



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegijos  
**STUDIJŲ PROGRAMOS "TEISĖ"**  
(valstybinis kodas 6531KX008)  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF "LAW" (state code 6531KX008)**  
**STUDY PROGRAMME**  
at Kaunas College

**Review' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė</i>
Valstybinis kodas	6531KX008
Studijų kryptių grupė	Teisė
Studijų kryptis	Teisė
Studijų programos rūšis	koleginės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	Nuolatinė – 3 metai, iššęstinė – 4 metai
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės profesinis bakalauras
Studijų programos įregistravimo data	2001-09-01

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law</i>
State code	6531KX008
Group of study field	Law
Study field	Law
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time – 3 years, Part-time – 4 years
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Law
Date of registration of the study programme	01-09-2001

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## I. INTRODUCTION

### I.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).

### I.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 the site-visit:

No	Name of the document
1	Regulations of the Study Area Committee and the Study Program Committee
2	The minutes of the meeting of the law study program committee; 2016-03-01
3	The minutes of the meeting of the law study program committee; 2014-02-13
4	The minutes of the meeting of the law study program committee; 2017-03-08
5	The minutes of the meeting of the law study program committee; 2015-05-07
6	The minutes of the Academic Council meeting; 2013-11-26
7	The minutes of the Academic Council meeting; 2016-11-22
8	The procedure for disseminating information about the College

9	Academic Code of Ethics of the Kaunas College
10	Procedure for the organization of final works / projects preparation, defence, storage and qualification examinations
11	Methodological instructions for writing works
12	Methodological instructions for final bachelor thesis preparation
13	General requirements for practice
14	Methodological instructions for student practice
15	Terms of placement of students' final works into the institutional cache
16	Description of the procedure for organizing traineeships
17	The order of studies of the Kaunas college
18	The procedure for the preparation and approval of the study programs envisaged and the procedure for the improvement of the study programs being carried out
19	Execution of the study program for the external evaluation of the preparation and submission of a self-assessment summary

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

The College was established as university of applied sciences in 2000 but dates back to several schools and institutions that were founded decades ago. Currently, the Kaunas College is one of the largest higher educational institutions in Lithuania with ca 7600 students and 1000 employees. The College consists of several units, including the Department of Law, responsible for the study programme of Law. The College currently implements 53 study programmes of 11 groups of study fields in technological, biomedical, humanitarian, physical and social study fields, and expands application of scientific and artistic research.

The Department of Law is responsible for the quality of the study programme of Law. The previous external assessment of the programme was performed in 2010; the programme was accredited for the period of 6 years.

### ***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 25<sup>th</sup> October 2017.

- 1. Prof. dr. Janez Kranjc (team leader),** *Professor of the Dep. of Law at the University of Ljubljana, Slovenia.*
- 2. Prof. dr. Vera de Hesselle,** *Professor of Bremen University of Applied Sciences, Germany.*
- 3. Prof. dr. Tanel Kerikmäe,** *Professor of Tallinn University of Technology, Estonia.*
- 4. Ms. Jolita Mikalkevičiūtė,** *lawyer, Lithuania.*
- 5. Ms. Žiedunė Sabaitytė,** *Master student of Vilnius Gediminas Technical University, Lithuania.*

## **II. PROGRAMME ANALYSIS**

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

The aims and the learning outcomes of the programme comply with the EU directives and the legislation that governs higher education in the Republic of Lithuania. The programme aims to offer a Professional Bachelor's degree in Law. Students are trained to work in the private sector e.g. in enterprises, as personnel managers or specialists, in law firms or as lawyers in the public sector e.g. in law enforcement institutions, in courts, in bailiff's or notary offices (SER p. 8). The students acquire knowledge and skills necessary to work in the aforementioned private and public institutions. The Review Team considers the programme aims to be well defined.

