



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

SOCIALINIŲ MOKSLŲ KOLEGIJOS

STUDIJŲ PROGRAMOS *TEISĖ*
(653M90001)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF *LAW (653M90001)*

STUDY PROGRAMME

at **UNIVERSITY OF APPLIED SOCIAL SCIENCES**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė</i>
Valstybinis kodas	653M90001
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 ECTS kreditai
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės profesinis bakalauras
Studijų programos įregistravimo data	2002 m. birželio 26 d. LR švietimo ir mokslo ministro įsakymu Nr. 1190

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law</i>
State code	653M90001
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 ECTS credits
Degree and (or) professional qualifications awarded	Professional Bachelor in Law
Date of registration of the study programme	Order of the Minister of Education and Science of the Republic of Lithuania No. 1190, June 26 2002

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I. INTRODUCTION

Legal background of the Programme evaluation. This report is performed under Article 40 of the Law on Higher Education and Research (2009), according to the Methodology for Evaluation of Higher Education Study Programmes of the Centre for Quality Assessment in Higher Education of the Republic of Lithuania (2010) and the Inventory of the Studies in the Field of Law, approved by the Order No. V-1385 of the Minister of Education and Science of the Republic of Lithuania (2010).

SMK University of Applied Sciences. SMK University of Applied Sciences (hereinafter – SMK) is a private higher college type institution with non-university legal status was established in 1994. Law Study Program (hereinafter – LSP) was approved by the Order No. 1191 of 26 June 2002 of the Minister of Education and Science of the Republic of Lithuania and has been implemented since 1 September 2002. SMK consists of the central office in Klaipeda and a branch in Vilnius.

The status, management and structure of SMK is regulated by the Statute of the University of Applied Sciences, approved in 2013. Currently, SMK contains 6 academic divisions uniting 170 lectures for the development of high quality study programmes and 997 students at SMK Klaipeda and around 1369 students in SMK Vilnius branch (data of October 2013). A Director, who appoints managers for each department, manages SMK. There are collegial management organs – Academic Board and University Council – in SMK. These organs carry out the supervision of activities and quality assurance functions. In addition, SMK has a Student Council, which delegates its representatives to take part in activities of the self-governing institutions, solve problems arising and evaluate the activities of SMK.

Programme evaluation at SMK Vilnius branch. LSP is implemented by SMK. LSP is managed by a Study Programme Committee. The study process is organized by the Studies Department, the activity of which is coordinated by the Head of the SMK Vilnius branch. The Law Department, based at SMK Klaipeda, coordinates the activities of the LSP Study Programme Committee and assures the quality of the implementation of the LSP.

LSP is categorized as a “*college type study programme, which includes First Cycle*” programme within the Lithuanian system of higher education. It can be completed in 3 years for full-time studies and 4 years for part-time studies and leads to a *Professional Bachelor Degree in Law* and provides 180 ECTS credits under the European Credit Transfer Scheme.

The Self-evaluation report (hereinafter – SER) was prepared by a group of the LSP formed on 8 June 2012 by the Order No. V-37 of the SMK Director “*On the Formation of Self-Assessment Working Group of Law Study Programme*”. SER Annex 7 provides workloads and responsibilities as well as work schedules of members of the self-evaluation group.

During the visit to SMK Vilnius branch on 2 April 2014 the Experts Team (hereinafter –the team) team was told by the senior administrators and the team which prepared the SER, that LSP had been developed as part of a SMK strategy to focus on the provision of higher education in order to meet the fast emerging needs of the Lithuanian legal services communities, and would have a strongly international character.

The procedure of the LSP evaluation. SER of the LSP was made available to the team in February 2014. The team has focused on the six areas specified in the Methodology for Evaluation of Higher Education Study Programmes (2010): Programme aims and learning outcomes; Curriculum design; Staff; Facilities and learning resources; Study process and students assessment; Programme management; and then more precisely upon the criteria

prescribed for each area. The team has awarded to each area what they have concluded to be the appropriate grade under the scheme prescribed by the Methodology for Evaluation of Higher Education Study Programmes (2010).

All the members of the team examined the SER individually, preparing preliminary reports and indicating problem questions or discussion points. The team obtained further information during the site visit to SMK Vilnius branch on 2 April 2014 through interviews with LSP co-ordinators, heads of administrative staff, senior and junior members of the academic and teaching staff, students, graduates and social partners. After the visit, on 4 April 2014 the team held a meeting, discussed the contents of the evaluation report and agreed upon the numerical evaluation of every paragraph. The draft report was composed through electronic exchange of opinions between the team and forwarded to SMK Vilnius branch. After receipt of the comments from the SMK Vilnius branch, the team members prepared final version of their report, which were integrated into one document by the chairman of the team.

Evaluation team. Evaluation team consists of six members. The chairman of the team: Prof. Christopher James Stanley Gale (UK), team members: Assoc. Prof. Peter Gjortler (Latvia), Assoc. Prof. Francesco de Sanctis (Bosnia and Herzegovina), Dr. Raimundas Kalesnykas (Lithuania), employers representative: Ramūnas Kazlauskas (Lithuania), students representative Andrius Zalitis (Lithuania).

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The SER provides an admirably comprehensive and clear account of directions in the aims at the SMK Integrated Development Strategy for 2011 – 2020 and Strategic Plan for the coming 5 years. LSP is implemented in a centralized way, therefore the aims, learning outcomes and curriculum of study programmes implemented in SMK Vilnius branch correspond to the registered LSP implemented in the central branch at Klaipėda.

The main aim of the LSP is oriented to the 1st educational cycle, where preparation of lawyers is focused on obtaining theoretical and practical knowledge and professional skills in the field of national law. The graduates are expected to become professionally qualified specialists being able to adapt the acquired practical knowledge and skills into the changing legal environment of the national market. The main aim of the LSP is identical for full-time and part-time study form. Experts see the shortcomings that LSP is totally oriented on a national, not on an international approach. This was clearly seen from the initial SER analysis and in team meetings with the members of SER group, teaching staff and students.

