



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto  
**STUDIJŲ PROGRAMOS "TEISĖ IR FINANSAI"**  
(valstybinis kodas 6121KX001)

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF "LAW AND FINANCE" (state code 6121KX001)**  
**STUDY PROGRAMME**  
at Vytautas Magnus university

**Review' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė ir finansai</i>
Valstybinis kodas	6121KX001
Studijų krypčių grupė	Teisė
Studijų kryptis	Teisė
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė – 4 metai
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės bakalauras
Studijų programos įregistravimo data	2014-04-15

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law and Finance</i>
State code	6121KX001
Group of study field	Law
Study field	Law
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time – 4 years
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Law
Date of registration of the study programme	15-04-2014

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# 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>
2.1. Programme aims and learning outcomes.....	5
2.2. Curriculum design .....	7
2.3. Teaching staff .....	9
2.4. Facilities and learning resources .....	11
2.5. Study process and students' performance assessment.....	12
2.6. Programme management .....	17
<b>III. RECOMMENDATIONS.....</b>	<b>21</b>
<b>IV. SUMMARY .....</b>	<b>22</b>
<b>V. GENERAL ASSESSMENT .....</b>	<b>23</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 before, during and/or after the site-visit:

No.	Name of the document
1	Explanation of Recent Changes to Curriculum of “Law and Finance” Bachelor Programme, provided by the chairperson of the self assessment group.

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

Vytautas Magnus University (hereafter: VMU) in Kaunas is a classical university, based on common beliefs of Liberal Arts and humanistic culture. VMU provides 51 first-cycle programmes, 5 study programmes are implemented in English. The faculty of Law has 440 students and carries out three law programmes - "Integrated Law Programme", "Master in

international Business Law" and "Law and Finance" bachelor programme. The Law and Finance Programme was launched in 2014, the current number of students in October 2017 is approximately 100. Therefore, this programme is to be considered as important for VMU in general and especially for the law faculty.

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

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 2<sup>nd</sup> November 2017.

1. **Prof. dr. Jürgen Kohler (team leader)**, *Dean of the Faculty of Law and Business Management at Greifswald University, Germany.*
2. **Prof. dr. Rolf Dotevall**, *Professor of Commercial Law at Department of Law, School of Business, Economics and Law, University of Gothenburg, Sweden.*
3. **Prof. dr. Markus Steppan**, *Head of the Institute of the Foundations of Law at Graz University, Austria.*
4. **Mr. Mindaugas Jablonskis**, *lawyer, associate partner of Glimstedt, Lithuania.*
5. **Ms. Vaida Spūdytė**, *student of Management studies of Kaunas University of Technology, Lithuania.*

## **II. PROGRAMME ANALYSIS**

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

**a) programme objective(s) and intended learning outcomes are well-defined, clear and publicly announced:** The aims of the Law and Finance Bachelor Programme (LFBP) are listed at page 5 of VMU's Self-Evaluation Report (SER). VMU points further out, that the LFBP meets the requirements for "qualified law specialists", by listing student's abilities after finishing the programme (see p. 6 of the SER).

**The SKVC evaluation team (hereafter: team) is of the opinion:** The objectives and intended learning outcomes of the LFBP mirror VMU's aims of being a classic university of Liberal Arts based on common beliefs and values of freedom, openness and dialogue and its orientation towards humanistic culture. The intended learning outcomes are in line with the general objectives of LFBP as stated above. The intended learning outcomes are valid for a bachelor programme, which combines law as well as principles of the finance system and its components. Learning outcomes are sufficiently comprehensive while not containing superfluous aspects.

When considering the VMU website, the AIKOS system and the Law Faculty website, the team found that the LFBP objectives and the aforesaid general learning outcomes are communicated to students from Lithuania, the primary target group, and the public in a sufficient manner. Making this information accessible in English can easily – and should soon – be put in place. Besides this electronic information given to students and the public, a great number of events are organized by VMU (Higher Education Fairs, Open Door Days, Pupil's Days, Try the Profession, Summer Schools, Freshmen Camp) and the Law Faculty (Foundations of Law, Street

Law Sessions and – especially remarkable – the Programme Committee’s (SPC) introductory meetings with first year-students with presentations of the objectives and learning outcomes of the LFBP) to provide all potential parties with information.

**The team is in opinion that** VMU may consider whether there is scope for clustering subjects in the law part of the programme, and whether the economic and/or business administration subjects should be defined more precisely. However, these points do not constitute any significant flaw as regards the definition of intended learning outcomes as described by VMU (for further consideration, cf. point 2 b) of this document).

***b) programme objectives and intended learning outcomes are linked to the state, societal and labour market needs:*** The programme objectives and intended learning outcomes mentioned above link with state, societal and labour market needs. The general qualitative features that are expected from graduates as the outcome of LFBP ensure social benefits to society at large since these graduates’ qualities will indeed be required to foster societal innovation while securing internal and external harmony and peace. More concretely, the Programme contributes to educating students as qualified law specialists, with good knowledge of Lithuanian law and finance system, having skills of international and the EU law and being able to easily adapt to the activities in the EU and transnational organizations that demand skills in the fields of law and finance for those who engage in legal and financial activities in the private or public sector, such as banking and commerce, tax administration.

As the LFBP has been changed twice since its launch in 2014, SPC has proven its close connection and interaction between them and VMU’s social partners on the occasion of preparing the new master programme *Criminal and Business Law*. In the course of these discussions it became clear that lawyers of different professions need much more knowledge, competencies, and skills in the field of finance and business than they usually have. This led to a major change of the LFBP in the spring of 2017; an increase of the amount of finance-related subjects from 24 ECTS to 60 ECTS was made possible by close cooperation between VMU’s Law Faculty and VMU’s Faculty of Economics and Management.

**The team judges that,** due to this fact, there are solid reasons to assume that the VMU Law and Finance Bachelor Programme makes a necessary and valuable contribution to meeting national requirements for professionals in the field of law and finance.

***c) programme objectives and intended learning outcomes correspond to the mission, operational objectives and/or strategy of the higher education institution:*** VMU understands itself as being a university offering programmes of academic quality while providing societal and personal relevance, in particular by fostering employability. LFBP is intended to match this institutional aspiration as expressed in the VMU mission. **Therefore, the team judges** that the Programme is in line with the general VMU strategy as an institution of academic learning.

***d) programme objectives and intended learning outcomes are linked on academic and/or professional requirements:*** The objectives and intended learning outcomes of LFBP match academic and professional requirements. It is the essence of these requirements that students and graduates need to show competences which combine understanding of legal and financial systems, legal and general financial analysing, norm interpretation as well as norm implementation and pointing out the problems of legal regulation by combining the knowledge of law and finance. All of these elements are to be understood and learned as a combination of knowledge and the ability to think and act with both rationality and creativity, with a comprehensive understanding of the embeddedness of law and finance in its environment, be it political, economic, sociologic, philosophic, or historic, and the subsequent need to enable

students and graduates to steer social processes adequately, namely through appropriate communication.

