and responsibilities between the LSP Committee and the Department of Management and Business. During the site visit to the Panevėžys College and the meeting with the SER group, the expert team asked about the practical organisation of the LSP management. The responses showed that the main goal of controlling and monitoring the implementation of LSP was with the head of the Department of Management and Business. Furthermore, students and teaching staff could not give practical examples of how they participated and how often they met to discuss sensitive quality issues related to the development of the LSP. It remains unclear to whom and how the responsibility of everyday, monthly, and quarterly monitoring, assessment and evaluation of the implementation of LSP is allocated.

The Committee of Law Study Programme is in charge of the organization of the teachers and students surveys regarding the quality of teaching, the contents of the course curricula, and also of the evaluation of practices and methods of teaching, and provides proposals and recommendations to the College Academic Board. It was noted that the number of members of the committee was adequate for these tasks. Also the composition of the committee allows to take in due account both the labour and the pedagogical perspective when assessing the quality of the LSP and its implementation. The expert team would like to bring attention to the fact that the Department of Management and Business is exempt from the regular collection of information and data analysis related to the implementation of LSP, which determine the effectiveness and transparency of the LSP management and the adequacy of the internal assurance of the LSP quality.

The expert team was not able to determine how the outcomes of internal evaluations of the LSP were used for the improvement of the LSP. The College Quality and Research Division prepares the annual survey plan. In 2014 it was planned to interview social partners regarding the compliance with LSP results and labour market requirements, and also students and teachers in order to assess the content and structure as well as the supply of material and human resources for the fulfilment of the LSP. The survey results were presented in the SER, but during the site visit the expert team was interested about the applicability of obtained data to the improvement of LSP and about the procedure how it is managed in the practical way. PC Administration and SER group did not provide examples (or evidence) how the survey data were presented and discussed among teaching staff and students, are they presented in the joint meeting of the Committee of Law Study Programme and the Department of Management and Business, are the recommendations for the improvement of the LSP were adopted regarding to the survey results, etc.

LSP has essentially three key “stakeholder” groups: 1) students, who take part in the quality improvement management of the LSP; 2) the teaching/academic staff responsible for designing and delivering the course curriculum; 3) social partners (mostly the employers), for whom LSP is to produce competent and employable graduates. The SER shows that these stakeholders are closely and routinely involved in the LSP’s continuing improvement and development (Par. 6.3). For example, students express their opinions about the course content, the teaching and assessment methods and the study conditions by taking part in surveys and meetings with the Head of the Department of Management and Business, and participate in the work of the Academic Board and the Council of Panevėžys College; representatives of potential employers participate in the work of the Committee and the self- assessment group activity. They also prepare and develop the programmes of certain subjects (modules) and practices. However, the expert team meeting with students gave some reason for doubt about the real student involvement in the process of the development of LSP, because students could provide no examples of how they actually participated in the LSP management process. Even more, during the introductory meeting of the site visit, the College representatives called attention to the difficulty they experienced trying to promote the participation of students in the Programme management. The rather weak involvement of students

in the design and implementation of the Programme was also confirmed by students themselves in the meeting with the expert team. It would be thus advisable for the College to develop a proper set of tools and to explore new avenues of strengthening the awareness of the importance of students' involvement in Programme management, especially since no students have completed this Programme so far.

The expert team learned from the SER about the rather weak involvement of social partners in the development of LSP. During the meeting with social partners, the expert team was informed that the Department of Management and Business cooperated with the potential employers in order to continually assess the demand for law specialists in the labour market, the level of graduates' professional competency and the prospects for their professional career. However, social partners pointed out that sometimes the LSP management did not take into account their recommendations on how to improve the content and effective implementation of LSP. They also expressed concerns regarding the duplication of tasks and responsibilities in the development of LSP between the Committee of LSP and the Department of Management and Business.