SER (Annex 8) presented one main LSP aim and 13 intended learning outcomes and it is abundantly evident from the detailed course 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 syllabi which have been devised for the constituent modules. The correlation between the main aim and learning outcomes of the LSP is clear and well defined. They focus on the academic and professional requirements for a legal specialist's education, also meet vocational bachelor's in law degree requirements and public needs to find specific employment (for example, in the police and other state institutions such as the bailiff's office). The learning outcomes of the LSP are defined according to the Description of the General Requirements for Degree Awarding First Cycle and Integrated Study Programs (*Order No. V-501 of 9 April 2010 of the Minister of Education and Science of the Republic of Lithuania*), the Descriptor of Study Cycles (*Order No. V-2212 of 21 November 2011 of the Minister of Education and Science of the Republic of Lithuania*), Inventory of the Studies in the Field of Law (*Order No. V-1385 of 19 August 2010 by*

the Minister of Education and Science of the Republic of Lithuania) and correspond with the requirements of the European Higher Education Qualifications Framework (SER, Par.1.2; 1.3.). LSP objectives and expected learning outcomes are available to the public online and was presented during the team's meetings face-to-face with teaching staff, students, alumni and social partners, all information was accessible in a variety of hard copy and electronic media. This includes its website, and, as the team was able to confirm for itself during the site-visit, as part of the wide range of course material, which is made available via the SMK Moodle-based learning management system (hereinafter – LMS). The team's conclusion is that, in these ways, SMK is dealing with information very effectively, and this was reinforced by the testimony the team received in the meetings with teachers, students, and social partners during the site-visit. This demonstrated that LSP aims and learning outcomes are well understood by all of its key stakeholders.

LSP is designed to produce results which develop the student's applied legal skills, social and communication skills and professional competences, which enable them to work in public administration, business and pre-trial areas. In order to develop students' proficiencies and practical skills in each of the areas contained in LSP, there are three specialties: Public administration, Business Law and Pre-trial investigation. The aims of each specialization are formulated with regard to the needs of society and labour market. In-depth analysis the LSP aims, learning outcomes and expected results shows, that these specialties did not meet the clear correspondence with general aim of the LSP.

In the opinion of the experts, it is useful to distinguish generic and subject-specific competences for better understanding the relationship between the LSP aims and learning outcomes and the aims and learning outcomes in the course curriculum, especially in the specialized study subjects, such as *Forensic science, Organizing the activity of a pre-trial investigation, Qualifying Criminal Acts, Labour disputes, Construction law, Electronic communications law, Public procurement, Law of non-governmental organization, Environmental Law*. Clarity between acquired generic and subject-specific competences and the expected results would allow the harmonization of LSP aims with learning outcomes. In spite of this observation, learning outcomes are used in the design of the LSP and are clearly specified and harmonized with the LSP aim; they are achieved by teaching specific subject modules included in the course curriculum.

Finally, the team concluded that LSP is appropriately titled, that it meets all of the formal requirements which apply to a Programme of this kind, which are helpfully summarized in the SER; and that it is, therefore, consistent with both the type and level of studies; and the qualification to which it leads. The team has based this conclusion on: the overview of LSP's aim, learning outcomes and course units (SER Annex 8, Annex 9); the Study plan of the LSP (SER Annex 4) and the detailed module descriptors (SER Annex 1).

2. Curriculum design

The LSP is set up as a college type study program, from which graduates acquire a higher vocational education and, if successful, obtain a professional bachelor degree in law. The formal requirements, which apply to Professional Bachelors programmes of law are set out in the - *Inventory of the Studies in the Field of Law (Order No. V-1385 of 19 August 2010 of the Ministry of Education and Science of the Republic of Lithuania)*. This specific legal document requires that the scope of law studies at universities of applied sciences (colleges) should be 180 ETCS credits. The total number of hours for the LSP – 4800. The duration of studies in full-time study form - 3 years, and in part-time study form – 4 years. A student can accumulate 60 ECTS during one study year. Not more than seven course units of a study programme are studied during a semester.

Pursuant to the *Inventory of the Studies in the Field of Law (Order No. V-1385 of 19 August 2010 of the Ministry of Education and Science of the Republic of Lithuania)* from 30 to 60 ECTS are given to the course units for deepening of knowledge in each specialization and optional course units from general college studies and elective course unit other study fields. From the information supplied in Annex 4 of the SER, the team was able to confirm that LSP curriculum for part-time students does not meet the formal requirement (*not less than 20% and not more than 60% of the field study subject must consist of contact hours or classroom work*) in some field study subjects: Law history, Family law, Professional Ethics and Rhetoric. The team recommends that this discrepancy with the formal requirements of the *Inventory of the Studies in the Field of Law (Order No. V-1385 of 19 August 2010 of the Ministry of Education and Science of the Republic of Lithuania)* be eradicated.

LSP has an integrated structure, formed by coordinating the general study subjects, study field subjects and optional study subjects. A selected model of the LSP provides students with opportunities to acquire a wider academic education. Each study module has a clearly different theme and the themes are thus not repetitive. Themes of the obligatory modules are relevant and they are covering important areas. Links from each study module to the learning outcomes has been considered and clearly reflected in the module description. In the opinion of the team, the order of the course subjects within the study plan could be improved according to comments from students, teachers and stakeholders. For example, the optional field study courses are provided in the 5th semester (in case of part-time studies – 6th semester), but in fact, the students has no chance to deepen their special study field knowledge earlier. Seeing that 1st study cycle is required to educate student in more specific cognitive abilities, the team sees the opportunity to adjust the study plan so that students will have the opportunity to choose a specialization and special field study subject earlier, from 3rd semester (in case of part-time studies – 4th semester). During the meetings, students expressed an interest in more practical subjects within the current programme, as they are aware that such studies will have an increased focus on theoretical subjects. Another comment pointed towards longer periods of the professional internship and less theory, as this would be important for employers in relation to getting a job. Comments from alumni included that a higher degree of specialization of pre-trial investigation should be achieved over two years instead of one year.