LFBP also fosters practical approach for students by making provision of practical experience in the 8<sup>th</sup> semester. These add a tangible element of hands-on experience to the programme, along with the input and support from their partners, the Faculty of Finance and Management and their active and highly committed social partners. Apart from this, general VMU recruitment policy does not only guarantee high academic achievements and professional activities of teachers and researchers but also emphasizes their practical experience.

**The team is of the opinion** that LFBP accomplishes these objectives and the learning outcomes.

*e) programme objectives and intended learning outcomes correspond to the type and cycle of studies and the level of qualifications:* LFBP objectives and intended learning outcomes are in line with the expectations which an academic programme at bachelor level should fulfil, as defined in the Lithuanian Qualifications Framework (level VI) of 4 May 2010 in conjunction with the Order on Approval of the Description of Study Cycles of 21 November 2011, also with regard to the Order on Approving the General Requirements for the First Degree and Integrated Study Programmes of 9 April 2010 and the Descriptor of the Study Field of Law of 23 July 2015. In effect, therefore, **the team is of the following opinion**: As far as the aforesaid Programme objectives and its intended learning outcomes are concerned and when considering the aforementioned, defined programme aspirations as well as the competencies expected to be shown in the final (bachelor level) thesis, the programme objectives and intended learning outcomes correspond to the type and cycle of studies and the level of qualifications.

*f) the title of the programme, intended learning outcomes, the content of the programme and the qualification to be obtained are well-tuned:* The Programme, i.e. its intended learning outcomes and the qualification to be obtained, and in principle (for detail of content, see item 2.2 hereafter) also the content since the last change in March/June 2017, is a programme which is intended to cover subjects in the field of law, general university subjects including languages and a specialization in the field of finance. Choosing and using the programme title *Law and Finance* is therefore adequate and serves as a correct indication of the nature of the programme.

## **2.2. Curriculum design**

*a) the programme structure is in line with the legislative requirements:* On the European level, programme aims and learning outcomes correspond with the European Qualifications Framework for Lifelong Learning, which is also followed by the National Qualifications Framework. Finally, aims and learning outcomes are in line with the provisions of the Study Regulations, Statute of Vytautas Magnus University.

**The team judges as follows**: The team verified the previously mentioned features based on the curriculum information given. The team took the legal acts into consideration as mentioned above. The data described above and verified show that LFBP meets legal requirements as outlined in the relevant legal documents indicated above. As already stated above (in particular under item 2.1 e)), the legal requirements concerning the level of the programme as described by the Lithuanian Qualifications Framework are met.

*b) subjects of study (modules) are taught in a consistent manner, subjects or topics are not repeated:* LFBP (as described in annex 2 of the SER) is designed to progress from general university education courses and courses providing fundamental knowledge in the field of law

(namely: legal history, legal theory, fundamentals of law, basics of Latin for lawyers) to courses for specialization in finance (principles of economics, fundamentals of finance, microeconomics, public finance, financing and accounting, taxes and taxation, business finance management, applied econometrics and so on) and eventually to courses in the relevant branches of law, in which case substantive law precedes correlated procedural law, while practice and final thesis are located in the last semester of the 4<sup>th</sup> year. Electives are offered at the very beginning of the studies (semester I to III). **The team judges** that the programme as a whole and its compilation in terms of sequencing follows a traditional model of law programmes, which is often found in Europe. It matches standards in terms of completeness and consistency and progression while avoiding undue repetition.

The team suggests reconsidering only the extent (amount of ECTS) and the location (in the first two semesters) of subjects, such as legal history, legal theory and fundamentals of law; rethinking the amount and the content of Basics of Latin for Lawyers; reconsidering the location of the elective subjects in the curriculum. The team judges that at this early stage of studying (semester I to III), due to lack of experience, students can make meaningful choices only to a very limited extent. VMU could consider achieving better balance between private and criminal law (material Civil Law I and II in total 12 ECTS, material Criminal Law, General Part, Special Part I and II in total 18 ECTS); link the finance-related part of the programme to the law part in a more holistic way accompanied by clarifying the profile in the economic and financial subjects with regard to the relevance between these and legal aspects. VMU should provide electives not only in general university study subjects to deepen or broaden expertise and to enable mobility and internationalisation and cluster electives and practice in an advanced stage of the study programme to enable a “window of mobility” in order to support student mobility.

*c) the content of subjects (modules) corresponds to the type and cycle of studies:* **The team judges** that the module sheets – in particular entries under “course title”, “course annotation”, “course aim” and “links among study programme outcomes, course outcomes...” – provide credible detailed information on the subject content and learning modalities of each module to be applied in order to contribute to the accomplishment of the overall objectives and intended learning outcomes of the programme. In doing so, the content of each module and the teaching methods are in line with the type and cycle of studies which aim at bachelor level outcomes.

*d) the content of subjects (modules) and study methods enable to achieve the intended learning outcomes:* As pointed out under item c) above, the content of subjects and the indicated study methods appear to be suitable for achieving the intended learning outcomes. The “course annotation” and “course aim” of each set of course description outline the purpose of the module with regard to overall competence to be developed by the programme. The links stated under “study programme outcomes...” of each set of course description correlate the intended learning outcomes of the programme with the expected results of the given course and the study methods to be applied in the course as well as the assessment methods, which are oriented towards the intended learning outcomes. The descriptions mentioned above are outlined with a sufficient degree of detail. Intended learning outcomes, indicated study methods, and assessment approaches are coherent.

**The team judges:** The description thus provided is realistic and fit for purpose. The team is of the opinion that the content of subjects and the study methods enable students to achieve the intended learning outcomes.

*e) the scope of the programme is sufficient to achieve the learning outcomes:* Following from the findings which have been pointed out under b), c), and d) above, the scope of the programme is essentially sufficient for achieving the intended learning outcomes. It is one of the hallmarks of LFBP, which is an “interdisciplinary” study programme operated by the Law Faculty with substantial support from the Faculty of Economics and Management (60 ECTS from 240 ECTS), to offer students opportunities for developing skills and knowledge, not only in law but also in the field of finance. This is a good means for broadening the scope of the Programme, ensuring better job opportunities for their students.

Student legal practice covers 16 credits in semester VIII. Practice broadens the scope of the Programme by enabling students to apply their expertise in handling actual legal issues.

**To sum up, the team is of the opinion** that the scope of LFBP is both sufficiently coherent and broad to ensure the achievement of the intended learning outcomes. The opportunity of combining legal practice with electives to strengthen internationalisation by enabling a “window of mobility” should be taken into consideration (as indicated in 2.2. b).

*f) the content of the programme corresponds to the latest academic, artistic or technological achievements:* The content of the Programme bears indication that the academic reflection offered through each module is up to date. The course descriptions provide ample space for introducing current developments. As for reading lists given to students, the team is of the opinion that the number of printed books, especially textbooks might be increased, although it is evident that online resources cover most of the literature needed.