The aims form a basis for defining the objectives and content of each subject and the teaching methods used in the programme. The learning outcomes of the study cycle are clearly defined on the basis of relevant academic and/or professional requirements such as legal knowledge, research skills and social skills (see SER p. 8). The title of the programme is well-tuned. The Review Team is furthermore convinced of the offered learning outcomes, the aspects of theoretical and practical knowledge. Furthermore, the Review Team was able to verify these aspects during the meeting with the stakeholders.

The aims and the learning outcomes are accessible in Lithuanian language on the webpage of Kaunas College, however, they are not easily accessible on the English website. Furthermore, it was found that the information given in Lithuanian is not very detailed (<http://www.kaunokolegija.lt/en/study-programmes/>). The programme is also mentioned on the webpages of open vocational information databases such as LAMA BPO and the database AIKOS. The programme is advertised during events as open days at the College and career days. Prospective students can also receive information through individual consultation by professors and by alumni of the College. The Review Team would appreciate further and more detailed information easily to be found on internet resources. The Team therefore encourages to offer additional and more detailed digital information for prospective national and international first-year students.

The programme's objectives and intended learning outcomes satisfy the needs of the state, the society and of the labour market. Defining and revising these aims and learning outcomes, information sources such as results of surveys reflecting the current situation in Lithuania, stakeholders' observations, external evaluators' comments and recommendations as well as requirements set out by legislation were taken into account. The College keeps up-to-date with the information provided by relevant websites about job opportunities. The demand for specialised employees has been researched at global level. During the site visit, the Review Team interviewed stakeholders. They confirmed the excellent skills of graduates working in their

firms. Apart from that, the Review Team also noticed a less positive aspect that the evaluation of the programme is based on a rather informal procedure whereas a formalized process for evaluation is required (addressed in detail in the part 2.6. Programme management). Taking into account the aforementioned aspects, the Review Team is convinced of the programme's objectives and learning outcomes referring to and satisfying the needs of the Lithuanian labour market and the professional requirements.

The aims of the programme correspond to the mission of Kaunas College to provide high-quality higher education focused on the practical performance as well as on the needs of learners and the society, and to expand activities in the field of applied research. The aims and intended learning outcomes comply also with the Kaunas College's mission and strategy 2020. The strategy emphasizes student-centred learning based on the achievement of the learning outcomes to satisfy the current and future demands of the labour markets and the further-development of a democratic society. The related learning outcomes (knowledge and skills) are expressly formulated in the programme description (see Annex 2 of SER). The Review Team noticed the level of the complexity and logic of the learning outcomes (see Annex 2 of SER) corresponding to the collegial studies, level 6 of the qualification requirements set out by the European Qualifications Framework, the Bologna Declaration and by level 6 of the Lithuanian National Qualifications Framework.

The Review Team noticed the compatibility of the name of the programme, its intended learning outcomes, the content and the qualifications offered with each other; they are based on the academic and professional requirements and on the needs of the private and the public sectors. The Review Team appreciates the detailed description for every subject (e.g. Financial Law, Annex 2 p. 223 of SER – 9 different criteria). The intended learning outcomes take into account the characteristics of the relevant topics, starting by acquiring cognitive knowledge, evolving transferable skills and practical skills (see module description in Annex 2 of SER). The learning outcomes correspond to the study field, study cycle and level of qualification. They refer to and satisfy academic and professional requirements. On the other hand, the Review Team would appreciate a higher quality of research concept of the programme in the Law Department. The Review Team therefore highly encourages professors and lecturers to develop and to apply a research based learning approach in their lectures.

**Conclusion:** The programme's objectives and intended learning outcomes meet the requirements in an appropriate manner. Kaunas College systematically develops the programme.

## **2.2. Curriculum design**

The Review Team recognized that Kaunas College has taken a number of information sources into account to develop the curriculum, e.g. data of surveys reflecting the current situation in Lithuania, stakeholders' observations, external evaluators' comments, recommendations and legal requirements.