In addition, the team noted inconsistency in the studies for full-time and part-time students. For example, full-time students studying “Family law” in the 4th semester after finishing “Civil Law” and “Civil procedure law” course units, but part-time students studying “Family law” in the 2nd semester before course units of “Civil Law” and “Civil procedure law”; full-time students studying “International public law” in one semester (3rd semester), but part-time students studying the same subject over two semesters (4th and 5th semesters). Experts offer to combine and unified study plans of LSP for both study forms.

As annex 1 of the SER shows, the programme courses are all taught in Lithuanian, and there are no courses taught in English or other foreign languages. The contents of the curriculum are also lacking an international dimension.

Despite this comment, it is the opinion of the team that the content of the course units and other modules is consistent with the type and level of study to be undertaken. Study methods include both classical teaching methods, with lectures in classes, and active learning elements, with case-based problem solving, both in the individual and group format, with class sessions for such active learning being based on smaller sessions of up to 25 students per class.

The chosen innovative teaching methods (reflection, empirical, visual, etc. SER Annex 10) in the LSP are appropriate for the achievement of the LSP aim and learning outcomes, and that the

scope of the Programme is sufficient to ensure learning outcomes. The diversity and modernity of the teaching methods comply with the provided taxonomy of LSP aims and learning outcomes, making the students actively participate in the study process, decision-making and problem solving, as well as encouraging them to assume the responsibility for the learning outcomes they achieve.

However, some concern is expressed by the team, based on the limitations on availability on the most up to date research data available in many field study subjects (Labour law, Labour disputes, Civil procedure law, Commercial and competition law, Bankruptcy law, etc.) However, the involvement of social partners and of teachers who also practice part-time, can assist the development of relevant applied research in the future.

Based on all the above-mentioned sources of evidence, the team concluded that SMK provides a curriculum which is suitably designed to enable students to achieve the LSP aims and learning outcomes and does not impose an unreasonable workload on students.

3. Staff

From the information supplied in the SER (Par. 3) and Annexes 2 and 3, the team is confident that the staff employed to teach on LSP meet the two basic requirements set out in the *Inventory of the Studies in the Field of Law (Order No. V-1385 of 19 August 2010 of the Ministry of Education and Science of the Republic of Lithuania)*, (2010), i.e. that not less than 10% of the volume of the study field subjects are to be taught by scientists, and that more than 50% of a study programme's lecturers should have not less than 3-year practical experience in the study field subject they teach. Thus, of a total of 27 lecturers, 7 of them have completed doctoral degrees; and 20 have more than sufficient practical experience. The third requirement – teaching more than two different legal disciplines being allowed only in regard to those teachers whose research output and (or) hands-on activities is directly related to the subjects they teach – raises a concern for experts. For example, the detail analysis of teachers' CV (SER Annex 3) shows that some lecturers teach more than 2 field study subjects, but their research output and practical activities are not directly related to the subjects they teach. This is particularly so in relation to the lecturers teaching study field subjects such as "Family law", "International public law", "Municipal law".

It appears that a large number of teaching staff are not full-time employees of the SMK Vilnius branch, but are also pursuing professional careers as prosecutors, advocates and lawyers in the public and private sectors. It allows the SMK Vilnius branch to retain teaching staff who would otherwise be induced to leave for better salaried work outside the college environment. In general, part-time teachers appear to be hired on renewable one academic year contracts. The current system does raise concerns as to the availability of teaching staff for the students with the risk of lecture cancellations due to professional engagements, but on the other hand does ensure that practical experience may be integrated into the content of LSP.

Recruitment of teaching staff is performed in accordance with internal and external documents regulating activities of the SMK. Lecturers are appointed to certain positions on a competitive basis. Requirements for conformity with positions of associate professor, lecturer and assistant lecturer are stipulated in the Regulations on Certification and Competition of the SMK Lecturers (Order No. V-46 of the Director of the SMK on 26 May 2009). In the period of the last 5 years, the academic staff turnover has not been significant and, what was identified by the team has been influenced by natural causes. Discussions with the senior administrators, students and alumni presented the team with a clear impression of whether the balance between limited availability and the integration of professional experience rests in the favour of the teaching. It is

the opinion of the team that the number and the qualifications of the teaching staff are adequate to ensure learning outcomes of LSP.

From what is said in the SER (Para 3.5.) the team assumed that those teaching the LSP would be actively encouraged to undertake Erasmus or similar international exchanges. In meetings with the senior administrators and teaching staff, the team was assured that this was the case and the main reason this has not been happening is insufficient skills of lecturers in foreign languages as well as the fact that most of the teaching staff is employed part-time. The team suggests that SMK should consider ways to improving the culture of international mobility among the academic staff and to allocate specific resources to that aim; this would enrich their academic experience and is likely to have a favourable effect on their students' learning. Also, the lack of incoming foreign teachers should be noted too.

The team was particularly impressed with the extent to which participation in various seminars, conferences, 'train the trainers' programmes was considered obligatory, and is monitored via the annual process of performance review each year. However, for the future, the team would urge SMK to consider making financial provision for professional development of the teaching staff, in order to encourage teachers to conduct applied research, which is related to the modules for which they are responsible. To judge the testimony given in the meeting with senior administrators, the team was further assured by the fact that the teachers, whom experts met, insisted that they were extremely happy with and committed to LSP, and had no intention of leaving SMK.

However, the team would encourage SMK Vilnius branch to make every effort, to secure staff that are researching or practicing in the areas in which they teach; or, alternatively, perhaps, to equip them with the necessary expertise via suitably targeted training and professional development. Against this background, in the opinion of the team, SMK creates conditions for the professional development of the teaching staff necessary for the provision of the LSP.