Finally, the expert team has concluded that the monitoring of the application of LSP's quality assurance measures and LSP management should be coordinated between the LSP implementers, giving priority to the allocation of responsibility and accountability. The management of Panevėžys College should adapt the profile of the LSP to its comparative advantages taking into account its regional importance and flexibility resulting from the size of the institution and the number of students giving it an excellent point of departure towards a higher quality.

### **III. RECOMMENDATIONS**

1.1. The Programme aims and learning outcomes should be revised in order to highlight the role the international/EU law plays in ensuring a proper training for lawyers.

1.2. Amend the Programme aims and learning outcomes to make it clear that the need to ensure a proper development of research skills is duly taken into consideration in shaping the Programme features.

2.

2.1. Increase of the number of elective subjects, paying special attention to those with a legal professional dimension; Increase law related contents of individual subjects.

2.2. Establish a clear link between curriculum design and the theoretical or applied legal research. In the syllabi the recommended literature needs to be updated in the most cases and harmonised with the resources available at the library or the students have to be informed where to get the necessary literature.

2.3. Increase the law related content of subjects as well as the number of elective courses, paying special attention to those with a legal professional dimension.

2. 4. Improve the subjects in order to be consistent with the level of studies and appropriate for the achievement of learning outcomes.

3.

3. 1. Engage more permanent teaching staff in the field of law. To attract high quality and promising future teachers it is recommended to focus on a proper selection and not on short-term contracts aiming at reducing the consequences of bad choices.

3. 2. It is recommended to broaden the scope of research and to include in it also basic scientific work in the field of law.

4.

Increase the number of law related library resources and acquire newer law related literature (also in foreign languages).

5.

5.1. The specialisations envisaged in the curriculum should be available to the students also in practice.

5.2. Experts encourage the College will create more study places for students in the library and the premises in which the teachers will be able to communicate with the students, discuss their projects etc.

5.3. The classes for full-time students need to be organized in the morning and not in the evening.

Increase the possibility of law students to take part in research and other projects.

5.3. Encourage the student mobility and increase the number of exchange partners abroad.

6.1. Stimulate inclusiveness in Law study programme management process with particular focus on a clear allocation of decision making, monitoring of implementation, and improving the curriculum development.

6.2. Include students and other stakeholders in the activity of the Committee of Law Study Programme of Law and further improve the level of its competence and professionalism of the program management.

#### **IV. SUMMARY**

The Professional Bachelor of Law study programme of Panevėžys College shows some positive aspects, such as:

1. In general terms, the aims and learning outcomes of Law Study Programme are sufficiently defined to reach relevant goals. They seem consistent with the legal requirements and are generally in line with the type and level of studies and the qualification offered.

2. The Programme offers the students theoretical studies sufficiently coherent with the proposed practices preparing them for practical legal work.

3. Processes are in place to adapt programme aims and learning outcomes to professional requirements and employment needs.

There are some deficiencies which need to be improved with regard to the following aspects:

4. The programme of Law is being implemented at the Panevėžys College together with some other programmes. There are several disciplines taught in different programmes. This leads to the problem of balance between legal and non-legal disciplines in the curriculum. The number of non-legal disciplines in the Law programme seems to be too large making the legal nature of the curriculum unclear and indistinct. To make it more focused on the legal dimension of the programme it would be necessary to decrease the non-legal part of the curriculum and increase the proportion of legal disciplines. With this in mind it would be requisite to increase the number of law related mandatory and elective subjects and to pay special attention to legal subjects giving the graduates both a broader legal education and the competitive edge over others.

5. It is essential for this purpose to increase the number of permanent teaching staff with legal background and qualifications. This would create the sufficient critical mass for both research-based teaching and basic and applied legal research.
6. Particular attention should be paid to the improvement of the conditions for research work. The students should be encouraged to take part in it.
6. To this purpose it would be necessary to upgrade the library resources and to acquire up-to-date literature in the field of law.
7. It is important that among the teaching staff there are also (but not only) legal practitioners. Too many legal practitioners among the teaching staff can make the schedule too dependent on their availability and prevent the teaching to proceed in a normal way. The classes for full-time students should not be predominantly in the evening but also, if not for the most part, in the morning to give the students enough possibility to organise their time in the most efficient manner.
8. The College should do its best to increase the mobility of both students and of teaching staff. To this purpose it should also try to increase the number of exchange partners abroad.