The scope of the programme and the design of the curriculum meet the legal requirements and achieve the anticipated learning outcomes. It is not clear however what is meant when the general design of the curriculum relates to “subjects”, “courses” or “modules”. The Review Team noticed that the term “module” is used as a synonym for “subject” or “course” (e.g. SER p 9, footnote 23; p. 30, footnote 142; p. 31, SER Annex 2 in all modules/subjects - description – point 3, e.g. p. 3, 8, 14, 20). According to Lithuanian law, a module has to amount to 10 ECTS. The differentiation between modules and subjects has not been made clear in Annex 2 of SER (see point 3 in every study subject description). The programme relates to subjects and not to modules and thus meets the national requirements. The Review Team therefore recommends to revise the programme by clearly differentiating between modules, subjects and courses.

The study programme comprises of 180 credits (4785 hrs.) for both full-time and part-time study modes. The study plan stipulates that both, general subjects of collegial studies and general theoretical courses of the field of study are to be studied during the 1st year. The courses for specialisation in the same field are to be studied during the 2nd and 3rd academic year. The Review Team appreciates that subjects are not repeated and they do not overlap (see SER Annex 1 (full-time study plan) and Annex 1-1 (part time study plan)).

On the other hand, the concept of elective subjects/courses does not fully meet the high quality requirements. It is positive that the study plan has been revised after the last external evaluation and electives have been included. According to the SER, the students of the programme can freely choose elective courses from a list offered by Kaunas College (see SER p. 11). However, it verified through interviews with students that in their view a free and individual choice of elective courses, as described in the SER, was not offered. Since an optional subject requires a minimal number of participants to be taught, the choice is highly conditioned by this number and in reality the decision is not individual but a collective one taken by a group of students. Students argued in favour of smaller groups. Besides, they expressed their wishes to have more law-related elective subjects. It is therefore recommended to review the concept of elective courses, to lower the minimal number of students in a group to enable them to determine their individual study path at the beginning of their study.



The logic of the curriculum design of the programme and its content are based on the learning outcomes. The amount of professional internships is also based on the aims of programme and set out by the legal requirements. It involves placements and internships in positions involving the application of law.

The plan of the programme divides the academic workload into theoretical lectures and practical activities, advanced consultations and self-study units. The subjects as well as the (cumulative) examination modalities and the grading scheme are described in detail. The Review Team found that the recommended literature is not always up-to-date [e.g. “Civil law”, Study subject code 013828, SER Annex 2 p. 133,134 (year of publishing 2011-2016: 4, 2001-2009: 12); “Business Law”, Study subject code 013842 SER Annex 2 p. 165, 166 (year of publishing 2012-2016: 0, 2011: 1, 2000-2007: 5)]. The Review Team only noticed a few new books (year of publishing in the last 3 years) as required or recommended sources in the course description (Annex 2 of SER). Therefore, the content of the programme does not fully address the latest academic achievements in the field.

According to the SER and interviews with students and teachers during the site visit, the programme has a sufficient quality of student’s participation elements and different teaching methods (oral, Moodle, homework, tests, team-work, group-work, case studies). This also applies to in-class activities and to the format of independent and practical studies. The Review Team appreciated the examination mix presented during the site visit.

The programme’s design is publicly accessible one the homepage of the College.

**Conclusion:** The curriculum design is sufficient and meets the established minimum requirements, however, is in need for improvements (updating the content by including new course-literature; reviewing the concept of elective courses and providing more law-related elective subjects; making clear distinction between modules and courses).

### ***2.3. Teaching staff***

The minimum requirements regarding the teaching staff (i. e. no less than 10% of study field subjects’ volume must be taught by scientists; more than half of staff should have no less than 3 years practical experience matching to the subjects they teach) are fulfilled and the number of the teaching staff is adequate to ensure the learning outcomes of the programme. The teaching staff is able to cover the disciplines taught taking into account the requirements to the colleges in Lithuania, which are not explicitly obligated to do scientific research like at university level, the general research record of the teaching staff is satisfactory (with very few exceptions).