4. Facilities and learning resources

The SER (Par.4.1) records that the facilities and learning resources which are available to LSP students, are located in different premises of SMK (Ulonu str. 5 and Zirmunu str. 70 with total area of 2975 m².) and from 2014 it will be in a new campus, which is currently under construction. The current premises of SMK Vilnius branch has modern classrooms for the working conditions of the students, teachers and administrative staff. There are 20 auditoriums and lecture rooms (864 seats), that are used for full cohort lectures and lectures of general course units of college studies. Four of them (290 seats) are used for the full cohort lectures and 16 (574 seats) are used for seminars, practical activities and independent studies. In the SMK buildings at Ulonu str. 5 and Zirmunu str. 70 there are also 8 computer laboratories with 110 computerized work places, a library with a reading room, which has 23 computerized work places. Classrooms, reading room, offices of departments and teachers and conference rooms are comfortable and up-to-date: all workstations are suitable for work with a computer; the premises are provided with Wi-Fi Internet; there are video projectors, stationary white screens and stationary board in each classroom. The team notes that SMK Vilnius branch does not have its own dormitory or recreational facilities and that there are no facilities for students with disabilities.

All of the classrooms including the one the team used as its base-room, had computers and data projectors to provide instant access to the internet and to *Moodle*-based learning management system (LMS). All academic and teaching staff receives basic study information in an electronic format: through e-mail group communications (all the SMK students, staff and lecturers use a single e-mail system), the internal SMK network (there is an Academic Database (ADB)) and the

distance learning system *Moodle*. SMK has developed a distance-learning environment: all of the courses' study content is accessible on mobile Internet, tablet PCs, etc.

The team had a tour to the library facility of SMK Vilnius branch, which provides a limited environment with 23 individual stationary computerized work places in the library-reading room. The impression given to the team, and verified by a site visit, is that the library resources, both in traditional and electronic format, are sufficient in the law section. Expert's team pay attention, that most of the textbooks and other lecture, materials mentioned in the syllabus are available in the *Moodle* system, this being one of the very positive attitude heard from the students.

The team is satisfied that course plans (methodical, practical, theoretical materials) are presented to students through the *Moodle* system. The teacher of a specific subject is responsible for the collection and preparation of such materials as well as their delivery to the students. The team is also satisfied that the library holdings are reviewed regularly to ensure that they continue to meet LSP's needs, and was assured by the teachers that senior administrators of SMK Vilnius branch always supplies any additional materials which are requested.

As already noted, the team paid particular regard to the "practice" opportunities, which are open to LSP full-time and par-time students, and which mainly take the 3 months final professional internship linked to his/her thesis, which each student has to complete in the final year. During the meeting with students the team learned that most part-time students are already involved in some work of a legal nature. The SER (Par 4.3) mentions a number of external organizations, which are prepared to offer such internships, and from this was verified in meetings. Students highlighted the availability and smooth running of practice placements while stakeholders who host them emphasized their good training. However, both social partners and stakeholders would like to see frequent meetings with senior administrators to discuss the benefits and weaknesses in professional training of law students. Alumni have expressed an interest in increasing the internship element, which, however, should be carefully balanced against the need to ensure sufficient knowledge at the theoretical level.

On this basis, the judgment of the team is that the SMK Vilnius branch has adequate arrangements for student practice, and despite the comment concerning the library stock, that teaching materials, including textbooks, books, periodical publications, and databases, are adequate and accessible.

5. Study process and student assessment

The admissions procedure for both full-time and part-time students is organized in compliance with Lithuanian laws and established by SMK. There are two different admission procedures: joint admission for state-funded and non-state-funded places (through the Lithuanian Higher Education Institutions Association for Organizing Joint Admission, LAMA BPO) and direct admission for non-state-funded places. Admission to the LSP is based on selected grades obtained in secondary education, which include the grades obtained in history, mathematics, foreign languages and the Lithuanian language. During the visit, the team questioned the reasons for selecting the given admission criteria, but obtained no clear statement of reasons. However, history may be taken as a common indicator for social sciences, and mathematics as an indicator for reasoning, while both national and foreign language abilities may be deemed relevant for text analysis. Against this background, the team was able to find that the admission requirements are well - founded.

The average drop - out rate over the last 5 years has been ranged between 9 to 25%, mostly because of students not being able to meet academic requirements or financial hardship and personal reasons. However, despite this concern about admission and dropout, it is the opinion of

the team that the LSP ensures an adequate achievement of the learning outcomes. As set out above, it also appears to the experts that the students are encouraged to participate in applied research activities, as well as student mobility programmes, including use of the Erasmus network (despite the fact that number of outgoing Erasmus students is small and LSP does not have incoming students, SER Par 5.4).

The active participation of administrative, academic staff and students in exchange programmes must be strongly encouraged in order to accelerate the internationalization process of the SMK Vilnius branch. Some courses being taught in English and broadening the international and European dimension of some course contents would prepare LSP students for study abroad and would be likely to increase the number of incoming students, and in general would probably make SMK a more attractive option for students from international institutional partners. The team strongly recommends that the efforts currently underway should be pursued further and that an international strategy and operating plan should be developed.

The team was satisfied that the LPS study process, which is coordinated and supervised by the Head of the Law Department, LSP Committee and Quality Management Representative of SMK, enables the LSP to be delivered effectively; and students to achieve the intended learning outcomes. The team was particularly concerned that this process catered for the needs of part-time students, and were assured by the one such student who was met that, through the combination of lectures and practical activities one week a month after working hours and facilities for distance learning, it did so.

Similarly, the SER team concluded that the range of methods which are used to assess the performance of LSP students (and which include in addition to course unit examinations and a final thesis, term papers, colloquia and evaluation of their contributions to seminars), meet all legal requirements. It is also satisfactory that both the methods themselves and the assessment criteria, which teachers incorporates, are sensibly related to LSP'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.