### 2.3. Teaching staff

*a) the study programme is provided by the staff meeting legal requirements:* The Programme is operated in spring semester 2017 by 14 teachers, 9 of these having degrees related to subjects which are relevant for LFBP. In detail, among the 14 teachers there are 6 associate professors, 3 assistant professors (lecturers) with PhD degree and 5 lecturers without a degree, mostly PhD candidates. Not all lecturers involved in this LFBP are employed at the Faculty of Law. The Law Faculty closely cooperates with the Faculty of Economics and Management, the Department of Finance. This arrangement strengthens inter-departmental cooperative relations and the diversity of teachers. Out-of-house staff is employed on a part-time basis to cover the programme elements not taught by permanent staff, drawing on qualified practitioners and on academics employed at other universities.

When compared to numeric and aligned qualitative legal requirements of staff, the following itemization and ratios apply:

Criterion	Required by legislation	In the programme
Percentage of staff with academic degree in the integrated part of studies corresponding to the first cycle of studies	at least 50 per cent	62,16 per cent

The ratio of lecturers to students can vary from 50:1 to 20:1, depending on the type of courses (lectures, seminars, language courses). It is a positive feature that LFBP provides a student/teacher ratio of 7 to 1. The Programme is delivered by staff of both faculties, of whom most have doctoral degrees, or else mostly by PhD candidates, with sufficient expertise and experience in teaching. There is a considerable part of teaching personnel who render their services to VMU on a part-time basis while maintaining other professional occupations. This factor can be critical in principle, especially in view of limited availability for student consultation (and research capacity). However, in the given case, and in the opinion of students

questioned by the team, these effects are not severe, also due to the aforesaid availability of permanent staff. In addition, flexibility in employing lecturers within non-university occupations enables VMU to select good professionals and to bring together a competent team of professionals and full-time university staff.

**The team judges:** LFBP meets the formal legal requirements concerning the provision of staff for operating the Programme.

***b) the qualifications of the teaching staff are adequate to ensure learning outcomes:*** VMU has outlined the qualifications of each member of the teaching staff in annex 3 (list of academic staff) and particular detail in annex 4 (curricula vitae) of the SER. The information thus given indicates that staff members possess the academic background as well as profound practical professional experience to teach the fields assigned to them.

The professional development of staff is an essential part of VMU policy. The lecturers of the LFBP constantly improve their professional and didactical competences in order to meet the requirements of the “Order of organization of attestation for VMU lecturers and researchers” (VMU Senate, 2011). According to this order, the university lecturers and researchers shall be attested or pass public competition every 5 years, for which they have to meet the defined requirements. A negatively assessed university lecturer or researcher is dismissed in accordance with the procedure regulated by the order. At the end of each year lecturers and researchers have to prepare their annual report on their scientific and teaching activity. Lecturers are strongly involved in academic mobility, conferences, seminars and other activities in Lithuania as well as abroad.

**The team therefore judges** that the qualifications of the teaching staff is essentially adequate to operate the LFBP in a meaningful way that allows students to accomplish the objectives of the programme and to reach the intended learning outcomes.

***c) the number of the teaching staff is adequate to ensure learning outcomes ; d) teaching staff turnover is able to ensure an adequate provision of the programme :*** The staff participating in delivering LFBP appears to be stable in terms of individual people and in numbers (14). The teaching staff stands out with its progressive approach to the organization of the study process. Every member of the teaching staff is over 30 years old. The predominant part of teaching staff is between 30 and 50 years old. There is no significant turnover of teaching staff visible, apart from co-opting lecturers in the finance subjects due to the expansion of financial related courses in LFBP. VMU and here in particular the Law Faculty and Faculty of Economics and Management secure reasonable stability of permanent and external part-time staff.

**The team therefore is of the opinion** that, in view of the stability of the teaching body and the long-term employment of external part-time staff, there is no indication that VMU is not able to fill vacancies if these should arise.

***d) the higher education institution shall ensure (offer) conditions for professional (subject-matter, pedagogical, personal) upgrading of staff necessary to implement the programme:*** VMU points out that the professional development of staff is an important part of the VMU policy. The lecturers of the LFBP constantly have to improve their professional and didactical competences (see 2.3.b)). Due to the programme changes in March/June 2017, as mentioned above, no external evaluation has been made yet. But it is obvious from the SER and the site visit that the lecturers’ involvement in academic mobility, conferences, seminars and other means of the teaching staff is high – although mobility could be increased, while the team understands that mobility is restricted due to lack of funding.

Research fields of the teaching staff mainly correspond to the subjects they teach (see annex 3). This also creates the framework of opportunities for the LFBP students to join the research activities in the particular theme and acquire research skills.

In order to ensure the quality of studies, VMU implemented a personnel motivation system. Activities of lecturers are assessed in scientific output, scientific organizational activities and didactic activities. Each activity, such as reports on scientific conferences, is awarded with certain points, certified by internal VMU documents. Basic salary is determined on account of the average points awarded for the above-mentioned criteria over the past five years. Each teacher/researcher has to declare the results of his work by completing tables on individual activities at the end of the year. Learning bonuses are given to those teachers/researchers, who exceed those fixed average points.

VMU intends (as pointed out in the SER respectively site visit) to encourage the organization of seminars related to the development of competences and shows an interest in carrying out motivational conversations to get to know specific individual needs of lecturers.

**Overall, the team judges** that VMU has succeeded in ensuring adequate provision for staff development in academic matters and in particular in relation to teaching competence.

#### ***2.4. Facilities and learning resources***

***a) the premises for studies are adequate both in their size and quality:*** The Programme is held in classrooms of the building of the Law Faculty, Faculty of Social Sciences and the Faculty of Economics and Management (special subjects), general study subjects are held in the central building of VMU, depending on the number of students. There are 83 classrooms at VMU, the Faculty of Law building has 13 classrooms, 2 computer classes and various meeting rooms with capacity from 15 to 196 seats. Students can use VMU's rooms freely for homework, independent work or team tasks when rooms are not used for teaching or research purposes. In particular, students can freely use the unlimited wireless internet connection provided in all areas. All the buildings are adjusted for disabled people. The Faculty of Law also houses the Library of both faculties – Law and Social Sciences – a room for the European Law Students' Association and a cafeteria. The VMU libraries offer 536 work places in total, of which 174 work places are computer-equipped and 16 group study rooms. The library of Law Faculty and Social Sciences, one of the five sublibraries, offers about 19.000 law and social sciences related printed books and journals and approximately 28.500 electronic documents and databases. **The team is of the opinion** that students and teachers find favourable conditions of studies. They, together with other practical amenities provided for students as described above, ensure the availability of adequate space for the LFBP. On-site impression gathered by the team underpins this assumption.

***b) the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality:*** Following from the findings described under a) above, workspace for students in terms of room for individual or group work are very good. The same applies to computer equipment and internet access, covering all VMU premises. This gives students access to all online information for their studies. All classrooms are computerized and equipped with multimedia projecting equipment. If needed additional technical equipment can be supplied by VMU's technical service division. One room has been equipped for video conferences. At the same building the Library of Social Sciences and Law Faculties provides 57 work places for readers, two of them are for users with special needs. 32

work places are equipped with computers for studies and research; additional 33 work places are available for work with personal computer equipment.