Out of 26, 7 members of the teaching staff are non-lawyers ensuring the interdisciplinarity. Most of the contributors are practitioners (who all start from the assistant level) without a minimum research record. This corresponds to the legal requirements, but the Review Team encourages the College should make an effort to improve the quality of teachers, especially to enable research based teaching. However, the overall output of the teaching staff who are employed by the College needs improvement, although taking into account the level of applied science standards.

Table 10 of the SER does not refer to the level/classification of publications and conferences which makes hard to evaluate the level of excellence of the contributions. “Announcements in conferences/seminars” cannot be taken as essential results of academic activities, e.g., in the level of applied sciences.

As to the teaching skills, usage of Moodle platform (courses with e-support) is remarkable.

Taking into account the position of the College in the region and its relations to the stakeholders, the academic staff should be encouraged to form a regional knowledge centre that would provide legal expertise in practical cases to regional policy-makers and stakeholders in the field of the competence of the teaching staff.

One of the problems of the programme is a lack of the full-time teaching staff. Also, in the view of the Review Team, the learning outcomes of the programme would be better achieved if the capacity for research-based teaching would be encouraged. The overall satisfaction of students with practice-oriented approach in teaching process is welcome but should not be a justification for not investing into the academic self-development of the teaching staff.

The current situation is not indicative of a transparent and sustainable strategy for electing members of the teaching staff. The selection is not based on competition and academic planning but rather on the formal minimum requirements. The sustainability of the academic community is not ensured by strategic plans at the level of each programme but rather at the level of the College. It would be useful to introduce a system of constant evaluation of teaching staff not only before and after, but also during the period of their contract.

There is no evidence of participation of international/visiting academic staff. No memberships at relevant legal associations are evident for most of the members of the teaching staff. There is, indeed, a remarkable amount of trainings with the local relevance where the teaching staff has been actively involved.

There is no evidence of the sustainable communication and financial strategy for supporting the members of teaching staff in their academic careers. There is no clear system to motivate teaching staff in their aspirations to self-educate and self-develop (esp. in the area of

mobility and research). The wish of the teaching staff that the management invests more into research activities should be fully supported.

The support is mostly available for those staff members who are studying in Ph.D. programmes. One of the weaknesses admitted by the SER – the absence of project activities – cannot be possibly remedied only by hiring the coordinator but rather by raising the awareness of the teaching staff regarding the availability of funds and establishing a clear and transparent motivation strategy. It was noted that the teaching staff is required to prepare annual reports. However, the influence of the reports on individual academic careers remains vague (with respect to the teaching staff). As to the research and self-development, the department should take a more proactive role, instead of relying only on the central leadership of the College.

**Conclusion:** The teaching staff meet the general legal criteria and the established requirements; improvements (regarding support of research and mobility, a strategy on individual academic career development, the number of full-time employed teaching staff, etc.) are recommended.

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

The Department of Law of the Kaunas College carries out its activities at two locations: at Gedimino Str. 41 and at Pramonės Av. 22A. At Gedimino Str. 41, with a total area of 726.63 sq. m and main area of 498.43 sq. m there are 5 lecture theatres (2 lecture theatres with 50 workplaces each and 3 lecture theatres with 40 workplaces each), one room with 20 workplaces for group work and legal consultations, and one room with 15 computer-equipped workplaces. According to the SER (Table 14) there are 125 workplaces at this location, of which 15 are computer-equipped. At Pramonės Av. 22A the total area is 2000 sq. m and consists of 1 room with 8 workplaces, 1 room with 4 workplaces, 13 computer-equipped workplaces for self-study, and 250 workplaces. (SER, Table 14).

During the site visit the Review Team visited both premises in which the programme of law is carried out. Despite some uncertainties regarding the terms used in the SER related to the premises (e.g. what is the main and what the total area) it is possible to conclude that the premises of the Department of Law are sufficient, modern, and well equipped.