The assessment criteria are explained to the students in relation to the courses concerned at the beginning of each semester, with examinations forming the major assessment criterion, using a 10-point grade system, which correlates with the ECTS system. According to the students survey on the quality of studies (2012, SER Par 5.6.), 87% LSP students are satisfied or fully satisfied with a system of assessment of learning outcomes applied in SMK Vilnius branch and 90% of them agree that teachers check their knowledge systematically and assess impartially. The team was fully confident that LSP assessment system of students' performance is clear, adequate, publicly available and ascertainable for every student.

From the meetings with the senior administrators, teachers and students, the team was very satisfied overall with the academic and social support, which SMK Vilnius branch makes available to students. Student support at SMK Vilnius branch includes not only ensuring easily accessible and timely information on the LSP, but on recognizing and evaluating informally acquired competencies via different workshops, internships and volunteer activities or providing students with all other necessary support at the college, including scholarships and financial support. It was very that administrative and teaching staff are highly committed to students and that the student experience at SMK Vilnius branch reveals a supportive and friendly place to study.

During the meeting with the administrators and stakeholders, the team was told that the graduates of LSP had, generally speaking, a more or less successful integration into the labour market, with approx. 60% of graduates indicating that they had found work within 6 months after graduation and 31% of SMK graduates continuing their studies in universities for getting the academic degree in law (SER Annex 20). With this background, the opinion of the team is that the professional activities of the majority of graduates meet the LSP expectations. However, students did raise concern about differences in the manner in which the system is applied to individual courses, leading to differences in grading results, which, unfortunately, is a common college issue.

6. Programme management

From the SER (Par. 6.1), the team found that SMK has implemented a Quality Assurance System, which foresees responsibility of divisions and separate employees for assuring quality and participation of stakeholders in quality assurance. There are two levels on evaluation of LSP management: the general level where a Quality Management Representative is responsible for a fluent functioning of the quality assurance system, and the special level of the SMK, where primary responsibility for an appropriate supervision and implementation of the LSP is carried out by Head of the Law Department and the Chairman of LSP Committee. The LSP committee carries out implementation, improvement and modification of the LSP together with students, teaching staff and social partners. The activities of the LSP Committee are coordinated and maintained by Head of Law Department. It is responsible for coordinating the activity of teachers, preparing and improving of course curricula, scientific activity coordination, work supervision, etc.

From the meetings with senior administrators, the SER team, teachers and stakeholders, the team was satisfied that the prime responsibility for the management of LSP lies with the Study Programme Committee, which is the main administrative body responsible for the quality assurance process and directly involved in the decision-making processes related to the LSP.

The LSP Committee supervises the implementation of the Programme, arranges its assessment and renewal, and assesses study subjects included in the LSP. LSP Committee consists not only of teaching staff, but also from members of social partners and the student body. During the meeting with SER team, the team did not receive a clear response about the regularity of meetings of LSP Committee (also organized by Law Department) with students, teaching staff, social partners or stakeholders. It helps it react faster to new trends in the labour market and immediately improve the course curriculum, teaching quality and the learning environment.

According to the SER (Par 6.2.), LSP Committee routinely collects a very wide range of data and other information for quality assurance. Teaching staff, students, the graduates, employers, carry out an assessment of LSP annually. SMK systematically surveys students on the quality of studies (twice a year); monitoring a common system of assessing graduate theses, a survey on graduates competences from employers' point of view (once in 3 years) and monitoring of graduate students employment (once a year).

From the meetings with senior administrators, teachers, students and social partners, the team was able to confirm that all this data and management information is not only routinely and rigorously collected by the LSP Committee, the Law Department or SMK Quality Management Representative, but is then systematically analyzed and used for a number of processes all of which are of great relevance to both quality assurance and LSP development.

The team is not aware about any formal *external* evaluation of the LSP. However, they were able to confirm, from a variety of evidence they received, during the meetings with senior

administrators, the SER team, teachers, students and social partners, firstly that the annual process of LSP audit ensures the systematic, rigorous and regular internal evaluation of the LSP takes place; second, that it is considered very carefully and professionally by those responsible for managing and delivering the LSP; and third that it leads to such action being taken as is required to develop and improve the LSP.

LSP has essentially three key “stakeholder” groups: 1) the students, who take the LSP; 2) the teaching staff, who are responsible for designing and delivering the course curriculum; 3) social partners (alumni, the representatives from private and public sector organizations), for which LSP is intended to produce competent and employable graduate-level recruits. The SER shows that these stakeholders are closely and routinely involved in LSP’s continuing improvement and development (Par. 6.4). This was amply confirmed by the evidence which the team obtained in their meetings with all these three groups.

Finally, the team has clear evidence of the extent of social partner involvement in the development of LSP. All the social partners whom team members met stated that they were fully aware of the role of the LSP Committee and Law Department and of how they could use it to propose changes to the LSP. Furthermore, social partners gave concrete examples of changes, which they had proposed and which had been implemented. These included the appearance of the 3rd specialization – Pre-trial investigation, also new course curricula such as Public procurement law; Enforcement of court decisions, Law of Non-governmental institutions, Legal Regulation of Cargo, which were intended to make LSP of greater potential value to students in their professional careers in the future.

The team has concluded that LSP’s quality assurance measures and Programme management are both effective and efficient. The team found that responsibilities for decision-making and monitoring of the implementation of the LSP are clearly allocated, information and data on the implementation of the LSP are regularly collected and analyzed, and the outcomes of internal evaluations of the LSP are used for the improvement of the LSP with the involvement of stakeholders.