**The team judges:** The teaching and learning equipment provided by VMU is well suited to operate the Law and Finance programme in all aspects. It would be desirable to provide more basic study literature, such as textbooks in sufficient numbers and, where applicable, by different authors. Such type of literature for daily use would allow students to easily cross-reference statements and explanations within a book or between different books on the issue in question and can be used better in paper form.

***c) the higher education institution has adequate arrangements for students' practice:*** Students' practice (16 ECTS) is a compulsory part of LFBP. VMU sees practice/internships as an essential part of their approach to studies, intended to ensure that the curriculum gives students the opportunity to gain professional skills and apply their theoretical knowledge in practice.

The internship of LFBP is operated by the "internship coordinator". The internship is performed during the last semester. Students are free to choose the place for their internship according to their interests. The "internship coordinator" provides the students with all necessary information and assists them in the process of obtaining an internship at various state governmental and non-governmental institutions.

Upon selecting the institution for internship, a tripartite agreement is signed between the student, VMU as represented by the internship coordinator, and the placement institution. Teachers of the Faculty of Law, provide recommendations as to where students can perform their internships. VMU seeks feedback from the person responsible for the internship in question, thus gaining information on the tasks given to students and on the competencies, or deficiencies of the student.

Although internships – as proved on on-site visit by teachers and students – are an integral part of the studies and are well performed by the LFBP team, there is scope for improvement as regards information about internships (e.g. list of placement institutions), which should additionally be given to the students by online resources (VMU's homepage; Law Faculty homepage) and as an amendment to the curriculum.

**The team judges:** The opportunities provided by VMU for students to deepen their practical experience in the legal profession(s) by means of practice/internship are fully adequate and a laudable element of the programme. This applies both in terms of provision of contacts for internships and for safeguarding the fitness of purpose of the internships as a means for contributing to the accomplishment of the intended learning outcomes of LFBP.

***d) teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible:*** In law programmes, adequacy and accessibility of teaching materials (textbooks, books, periodical publications, databases) are essentially the same. Therefore, the evaluation of this item may refer to the findings and judgement presented under item b) above, which relate to adequacy of teaching material provided.

**Overall, the team judges:** VMU fulfils the requirements as regards space for teaching and for student learning well, and electronic devices are sufficiently available. The practice/internship provided in the programme is particularly laudable.

## ***2.5. Study process and students' performance assessment***

***a) entrance requirements are well-founded, consistent and transparent:*** VMU organizes admission to the LFBP according to the General Provisions of the Lithuanian

Association of Higher Education and University admission rules (VMU Study Regulations from 2016). Applicants to the state-funded study places of the first-cycle studies shall be admitted according to the criteria set out in the procedures of ranking the best graduates of the primary education programme approved by the Ministry of Education and Science. Applicants must have high school diploma or an equivalent degree. Entry requirements and requirements for the competition to state-funded study places follow general Lithuanian legal requirements. After admission, all students have to prove their English language skills at the Institute for foreign Languages at VMU. C1 level is compulsory; students not reaching C1 level have to attend language courses.

The statistics mentioned in the SER show that the number of undergraduates has gradually decreased in Lithuania from 2014 to 2016. The number of applicants and accepted students correlates with the national demographic, economic and education policy situation. As from the academic year 2014–2016, the number of applications and the number of students has decreased. This is related to the overall drop in numbers of school leavers, and this is partly due to growth of popularity of other fields of studies. Due to these reasons, VMU had to take even more action to increase awareness and popularity but also made major changes to adapt the LFBP to the needs of the labour market by increasing financial subjects in the curriculum. These activities are currently bearing fruit since admission rates in the enrolment period of 2017/18 have increased by approximately 14%.

**The team judges:** The admission process is fit for purpose with regard to the requirements and demands of the LFBP. VMU provides a high degree of programme marketing (1.1.3 – 1.1.6 at p. 6 of the SER), thus ensuring transparent and wide-spread information on the opportunities offered by the LFBP and the modalities for entering it. This is particularly praiseworthy, as is the aspiration of VMU to consider reasons for dropout.

***b) organisation of the study process ensures proper implementation of the programme and achievement of the intended learning outcomes :*** As for the structural organization of the study process as a whole, the description and judgement as presented under item 2.2. b) and 2.2. e) above applies here, too. LFBP is designed to progress from general university education courses and courses providing fundamental knowledge in the field of law via economic, financial and business administration subjects to studies of the courses in the relevant branches of law, in which case substantive law precedes correlated procedural law. Fields of special interest courses, “Elective subjects”, for obtaining lacking language skills and general university subjects are located at the very beginning of the study programme. Internship elements, like “Legal practice”, are located in the last semester of the fourth year of the programme. Lectures are offered according to semester-based study schedules, which indicate types of classroom work, time, duration and location.

Concerning the final thesis and the final examinations, the process is defined clearly and adequately: Students defend their final theses and take final examinations in their last year of studies. LFBP students are going to defend their final thesis in spring semester 2018 for the first time. The procedures of organisation of final examinations and preparation and defence of the final theses are – as credibly claimed – already prepared. Due to team’s experiences with the highly committed members of the SPC and teaching staff during the site visit, there is no doubt that this material will be provided in time and in high quality.

**The team judges:** LFBP as a whole and its compilation in terms of sequencing follows a traditional model of law programmes, which is often found in Europe and thus matches standards in terms of completeness and sequencing. In effect, it is to be noted explicitly that the items

mentioned in 2.2.b) and the suggestion of sharpening the profile of the financial subjects (economics and/or business administration) may only be seen as suggestions for further improvement rather than as disqualifying elements of LFBP. The current Programme shows a proper study process, following often-practiced approaches in Europe, and is to be seen as fitting for accomplishing the intended learning outcomes.

*c) students are encouraged to take part in scientific, artistic or applied science activities:* LFBP students are encouraged to participate in science, art and applied science activities. In general, VMU states that lecturers encourage students to engage in research and creative projects related to their field of study, inter alia by offering opportunities to perform research in the field of law. Since autumn 2016, “Academia Cum Laude” are implemented at VMU. These are individual studies carried out under the principles of liberal studies and tutorship. Students are free to choose whether to deepen the knowledge in a specific study programme, select the speciality later or take up a broad spectrum of studies, based on the principles of “artes liberales system”.

VMU students are invited to develop their social, cultural, literary, philosophic, artistic and other skills in more than 30 academic clubs and societies, as well as attending the VMU’s choir, orchestra and theatre. Worth mentioning is also the “United Nations student club”, an institution fostering tolerance and human rights, as well as the “Economicus”, a club fostering exchange between students interested in economics, marketing and business.

At Law faculty the “Scientific Law Club”, where discussions on law topics are held, was founded by students in 2009.