Despite the shortcomings mentioned above the experts believe that with these and some other improvements the programme can achieve its aims and learning outcomes.

## V. GENERAL ASSESSMENT

The study programme *Law* (state code – 653M90014) at Panevėžys College 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	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	2
	<b>Total:</b>	<b>13</b>

\*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. Janez Kranjc
Grupės nariai: Team members:	Prof. dr. Maria del Mar Campins Eritja
	Assoc. Prof. Federico Casolari
	Prof. dr. Raimundas Kalesnykas
	Ms Birutė Noreikaitė

**PANEVĖŽIO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TEISĖ*  
(VALSTYBINIS KODAS – 653M90014) 2016-06-29 EKSPERTINIO VERTINIMO IŠVADŲ  
NR. SV4-156 IŠRAŠAS**

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**V. APIBENDRINAMASIS ĮVERTINIMAS**

Panevėžio kolegijos studijų programa *Teisė* (valstybinis kodas – 653M90014) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>13</b>

\* 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**

Panevėžio kolegijos profesinio bakalauro studijų programa *Teisė* turi kai kurių teigiamų aspektų, pavyzdžiui:

1. Šios studijų programos tikslai ir numatomi studijų rezultatai iš esmės yra pakankamai apibrėžti. Atrodo, kad jie atitinka studijų rūšį, pakopą, kvalifikacijų lygį ir teisės aktus apskritai.
2. Šioje programoje dėstoma teorija, kuri pakankamai suderinta su praktika, kuri padeda studentams pasirengti praktiniam teisiniam darbui.
3. Taikomos procedūros, padedančios programos tikslus ir numatomus studijų rezultatus suderinti su profesiniais reikalavimais ir darbo rinkos poreikiais.

Programa turi ir kai kurių trūkumų, kuriuos reikia taisyti:

4. Studijų programa *Teisė* Panevėžio kolegijoje įgyvendinama kartu su kitomis programomis. Yra keli dalykai, kurie dėstomi skirtingose programose. Dėl to šiai programai kyla teisinių ir su teise nesusijusių studijų dalykų pusiausvyros problema. Atrodo, kad studijų programos *Teisė* neteisinių dalykų skaičius yra pernelyg didelis, dėl to programos teisinis pobūdis yra neaiškus. Siekiant akcentuoti teisinį šios programos aspektą, reikėtų sumažinti jos neteisinę dalį ir padidinti teisinių dalykų dalį. To siekiant, reikėtų didinti su teise susijusių privalomųjų ir pasirenkamųjų dalykų skaičių ir ypač atkreipti dėmesį į teisinius dalykus, kurie padės absolventams įgyti platesnį teisinį išsilavinimą ir suteiks konkurencinės galios kitų atžvilgiu.

5. Siekiant šio tikslo, svarbiausia yra didinti visu etatu dirbančių, teisinį išsilavinimą ir kvalifikaciją turinčių dėstytojų skaičių. Tai padėtų sukurti pakankamą kritinę masę tyrimais pagrįstam mokymui ir pagrindiniams bei taikomiesiems teisiniams tyrimams.
6. Ypač daug dėmesio reikėtų skirti moksliniam darbui reikalingų sąlygų gerinimui. Studentai turėtų būti skatinami dalyvauti mokslinių tyrimų veikloje.
6. Todėl reikėtų didinti (gerinti) bibliotekos išteklius ir įsigyti naujausios teisinės literatūros.
7. Svarbu, kad tarp dėstytojų būtų praktikuojančių teisininkų, bet ne tik jų. Dėl pernelyg didelio dėstytojų, kurie yra praktikuojantys teisininkai, skaičiaus tvarkaraštis gali priklausyti nuo jų turimo laiko, o tai gali trukdyti mokymo procesui. Nuolatinių studijų studentams paskaitos neturėtų daugiausia vykti vakarais, bet taip pat, o gal ir dažniausiai, rytais, taip suteikiant studentams pakankamai galimybių kuo veiksmingiau organizuoti savo laiką.
8. Kolegija turėtų dėti kuo daugiau pastangų, kad padidintų studentų ir dėstytojų judumą. Tuo tikslu ji turėtų stengtis didinti mainų partnerių užsienyje skaičių.