III. RECOMMENDATIONS

1. As for the Programme aims and learning outcomes, the LSP should:
 - 1.1. clearly define and distinguish the generic and subject-specific competencies with regard to the eligibility requirement stated for the 1st study cycle (professional bachelor level);
 - 1.2. reconsider having open access to specialization earlier, starting from 3rd semester (for full-time students) and 4th semester (for part-time students), while remaining within the obligation to provide a wide ranging and extending the international approach of studies in law.
2. As for the Curriculum Design, the LSP should:
 - 2.1. comply with the legal requirement in its content and structure with regard to the eligibility rules posed for the 1st study cycle (professional bachelor level);
 - 2.2. increase the volume of contact hours in the field study subject at LSP curriculum for part-time students so as to correspond with the formal requirement;
 - 2.3. unify the LSP study plan, structure, content and study processes both for full-time and part-time students;
 - 2.4. streamline the study process through exploring the possibilities of merging the smaller study modules into larger ones in the law field subjects;
 - 2.5. increase the number of course units that can offer contents with an international or European dimension, in order to strengthen the international and inter-cultural dimension of the LSP.
3. As for the teaching staff, there are several elements that should be considered:
 - 3.1. increase full time academic staff as far as possible;
 - 3.2. allocate resources to promote international mobility among the teaching staff;
 - 3.3. design a thorough-going applied research strategy in order to promote scientific - research activity among the teaching staff
4. As for the facilities and learning resources, there is a need:
 - 4.1. to think about the concentration of learning facilities and resources in the one place;
 - 4.2. to improve library's resources and capacity with the enlargement of rooms for students and the availability of larger traditional and electronic bibliographic resources;
 - 4.3. to adapt the facilities for disabled students.
5. As for the study process, it is recorded that there is a need:
 - 5.1. to elaborate on modernization of study references in the study module descriptions, including recent literature and electronic media resources;
 - 5.2. to increase and improve student enrolment rates with a clear enrolment strategy and campaign. Simultaneously, other sources of funding other than student enrolment fees should be sought and pursued;
 - 5.3. to continue to invite students to participate in international exchange programmes, eventually having focus on international and European dimension of the LSP;
 - 5.4. to develop international strategy and an internationalization plan, that encourages to improve European dimension of LSP
6. As for the Programme management, it should be required:
 - 6.1. to diversify the quality assurance system tools supporting innovation and development of the LSP according to the changing needs of legal labour market;
 - 6.2. to clarify the role and competencies between the Head of the Law Department and the Chairman of the LSP Committee on how they interact in approving SMK Directorate Office decisions and managing the LSP.

IV. SUMMARY

The team obtained a very positive overall impression of the LSP, which allows SMK Vilnius branch students to familiarize themselves with a wide range of specializations, practice-oriented learning, creativity and critical thinking, development of a rounded personality and with proactive professional skills.

The LSP aims and learning outcomes are well defined and correspond to the requirements of national and internal SMK documents, but do not fully reflect the needs in the employer or a satisfactory international approach. The expected learning outcomes are coherent and consistent with the type and level of studies and the level of qualifications offered. LSP learning outcomes, content and the qualifications offered appear to be compatible with each other. In the future, the team recommends focusing on the development of the possibility of choosing subjects by extending the inter-disciplinarity of studies, and also to amalgamate the field study subjects and move gradually to modular training system.

Field subjects modules in the LSP are clearly described, consistent with the level of studies, and appropriate for the achievement of learning outcomes. The link of each study subject with the learning outcomes has been considered and clearly reflected in the module description. The team points out inconsistencies in the order of the course units within the study plan of part-time and full-time.

The assessment system of student performance is transparent, adequate and publicly available, and the professional activities of the graduates meet the Programme expectations. SMK senior managers should follow the existing specific legislation for LSP and change the total amount of ECTS credits for course units in the specializations (from 27 to required at least 30 ECTS credits), also to increase the volume of contact hours in the field study subject at LSP part-time study plan (from 12 contact hours to required at least minimum 16 hours) as recorded at the *Inventory of the Studies in the Field of Law (Order No. V-1385 of 19 August 2010 of the Ministry of Education and Science of the Republic of Lithuania)*.

Internationalization of LSP appears to be a weak point, both in relation to outgoing and incoming students and in relation to teaching staff. A higher degree of teaching in English, which could be applied to international and field study subjects, would seem to be an appropriate measure in order for SMK Vilnius branch to draw benefit from international cooperation.

The qualifications and the number of the teaching staff in the Programme are adequate to ensure expected learning outcomes and meet the legal requirements. The academic staff of the LSP has to be commended for bringing very successful practical and professional experience, which is supporting modernization of the LSP. The team sees the lack of full time teaching staff, and the fact that 2/3 of teaching staff are highly involved in legal practice outside the college, together with the absence of international mobility and clear leadership might jeopardize staff commitment to the institution as well as detract from the existence of a strong academic community. In a limited number of cases, staff are teaching modules in areas in which they do not yet have directly relevant research or practical experience. The evidence of individual or collectively applied research is very limited and the general impression is that very few of the staff are regularly engaged in research or in scientific research networks. In the future, the team recommends setting up the clear conditions for the professional development of the teaching staff necessary for the provision of the LSP. Otherwise, most of the academic staff may lack enough teaching experience and training in teaching methodologies. Finally, balancing the academic staff time between professional practice, teaching activity and research activity appears to be a problem.

While the SMK Vilnius branch does not have its own premises for studies, the teaching equipment (classes, computer equipment, consumables, library) and learning resources (teaching textbooks, books, periodical publications, databases) are sufficiently adequate and accessible, and the arrangements for student practice appear suitable and satisfactory. However, the law section of the library was marked by a rather limited selection of books and electronic resources and on-line databases, especially compared to the available shelving space.

Students showed in great numbers and were impressively motivated. Senior administrators of SMK Vilnius branch take care for the students' financial and social support, culture activities and social life. They valued the practice-oriented training, practical experience of teaching staff and the availability of placements. The assessment of students' knowledge, abilities and skills includes colloquiums, seminars, group works, individual tasks and aims at stimulating good educational performance throughout the semester, not only during the sessions. They also highlighted the ease, friendly and democratic contact and interaction with their teaching staff and senior administrators. Stakeholders too were very committed with the LSP and emphasized students' professional training.

Cooperation between the senior administrators of SMK Vilnius branch, teaching staff and the students appears to be functioning very well, with a great degree of pride and loyalty expressed by students, teachers, alumni and social partners during the meetings with the team. Responsibilities for decisions and monitoring of the implementation of the LSP are clearly allocated, and information and data on the implementation of the LSP are regularly collected and analyzed. The outcomes of internal evaluations of the LSP are used for the improvement of the LSP, with procedures that also involve students, alumni and social partners.