In terms of focussing on applying legal competence, VMU’s Law Faculty operates the “Future Law Laboratory” since autumn 2017. By this means, informal education aiming at students’ and lecturers’ scientific research and experimental development is provided. Furthermore, discussion forums, conferences and other activities investigating the impact of new technologies on law and its practice are organized.

**The team judges** that the aforesaid institutional endeavours are meaningful tools to encourage and enable LFBP students to seek active participation in legal research as well as in applying the law actively. Therefore, the LFBP at VMU meets the requirements of this criterion.

*d) students are provided conditions to take part in mobility programmes:* Student mobility at VMU is carried out either by participation in ERASMUS+ programmes or by VMU “Bilateral Exchange Abroad” programmes. Within this, students can choose between exchange studies or graduates traineeships.

VMU is in partnership with 260 higher education institutions in 32 countries under ERASMUS+ programme and has 156 bilateral exchange agreements with higher education institutions in 40 countries. The Law faculty has 3 bilateral exchange agreements and also study or internship agreements with 3 universities. The team recommends expanding partnerships with national and international higher education institutions and universities.

Graduates are encouraged to go for Erasmus+ graduate traineeships. Information on students’ mobility are given by the VMU’s International Office and the Law Faculty International Coordinator. Faculty administration evaluates the adequacy of the courses taken at the foreign university in advance to avoid problems of learning achievements’ recognition after return.

Students of LFBP have not been to other universities either under Erasmus+ or on the basis of bilateral agreements. Two main reasons are given in the SER report. (1) Usually 3<sup>rd</sup> or 4<sup>th</sup> year students participate in international exchange programmes. At this time, “speciality

subjects” are delivered. (2) During visits, students can only choose subjects not related to law (which are delivered in the 1<sup>st</sup> and 2<sup>nd</sup> semester). The faculty intends to encourage 2<sup>nd</sup> year students in the future.

The team recommends VMU to encourage students by means of (1) providing and indicating a “window of mobility” in the curriculum, e.g. in the middle or higher semesters, which could in particular be linked to students’ electives and practice. Moreover, VMU might consider (2) strengthening elements of „internationalization at home“, e.g. by strong support for learning foreign languages, English in particular, and by more learning experience, e.g. lectures and seminars, offered by guest lecturers.

*e) the higher education institution ensures proper academic and social support:* VMU provides a number of support devices along the entire student life cycle. Academic student support at VMU covers in general: Easily accessible and timely information on the study programme (Introduction to the study programme, information about courses, timetables a.s.o), extracurricular University activities (events, conferences, leisure and entertainment a.s.o), general University’s Information (Rectors Orders, Rector’s/Senate’s rules, mobility programmes, student support, career possibilities a.s.o.).

In particular, at the beginning of the first year, students are given general information on their studies by the Dean and the members of the programme committee, covering VMU procedures, the most important aspects of the study and the ongoing proceedings as well as their rights and duties. Also, according to VMU Regulations on Studies (2016), every lecturer spends a certain amount of his working hours per semester consulting students on their homework. Communication of lecturers, management and students in various forms (face-to-face, e-mail, Skype) is encouraged. Lecturers introduce students to the course by informing on the requirements of the course.

Another institutionalized service for students, helping students who have difficulties in studying, is provided by the Student Coordinator. Students’ social support is given by the Student Affairs Department, managing student’s accommodation, scholarships and exemptions for tuition and accommodation fees. Apart from this, the Student Representative Council representing students’ interests takes care of student social support and develops social and cultural activities. Also counselling psychologists at the VMU Psychology Clinic is free of charge for students.

VMU Office of Student Affairs and the Career Centre regularly organize seminars and provide consultations on career planning issues. Law Faculty and LFBP SPC interact closely with different social partners, including commitments on internships and information about job positions.

VMU provides financial assistance to students in order to increase academic achievements of students and reduce social exclusion. For this reason, VMU has created a financial motivation system for students, such as scholarships, depending on their study results. Over the period of 2014-2017, scholarships were assigned to 12 LFBP students.

**The team judges** that the support schemes provided by and for the students of LFBP is holistic and meets the requirements.

*f) the system of assessing student achievements is clear, public and appropriate to assess the learning outcomes:* LFBP operates an assessment system which applies cumulative scoring for study courses. The score is based on mid-term examinations (colloquiums), individual and group work, presentation of performed tasks, written papers, essays, summary reports, applied research, projects during lectures and seminars these elements constitute 35-50%

of the student's final grade for a study course in general. These assessment requirements are published and thus made known to students in each course description.

VMU applies a 10-point assessment system. Law courses are subject to a stricter requirement for composition of the final grade compared to other VMU Study regulations. VMU states, that with knowledge of this evaluation system, students are encouraged to work independently and study consistently throughout the semester. The specific assessment system of student achievements in LFBP is described for each course of studies and presented in the enclosed course descriptions in Annex 1 of the SER.

**The team judges:** The assessment system as described above is appropriate in that it follows VMU intention to activate students beyond mere participation in the Programme. It is also suitable in that it enables students to show their different capabilities by using various assessment methods. In principle, the assessment system allows to monitor students' progress in achieving learning outcomes, detect deficiencies in a timely manner, maintain feedback, and create preconditions for adjustments, both at an individual level and with regard to the programme structure and teaching methods. Therefore, the team is of the opinion that, as far as assessments related to each module (course unit) are concerned, the assessment methods applied are appropriate to assess students' accomplishment, and that it is clear and communicated to students.

There is scope for gaining even more clarity and transparency if the assessment criteria were presented in more detail by stating the substance of subject-related content of each course assessment and the competences expected to be shown by students in more specific terms. This could be realized by writing in the course description rather than by lecturers' oral explanation given to students. In terms of due process, VMU should make sure that the reasons for grading are given and also documented in a reliable way in particular as regards assessments of oral performance (in as much as this is possible for this element), in order to be able to consider the case if there were to be an appeal concerning this element of the assessment.

***g) professional activities of the majority of programme graduates correspond to the expectations of programme operators and employers:*** LFBP was started in 2014. Almost from the very beginning it became obvious that it very much resembles the integrated programme *Law* at VMU's Law Faculty, as only a few subjects in the field of finances did not create essential difference between the programmes. Therefore, it became obvious that the original purpose of LFBP to provide students with sufficient knowledge and skills not only in the field of law but also in that of finances was not being achieved. For that reason, the amount of courses/credits in finance was increased, at the same time decreasing courses/credits from the elective subjects. These changes were made due to students opinion (discussions with all students or representatives of courses) and in 2016 due to intensive discussions with social partners and employers in the course of the preparation of the new master programme *Criminal and Business Law*. During these discussions the social partners expressed their clear opinion that contemporary lawyers of different professions (prosecutors, attorneys, judges) need more knowledge and skills in the field of finance than they usually have. These labour market needs are related to the increase of financial/business crime in the region (additional documents have been provided by the chairperson of the self-assessment group on request).