Nepaisant pirmiau minėtų trūkumų, ekspertai mano, kad atlikus šiuos ir dar kai kuriuos kitus patobulinimus, šios studijų programos tikslai ir numatomi studijų rezultatai bus pasiekti.

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### III. REKOMENDACIJOS

- 1.1. Reikėtų persvarstyti studijų programos *Teisė* tikslus ir numatomus studijų rezultatus siekiant akcentuoti tarptautinės / ES teisės vaidmenį užtikrinant tinkamą teisės specialistų rengimą.
- 1.2. Pataisyti programos tikslus ir numatomus studijų rezultatus siekiant parodyti, kad formuojant šios studijų programos ypatybes deramai atsižvelgiama į būtinybę užtikrinti tinkamą gebėjimų atlikti tyrimus ugdymą.
2.
  - 2.1. Didinti pasirenkamųjų dalykų skaičių ypač daug dėmesio skiriant teisinę profesinę dimensiją turintiems dalykams; didinti teisinio turinio individualius dalykus.
  - 2.2. Nustatyti aiškų ryšį tarp sandaros ir teorinių bei taikomųjų teisinių tyrimų. Mokomųjų dalykų programoje daugeliu atvejų reikia atnaujinti rekomenduojamą literatūrą ir suderinti ją su bibliotekos turimais ištekliais arba informuoti studentus, kur ieškoti reikiamos literatūros.
  - 2.3. Didinti teisinį dalykų turinį ir pasirenkamųjų dalykų skaičių, daugiausia dėmesio skiriant teisinę profesinę dimensiją turintiems dalykams.
  2. 4. Tobulinti dalykus, kad jie atitiktų studijų pakopą ir padėtų pasiekti numatomus studijų rezultatus.
3.
  3. 1. Priimti daugiau nuolatinių dėstytojų iš teisės srities. Norint pritraukti aukštos kvalifikacijos ir ateityje daug žadančių dėstytojų, rekomenduojama pasistengti juos tinkamai atrinkti, o ne sudarinėti trumpalaikes sutartis siekiant sumažinti blogo pasirinkimo pasekmes.
  3. 2. Rekomenduojama išplėsti tyrimų apimtį ir įtraukti pagrindinį mokslinį darbą teisės srityje.
4. Didinti bibliotekos išteklius, susijusius su teise, ir įsigyti naujesnės teisinės literatūros (taip pat ir užsienio kalbomis).
5.
  - 5.1. Programoje numatytos specializacijos turėtų būti prieinamos studentams.

5.2. Ekspertai ragina kolegiją sukurti studentams daugiau mokymosi vietų bibliotekoje ir patalpose, kur dėstytojai galėtų bendrauti su studentais, svarstyti projektus ir t. t.

5.3. Nuolatinių studijų studentams paskaitos turi vykti rytais, o ne vakarais.

Suteikti daugiau galimybių teisės studentams dalyvauti mokslinių tyrimų ir kituose projektuose.

5.4. Skatinti studentų judumą ir didinti mainų partnerių užsienyje skaičių.

6.1. Skatinti dalyvavimą studijų programos *Teisė* vadybos procese, ypač akcentuojant aiškų atsakomybės už sprendimų priėmimą, įgyvendinimo stebėseną ir geresnį programos tobulinimą paskirstymą.

6.2. Įtraukti studentus ir kitus socialinius dalininkus į studijų programos *Teisė* studijų komiteto veiklą ir toliau kelti programos vadovybės kompetencijos ir profesionalumo lygį.

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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)