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

V. GENERAL ASSESSMENT

The study programme *Law* (state code – 653M90001) at University of Applied Social Sciences Vilnius branch 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. Christopher James Stanley Gale

Grupės nariai:
Team members:

Assoc. Prof. Peter Gjortler

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**SOCIALINIŲ MOKSLŲ KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS TEISĖ (VALSTYBINIS KODAS – 653M90001) 2014-06-23
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-363-1 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Socialinių mokslų kolegijos Vilniaus skyriaus studijų programa *Teisė* (valstybinis kodas – 653M90001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	20

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Ekspertai susidarė labai teigiamą bendrą įspūdį apie Teisės studijų programą (TSP), kuri leidžia SMK Vilniaus skyriaus studentams susipažinti su plačiu specializacijų spektru, į praktinį darbą orientuotu mokymusi, kūrybiškumu ir kritiniu mąstymu, visapusiškai harmoningos asmenybės ugdymu ir iniciatyviais profesiniais įgūdžiais.

TSP tikslai ir studijų rezultatai yra gerai apibrėžti, atitinka nacionalinius ir SMK vidaus dokumentuose nustatytus reikalavimus, tačiau neviseškai atspindi darbdavio poreikius ar tarptautinį požiūrį. Numatomi studijų rezultatai yra nuoseklūs ir atitinka studijų rūšį ir lygį bei siūlomų kvalifikacijų lygį. TSP studijų rezultatai, turinys ir siūlomos kvalifikacijos, atrodo, yra tarpusavyje suderinti. Ekspertai rekomenduoja daugiau dėmesio ateiityje skirti tam, kad būtų suteiktos galimybės rinktis dalykus ir tokiu būdu išplėsti studijų tarpdiscipliniškumą, taip pat siūlo sujungti studijų krypties dalykus ir palaipsniui pereiti prie modulinės studijų sistemos.

TSP studijų krypties dalykų moduliai aprašyti aiškiai, atitinka studijų lygį ir yra tinkami studijų rezultatams pasiekti. Apsvarstytas kiekvieno studijų dalyko ryšys su studijų rezultatais ir tai aiškiai atsispindi modulio apraše. Ekspertai nurodo modulių tvarkos neatitikimus ištęstinių ir nuolatinių studijų plane.

Studentų pasiekimų vertinimo sistema yra skaidri, tinkama ir viešai prieinama, absolventų profesinė veikla atitinka programos lūkesčius. SMK aukštesnieji vadovai turėtų paisyti

galiojančių konkrečių teisės aktų, reglamentuojančių TSP, ir pakeisti bendrą specializacijų modulių ECTS kreditų skaičių (nuo 27 iki mažiausiai reikalaujamų 30 ECTS kreditų), taip pat padidinti studijų krypties dalykų kontaktinių valandų skaičių TSP išstestinių studijų plane (nuo 12 kontaktinių valandų iki mažiausiai reikalaujamų 16 valandų), kaip nurodoma Teisės studijų krypties apraše (2010 m. rugpjūčio 19 d. Lietuvos Respublikos švietimo ir mokslo ministro įsakymas Nr. V-1385).

TSP tarptautiškumas, atrodo, yra silpnoji vieta kalbant tiek apie išvykstančius ir atvykstančius studentus, tiek apie dėstytojus. Reikėtų daugiau dėstyti anglų kalba, kas, atrodo, būtų tinkama priemonė siekiant, kad SMK Vilniaus skyrius gautų naudos iš tarptautinio bendradarbiavimo. Anglų kalba galėtų būti dėstomi tarptautiniai ir studijų krypties dalykai.

Programą vykdančių pedagogų kvalifikacija ir skaičius yra pakankamas numatomiems studijų rezultatams pasiekti ir atitinka teisės aktuose nustatytus reikalavimus. TSP akademinį personalą reikia pagirti už labai sėkmingą praktinę ir profesinę patirtį, kuri padeda modernizuoti TSP. Ekspertai pastebėjo, kad trūksta visu etatu dirbančio pedagoginio personalo, o tai, kad du trečdaliai pedagogų labai aktyviai užsiima teisine praktika už kolegijos ribų, kad nėra tarptautinio judumo ir aiškios lyderystės, gali kelti pavojų darbuotojų atsidavimui institucijai ir susilpninti akademinę bendruomenę. Kai kuriais atvejais dėstytojai dėsto modulius tose srityse, kuriose jie neturi tiesioginės atitinkamų mokslinių tyrimų ir praktinės patirties. Individuali arba kolektyvinė veikla taikomųjų tyrimų srityje yra labai ribota ir apskritai susidaro įspūdis, kad labai mažai dėstytojų nuolat dalyvauja mokslinių tyrimų veikloje arba mokslinių tyrimų tinkluose. Ekspertai rekomenduoja ateityje sukurti aiškias sąlygas dėstytojų profesiniam tobulėjimui, kuris būtinas vykdam TSP. Priešingu atveju, daugumai dėstytojų gali trūkti dėstytojų patirties ir mokymų kursų dėstytojų metodikos srityje. Galiausiai, dėstytojų laiko derinimas profesinei praktikai, dėstytojų ir mokslinių tyrimų veiklai, atrodo, yra problema.

Nors SMK Vilniaus filialas neturi savo patalpų studijoms, dėstytojų įranga (auditorijos, kompiuterių įranga, keičiamos medžiagos, biblioteka) ir studijavimo išteklių (vadovėliai, knygos, periodiniai leidiniai, duomenų bazės) yra pakankami ir prieinami, ir susitarimai dėl studentų praktikos, atrodo, yra tinkami ir pakankami. Tačiau bibliotekos teisės skyriuje yra gana ribotas knygų ir elektroninių išteklių ir interneto duomenų bazių pasirinkimas, ypač lyginant su turima lentynų erdve.