Due to the fact that first graduates will leave in spring 2018, no evidence can be given on employability. Regarding the aforementioned factors, employability seems to be no severe problem. This assumption is supported by statements of social partners at the on-site visit who

confirmed that LFBP students doing their internship are well prepared, highly motivated and well educated in law and finance.

VMU intends to develop and complete a database of graduates, thus maintaining informal contacts with alumni and inviting them to participate in the university events. This database is expected to contain information on all the graduates, who are regularly sent reminders to annex their questionnaire forms and to enter data on their workplaces.

**The team judges** that VMU has evidence of LFBP appropriateness to match employers' and graduates' expectations to make provision for employment.

*h) the programme corresponds to the state economic, social and cultural and future development needs:* This item is already outlined in 2.5.f. **Therefore, the team judges** that the LFBP of VMU corresponds to Lithuanian economic, social and cultural needs, both as of today and in the future.

*i) fair learning environment is ensured:* As described above under items 2.3 and in particular 2.4., LFBP provides adequate staffing and also a learning environment, which gives students a fair opportunity to conduct their studies successfully. Staff are accessible to students, both personally and via various media, thus enabling students to voice their concerns, and there is no indication that students are not treated in an adequate, friendly manner. The team heard from students that the aforesaid is a fair description of their experience.

VMU operates a Code of Ethics (Code of Ethics of Vytautas Magnus University, approved by the Order No 3-7 of 9 April 2011 by the Senate of Vytautas Magnus University), which regulates modes of communication between lecturers, administrative staff and students. This code sets out the values of VMU activities and regulates the important norms of unwanted behaviour in as far as this is not directly established by legal acts of the Republic of Lithuania. The code is based on the principles of respect, impartiality, benevolence, non-discrimination and tolerance, academic honesty, cooperation and transparency. **The team is of the opinion** that VMU provides a fair learning environment for the students enrolled in the LFBP.

*j) students are provided opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures:* VMU has implemented a strictly formalized clear and consistent complaints and appeal system (Procedure for the Investigation of Appeals, approved by the Rector on May 4, 2012 No. SRT - 116A). The appeal commission is created under the Dean's order. A student has a right to file an appeal in connection to study result assessment and examination procedure violations. The commission, having analysed the appeal, may make the following decisions: (1) to satisfy the appeal and change the assessment of study results; (2) after determining procedural violations of examination order, to allow the student to retake the exam; (3) to acknowledge the appeal as grounded without changing the study result assessment, if the determined violations do not impact the assessment; (4) to reject the appeal and to leave the assessment of study results; (5) to transfer the appeal to other VMU institutions according to their competence and the appeal content under the subsidiary principle. The VMU Code of Ethics makes provision for a complaints process to be called upon in cases when a student sees a case of unethical behaviour. **The team therefore judges** that VMU meets the requirement to establish a sufficient, regulated complaints and appeals system and meets the requirements to be expected.

## ***2.6. Programme management***

*a) responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated:* LFBP is subject to the overall VMU study quality assurance

system, which is constantly operated at university and faculty level. VMU states that its main quality criterion, which is applied in the evaluation both to the entire programme and to each of its courses, is maximum compliance to the learning outcomes and the quality of competences to be given to students. Decisions are made and monitored by SPC, the Dean of Law Faculty and the Faculty Council. The hands-on management of LFBP is ensured by SPC. The decisions regarding the programme quality are based on the requirements of the Bologna process, Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) and Lithuanian and VMU's legal acts, made public on VMU website.

The SPC consists of ten members, with eight of these being teachers (one of Faculty of Economics and Management), one social partner and one students' representative. SPC's decisions are made by common agreement and are documented by meeting minutes. The SPC main responsibilities and the responsibilities shared among SPC are indicated in detail on page 38 f. of the SER.

This managerial setup follows an overarching understanding of programme quality and the modalities to ascertain quality. This is guaranteed through the supervision of LFBP implementation by faculty administration by administrating study schedules and facilities, dissemination of information, recording teachers' workload, student registration, and documentation of studies and so on. Renewals of the LFBP are made in close cooperation between SPC and VMU bodies, such as Studies Department, Study Quality Unit, Vice-Rector for Studies, Student Affairs Department, library and other related units.

LFBP strives to take note of, and to include into the programme, the continuous changes which take place on a global scale, and to introduce the latest academic advances into the learning and the assessment content and processes.

The essential factor of ensuring the quality of LFBP is seen in feedback from students, alumni and social partners. In development, improvement and evaluation of LFBP, students, alumni and social partners are invited to raise issues concerning necessary innovation in view of their experience, and participate in taking decisions related to the management.

Even though the consulting respectively feedback process on LFBP by stake holders takes place in a more or less informal way (except the role of the social partner member in SPC), SPC members have demonstrated impressively that necessary adjustments of the LFBP were made in close cooperation with students' representatives and social partners of VMU. This very good and mutual cooperation was visible during the site visit.

**The team judges** that there is clear and fitting allocation of responsibilities for decisions and for monitoring programme implementation.

***b) data and other information regarding programme implementation are collected and analysed periodically:*** VMU and the Law Faculty collect data on the performance of LFBP systematically and repeatedly. Evidence of this is the presentation of numerous tables in the SER which portray the LFBP features in the relevant aspects.

The SPC performs an annual analysis of LFBP, identifying strengths and weaknesses of the programme. Programme quality related information are collected from students, teachers and social partners. The main criteria queried are (1) compatibility between LFBP and newest research trends, (2) correspondence between LFBP and labour market needs, (3) suitability and sufficiency of resources, (4) teachers' competence, (5) students' progress, (6) teachers' and students' mobility.

At an overall programmatic level, the SPC assesses the LFBP every three years. In addition to the above-mentioned criteria special attention is paid to the correspondence between

subjects and programme learning outcomes, study content and learning outcomes, consistency of the curriculum, level and quality of literature sources and staff qualification and competences.

At faculty level, quality assurance of LFBP and subjects is continuously made by internal assessments. The following measures have been taken since 2000 by the Law Faculty: (1) each semester is followed by an analysis of the subjects being taught, (2) studying and teaching quality assessment consists of “students’ opinion” and “teachers’ opinion”. Results are analysed at Faculty Level, usually in individual sessions between the teacher and the Chair of the SPC, Vice-Dean or Dean. After this, individual actions for improvement are taken.

Students fill in electronic questionnaires at the end of the semester, evaluating quality of teaching for every subject they attended. This survey is carried out confidentially. Results are discussed with students in SPC meetings and at faculty meetings. Moreover, there is a monthly conference with student representatives to address any issues that may arise in delivering the programme. Another tool to assure quality in LFBP is the “two-way-feedback” between students and teachers. Teachers provide students with feedback on their learning achievements and grading in face-to-face discussions. Students provide teachers with feedback about their teaching performance and subject content.

The improvement of programme quality is also guaranteed by the Students’ Representative Body, especially for LFBP by the students’ representatives of Law Faculty.

Regular, systematic feedback from stakeholders and social partners on programme qualities or deficiencies with regard to success factors is underdeveloped. Feedback is being sought already, but on an more or less informal base.

**The team judges** that there is a strong and highly developed system of quality assurance, responsibilities are clearly defined and collecting information on LFBP is carried out both in a formal (questionnaires) and an informal (meetings with students and teachers) way. Measures for improvement based on these feedback tools are also well defined. The regular involvement of social partners should be considered as a priority.

***c) the outcomes of internal and external evaluations of the programme are used for the improvement of the programme:*** VMU and the Law Faculty use the outcomes for internal programme evaluations as described under item 2.6 b) above for improving the programme. A concrete example of a quality improvement measure is the last major change of LFBP in March/June 2017.

External programme evaluation has not been performed so far. Feedback from graduates and employers will be given at the earliest on fall 2018.

***d) the evaluation and improvement processes involve stakeholders:*** Stakeholders and social partners are involved in the improvement process by means of inviting these groups to provide feedback, mainly in relation to fostering employability. The reports on internships/practice can serve as useful tool.

**The team judges** that VMU involves stakeholders in the evaluation and improvement processes. The team recommends VMU to keep and strengthen these efforts for extended external involvement by defining a place and voice in the actual change process, reaching from decision making to information on improvement.

***e) the internal quality assurance measures are effective and efficient:*** Quality culture, quality policy, quality focus: VMU and the Faculty identify their ambition to provide a quality culture, by constant improvement of LFBP, paying attention to needs of students, social partners and developments in the field of law: (1) development of the internationalization of the programme; (2) increase of the programme's innovation and direct application of competences in

developing and creating jobs in this field; (3) improvement of the process of studies, using new technologies of studies and learning environments; (4) transformation of the programme on the basis of student oriented learning didactics and methodologies.

*Informal quality enhancement processes:* being a programme with a relatively small number of participants, students successfully are encouraged to provide direct feedback to coordinators and supervisors. In this way, VMU possesses a system that can flexibly, transparently and objectively respond to all problematic issues shown in the process of studies and bring about changes.

*Formal quality assurance practices:* (1) VMU uses collected data (see item 2.6 b) above) for qualitative analyses, (2) the SPC (see item 2.6 a) above) seeks to improve the curriculum content and organisation of studies, (3) VMU carries out an annual audit, covering the implementation procedures and results of the programmes of studies.

In terms of *concrete quality issues*, VMU pays specific attention to the following *specific features*: (1) *Study outcomes* which are evaluated using the criteria, methods and procedures announced in the Order of Study Subject Certification (2013). (2) *Lecturers' competence and performance* ensure that Law Faculty staff is qualified and competent to teach. The employment of teaching personnel is based on education and scientific degree; pedagogical/scientific experience; publications proving scientific qualifications; professional activities. (3) *Resources of studies and support for students* ensure that all that is necessary for running LFBB are adequate and sufficient. VMU periodically updates technical facilities, cooperates with social and business partners on infrastructure renewal or opportunities for students to use the facilities of partners, expands its library, improves the operation of student consulting and information systems.

***f) the information about the study programme is public, relevant and easily accessible:*** VMU publishes up-to-date and unbiased quantitative and qualitative information about the LFBB and the qualification which the programme leads to in Lithuanian language. Documents on study regulations are published on the VMU website. Students are informed about changes of the study regulation or methodological requirements by email. Information about studies, study programmes, schedules, current affairs and events, research and student achievements is regularly made available by means of the VMU website and during meetings with the academic community and social partners.

### **III. RECOMMENDATIONS**

1. Reconsider the extent and the location of general subjects, such as legal history, legal theory and fundamentals of law.
2. Reconsider the location of the elective subjects in the curriculum.
3. Try to achieve a balance between Private and Criminal Law.
4. Link the financial part of the programme to the law part in a more holistic way.
5. Clarify the profile in the economic and financial subjects.
6. Provide more electives in law subjects and widen them, especially with a view to internationalization.
7. Cluster electives and practice in an advanced stage of studying to enable a “window of mobility”.
8. Rethink VMU’s strict recognition policy to make mobility more attractive to students.
9. Strengthen the efforts to keep extended external involvement of stakeholders and social partners.

#### **IV. SUMMARY**

**The Law and Finance Bachelor Programme of Vytautas Magnus University shows a number of positive aspects. Among these are the following:** VMU is aware of, and has identified, the overarching objectives of LFBP in an adequate, holistic way, with no major aspect omitted and with no unnecessary facet being added, thus presenting a meaningful starting point for the design and for fitting learning outcomes of the Programme. VMU operates an extensive system for advertising LFBP throughout Lithuania, using various channels successfully and ensures transparent and widespread information on the opportunities offered and the modalities for entering.

LFBP has been changed and adjusted in 2014 in a major way. To ensure that there is no overlap with another VMU's programme in Law, the number of subjects in the field of finance was increased, at the same time general university subjects were decreased. These fundamental changes were made in accordance with students and social partners suggestions to improve employability.

Social partners and stakeholders provide opportunities for students to deepen their practical experience in the legal profession(s) by means of internships/practice to foster employability. Students as well as social partners appreciate practice-orientation of LFBP, e.g. through developing negotiation capabilities, or by being introduced to application of law and also finance and economics.

LFBP provides meaningful tools to encourage and enable law students to seek participation in legal research and in acquiring practical experience in terms of applied law, such as "Future Law Laboratory". Student support schemes are comprehensive and appear to be useful for students. There is a differentiated fee system and mobility-funding scheme in place in support of students who either show excellence in their studies or may need support on social grounds.

VMU has established a unified and transparent lecturer motivation system, which encourages to take part in scientific, expert and public activities, as well as to improve qualification. The Teaching staff of LFBP is very highly committed. VMU and Law Faculty have developed a very high standard of quality assurance policies and practices appropriate to each of them, with quality assurance tools being embedded in a remarkable maturity of 'quality culture'. Those two concerted quality assurance systems guarantee transparency and efficiency. SPC has already made suggestions how to implement an internationalization strategy which may lead to enhancing internationalization of LFBP in mid-range perspective.

**The Law and Finance Bachelor Programme of Vytautas Magnus University and the way it is operated could nevertheless be improved with regards to the following aspects:** Concerning the teaching/learning modalities, VMU could reconsider the extent and the location of subjects, such as legal history, legal theory and fundamentals of law. Also the location of the elective subjects in the curriculum should be reconsidered. Better balance between Private and Criminal Law should be achieved and linking the financial part of the Programme to the law part in a more holistic way should be considered not least in order to clarify the profile in the economic and financial subjects. Electives should be provided also in law subjects to deepen knowledge and enable mobility and internationalisation. Clustering electives and practice in an advanced stage of studying by enabling a "window of mobility" and rethink VMU's strict recognition policy could increase and make students mobility more attractive. VMU and LFBP representatives may consider improving the consulting and feedback process with stakeholders by replacing the more or less informal way (except the Study Programme Committee) with more regular joined-up thinking.