Buvo sutikta daug studentų ir jų motyvacija įspūdinga. SMK Vilniaus filialo vyresnieji vadovai rūpinasi studentų finansine ir socialine parama, kultūros veikla ir socialiniu gyvenimu. Jie vertina į praktiką orientuotą dėstytojų praktinę patirtį ir stažuočių prieinamumą. Studentų žinių, gebėjimų ir įgūdžių vertinimas apima koliokviumus, seminarus, darbą grupėse, individualias užduotis ir skatina siekti gerų studijų rezultatų per semestrą, o ne tik per sesijas. Jie taip pat pabrėžė paprastą, draugišką ir demokratišką ryšį ir bendravimą su dėstytojais ir vadovais. Dalininkai taip pat buvo labai įsipareigoję TSP ir pabrėžė studentų profesinį mokymą.

Vadovybės, dėstytojų ir studentų bendradarbiavimas SMK Vilniaus filiale, atrodo, yra geras. Susitikimuose su ekspertais studentai, dėstytojai, absolventai ir socialiniai dalininkai išreiškė didelį pasididžiavimą ir lojalumą. Atsakomybė už sprendimus ir TSP vykdymo stebėseną aiškiai paskirstyta, informacija ir duomenys apie TSP vykdymą reguliariai renkami ir analizuojami. TSP vidinio vertinimo rezultatai naudojami TSP tobulinti, numatant procedūras įtraukti studentus, absolventus ir socialinius dalininkus.

Išvardytos rekomendacijos apima klausimus, kurie bendrame TSP vertinime gali būti laikomi nesvarbūs. Tačiau jos tuo pačiu metu parodo ekspertų nuogąstavimus, kurie remiasi tarptautine

patirtimi ir į jas turėtų būti deramai atsižvelgta. Šios rekomendacijos taip pat gali būti aktualios diskusijose su kitomis institucijomis dėl SMK Vilniaus skyriaus ir TSP sąlygų.

III. REKOMENDACIJOS

1. Dėl programos tikslų ir studijų rezultatų teisės studijų programa (toliau – TSP) turėtų:

1.1. aiškiai apibrėžti ir atskirti bendrąsias ir dalykines kompetencijas pagal 1-ajai studijų pakopai nustatytus tinkamumo reikalavimus (profesinio bakalauro lygis);

1.2. apsvarstyti galimybę laisvai rinktis specializaciją anksčiau, pradedant nuo 3-iojo semestro nuolatinių studijų studentams ir 4-ojo semestro iššestinių studijų studentams, taip pat išlaikant įsipareigojimą teikti plataus masto ir tarptautiniu požiūriu plačias teisės studijas.

2. Dėl programos sandaros TSP turėtų:

2.1. užtikrinti, kad jos turinys ir struktūra atitiktų teisės aktuose nustatytus reikalavimus, atsižvelgiant į 1-ajai studijų pakopai keliamus tinkamumo reikalavimus (profesinio bakalauro lygiui);

2.2. padidinti studijų krypties dalykų TSP studijų programoje kontaktinių valandų skaičių iššestinių studijų studentams, kad atitiktų formalius reikalavimus;

2.3. suvienodinti TSP studijų plano, struktūros, turinio ir studijų procesus nuolatinių ir iššestinių studijų studentams;

2.4. racionalizuoti studijų procesą išnagrinėjus galimybes sujungti mažesnius teisės krypties studijų dalykų modulius į didesnius;

2.5. padidinti modulių, kurie galėtų pasiūlyti tarptautinę ar Europos dimensiją atspindinčius dalykus, skaičių siekiant stiprinti tarptautinę ir tarpkultūrinę TSP dimensiją.

3. Kalbant apie dėstytojus, yra keletas dalykų, kuriuos reikėtų apsvarstyti:

3.1. kiek įmanoma, padidinti visu etatu dirbančių dėstytojų skaičių;

3.2. skirti išteklių, siekiant skatinti tarptautinį dėstytojų judumą;

3.3. sukurti visapusišką taikomųjų mokslinių tyrimų strategiją, siekiant skatinti dėstytojų mokslinę-tiriamąją veiklą.

4. Dėl materialųjų išteklių reikėtų:

4.1. pagalvoti apie mokymosi priemonių ir išteklių sutelkimą vienoje vietoje;

4.2. pagerinti bibliotekos išteklius ir pajėgumus padidinus patalpas studentams ir suteikus didesnes galimybes naudotis tradiciniais ir elektroniniais bibliografiniais ištekliais;

4.3. priemones pritaikyti neįgaliems studentams.

5. Dėl studijų eigos pastebėta, kad reikia:

5.1. patobulinti ir modernizuoti studijų modulių aprašymuose pateikiamas studijoms reikalingos literatūros nuorodas, įtraukiant naujausią literatūrą ir elektroninės žiniasklaidos priemones;

5.2. padidinti ir pagerinti studentų priėmimo rodiklį, parengus aiškią priėmimo strategiją ir kampaniją. Taip pat reikėtų ieškoti kitų finansavimo šaltinių, o ne tik mokesčio už studijas, ir jais pasinaudoti;

5.3. toliau kviesti studentus dalyvauti tarptautinėse mainų programose, ilgainiui dėmesį skiriant TSP Europos ir tarptautinei dimensijai;

5.4. parengti tarptautinę strategiją ir tarptautiškumo planą, kuris skatintų gerinti TSP Europos dimensiją.

6. Dėl programos vadybos reikėtų:

- 6.1. pajvairinti kokybės užtikrinimo sistemos priemonės, kurios skatintų TSP inovacijas ir plėtrą atsižvelgiant į kintančius teisinio darbo rinkos poreikius;
- 6.2. aiškiai apibrėžti Teisės katedros vadovo ir TSP komiteto pirmininko vaidmenį ir kompetencijas, kaip jie galėtų bendrauti, siekdami pagerinti SMK direktorato sprendimus ir TSP vadybą.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr.37-1341.