## V. GENERAL ASSESSMENT

The study programme *Law and Finance* (state code – 6121KX001) at Vytautas Magnus university is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

<b>No.</b>	<b>Evaluation Area</b>	<b>Evaluation of an area in points*</b>
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	<b>Total:</b>	<b>19</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: **Prof. dr. Jürgen Kohler**

Team leader:

Grupės nariai: **Prof. dr. Rolf Dotevall**

Team members:

**Prof. dr. Markus Steppan**

**Mr. Mindaugas Jablonskis**

**Ms. Vaida Spūdytė**

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS  
TEISĖ IR FINANSAI (VALSTYBINIS KODAS – 6121KX001)  
2017-12-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-253 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vytauto Didžiojo universiteto studijų programa *Teisė ir finansai* (valstybinis kodas – 6121KX001) 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	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	<b>Iš viso:</b>	<b>19</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)

&lt;...&gt;

**IV. SANTRAUKA**

Vytauto Didžiojo universitete dėstoma bakalauro studijų programa *Teisė ir finansai* turi daug teigiamų bruožų, pavyzdžiui, pagrindiniai studijų programos tikslai yra tinkamai ir išsamiai apibrėžti bei pristatyti – paminėti visi svarbiausi aspektai, neskiriant per daug dėmesio nereikšmingiems dalykams. Tokiu būdu užtikrinamas prasmingas studijų programos turinys ir tinkami studijų rezultatai. VDU stengiasi didinti studijų programos žinomumą visoje Lietuvoje, sėkmingai naudodama įvairius viešinimo kanalus, bei teikia skaidrią ir išsamią informaciją apie studijų programos galimybes ir priėmimo taisykles.

Studijų programa buvo iš esmės peržiūrėta ir pakeista 2014 m. Siekiant išvengti, kad studijų programa nesutaptų su kitomis VDU teises krypties studijų programomis, buvo padidintas finansų dalykų skaičius ir sumažintas bendrųjų universitetinių dalykų skaičius. Šie pokyčiai buvo įgyvendinti atsižvelgiant į studentų ir socialinių partnerių pasiūlymus, kaip padidinti studijų programos absolventų įsidarbinamumą.

Socialiniai partneriai ir dalininkai suteikia studentams galimybę įgyti teisininko darbo praktinės patirties rengdami stažuotes / praktikas, kad būtų užtikrintas studentų įsidarbinamumas. Studentai ir socialiniai partneriai vertina tai, kad studijų programa yra pagrįsta praktika,

pavyzdžiui, ugdomi studentų derybiniai gebėjimai arba studentai mokomi, kaip taikyti teisės, finansų ir ekonomikos žinias.

Programa taiko tinkamas priemones, kad studentai būtų skatinami ir kad jiems būtų suteikiama galimybė dalyvauti teisiniuose tyrimuose bei įgyti praktinės patirties taikant teisės žinias, pavyzdžiui, dalyvaujant iniciatyvoje „Ateities teisės laboratorija“. Studentams teikiama visapusiška pagalba, kuri jiems yra naudinga. Taikoma diferencijuota mokesčių sistema ir vykdoma judumo finansavimo programa. Šios priemonės skirtos gerai besimokantiems studentams arba studentams, kuriems reikia socialinės paramos.

VDU veikia bendra ir skaidri dėstytojų skatinimo sistema – dėstytojais skatinami dalyvauti mokslinėje, ekspertinėje ir viešojoje veikloje bei kelti profesinę kvalifikaciją. Programos dėstytojais yra labai atsidaavę. Tiek VDU, tiek Teisės fakultetas turi atskirą aukštąsias standartais pagrįstą kokybės užtikrinimo politiką ir įgyvendina ją praktikoje. Šios kokybės užtikrinimo priemonės rodo kokybės kultūros brandumą. Dvi sutartinai taikomos kokybės užtikrinimo sistemos padeda užtikrinti skaidrumą ir veiksmingumą. Studijų programos komitetas pateikė pasiūlymą, kaip įgyvendinti tarptautiškumo strategiją, kuri padidintų studijų programos tarptautiškumą per vidutinės trukmės laikotarpį.

**Tačiau ekspertų grupės nuomone, bakalauro studijų programa *Teisė ir finansai ir jos vadyba* galėtų būti pagerinti, ypač šiose srityse:** mokymo / mokymosi srityje VDU turėtų peržiūrėti bendrųjų dalykų, pavyzdžiui, teisės istorijos, teisės teorijos ir teisės pagrindų, apimtį kreditais ir apsvarstyti, ar tikslinga šiuos dalykus dėstyti per pirmuosius du semestrus. Taip pat reikėtų apsvarstyti, į kurių semestrų programą įtraukti pasirenkamus dalykus; užtikrinti didesnę balansą tarp privatinės ir baudžiamosios teisės dalykams skiriamų kreditų; finansams skirtus programos dalykus visapusiškiau susieti su teisei skirtais dalykais; aiškiau apibrėžti ekonomikos ir finansų dalykų profilį; pasiūlyti daugiau pasirenkamų dalykų teisės kryptyje, siekiant gilinti studentų žinias, skatinti judumą ir didinti studijų programos tarptautiškumą; pasirenkamus dalykus dėstyti ir praktiką rengti vėlesniame studijų etape, kad būtų skatinamas studentų judumas; persvarstyti griežtą VDU kreditų pripažinimo politiką, siekiant užtikrinti, kad judumo programos taptų labiau patrauklesnės studentams. VDU atstovai ir studijų programos *Teisė ir finansai* vykdytojai galėtų apsvarstyti, kaip pagerinti konsultavimosi su dalininkais ir grįžtamojo ryšio procesus. Neformalų bendravimą (išskyrus Studijų programos komiteto) su dalininkais turėtų pakeisti reguliariai rengiami bendri susitikimai.

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### III. REKOMENDACIJOS

1. Peržiūrėti bendrųjų dalykų, pavyzdžiui, teisės istorijos, teisės teorijos ir teisės pagrindų, apimtį kreditais ir apsvarstyti, ar tikslinga šiuos dalykus dėstyti per pirmuosius du semestrus.
2. Apsvarstyti, į kurių semestrų programą įtraukti pasirenkamus dalykus.
3. Užtikrinti balansą tarp privatinės ir baudžiamosios teisės dalykams skiriamų kreditų.
4. Finansams skirtus studijų programos dalykus visapusiškiau susieti su teisei skirtais dalykais.
5. Aiškiau apibrėžti ekonomikos ir finansų dalykų profilį.
6. Padidinti pasirenkamų teisės dalykų skaičių ir išplėsti jų turinį, ypač siekiant didinti studijų programos tarptautiškumą.

7. Pasirenkamus dalykus dėstyti ir praktiką rengti vėlesniame studijų etape, kad būtų skatinamas studentų judumas.
8. Persvarstyti griežtą VDU kreditų pripažinimo politiką, siekiant užtikrinti, kad judumo programos taptų labiau patrauklesnės studentams.
9. Dėti dar daugiau pastangų ir toliau skatinti dalininkų ir socialinių partnerių dalyvavimą studijų programos procese.

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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)