All the students of the Study Programme Law have to perform professional internships in the 4<sup>th</sup> and in the 6<sup>th</sup> (full-time students) and in the 6<sup>th</sup> and 8<sup>th</sup> semester (part-time students), resp. Internships are assigned 30 credits regardless of the mode of studies. They are intended to develop students' practical skills. They are organised at home but also may be arranged in the EU countries under the Erasmus + mobility programme. The internship placements are offered by stakeholders upon recommendations of the academic staff. Students can also find internship

placements themselves (this is the normal practice). According to the SER, for the final professional internship only the institutions that provide possibilities for developing students' final thesis are selected. Internship supervisors are responsible for the improvement of professional internship programmes, preparation of individual assignments, issue of internship documents, counselling and final assessment. The Department of Law has appointed a lecturer to supervise internships, who counsels students on the issues of the internship, prepares assignments, internship programmes, and assesses internship reports. Hence it is possible to conclude that the institution has adequate arrangements for students' practice. The students meeting the Review Team expressed their overall satisfaction with the organization of their practice.

As far as the library is concerned, The SER states that: *“The most part of the publications (about 33,000 titles and 106,000 copies) are in the open funds with the books placed on the shelves by topics (UDK classification).<sup>85</sup> The subscribed resources include 147,395 e-books, and 16,469 whole text scientific journals. The resources of the field of law include about 6,300 e-books in foreign languages, and 1,374 international scientific journals<sup>86</sup>. KK subscribes to 3 Lithuanian DBs (2 of e-books and 1 of the field of law, INFOLEX) and 11 international DBs including Academic Search Complete (access to 8,856 whole text scientific journals and 366 books), Business Source Complete (access to 3,879 scientific journals and 824 books), Taylor & Francis (access to 1,507 scientific journals), Emerald Management (access to 175 scientific journals), eBook Academic Collection (access to 14,5369 e-books), etc. Besides, every year 2-3 various international DBs are being tested and provide access to statistical and market data, scientific journals, books, etc. In 2017, the SPL tested the legislation search portal Global-Regulation.com. The funds of the Library are continuously supplemented by new publications: every year, new books of about 1,500 titles are purchased, and about 130 printed periodicals are subscribed.”* Yet it is not clear to the Review Team which of these data relate to the Law Library and which to the general library of the Kaunas College. According to the SER, between 2011 and 2016 the College Library purchased 252 titles (667 copies) of law related literature, 56 titles (76 copies) thereof in foreign languages (Table 15). In 2016 alone the College Library spent 6.93,04 Euros on law-related literature. It bought 49 domestic and 26 titles in foreign languages. Although the ratio between funds spent on domestic publications and those in foreign languages is encouraging, the total number is rather meager. The same can be said about the absolute number of titles purchased in the last five years. In legal studies the importance of the library is the same as that of a laboratory in the natural sciences. Without a well-equipped and up-to-date library no research and research-based teaching can be performed. During the site-visit the

Review team visited this library. The library funds are rather disappointing because too many standard, fundamental and up-to-date works (e. g. on the EU Law) are simply missing.

On the other hand, the premises of the library are modern and spacious giving the students a good working conditions. Upon the recommendation of the last evaluation, the opening hours of the Library were extended till 7 p.m. on weekdays, and till 2 p.m. on Saturdays. This can be regarded as a positive development.

During the site visit the Review Team was also shown the learning platform Moodle. It contains teaching manuals in electronic format and is assuring their permanent accessibility what is very important especially for the part-time students. The students can find on the Moodle platform all relevant information and course materials and they can also communicate with their teachers.

**Conclusion:** The facilities, the technical equipment, and learning resources meet the established criteria and legal requirements. However, the library holdings need improvement. The number of up-to-date law related literature should be increased.

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

Student admission to all study programmes at Kaunas College are administered in accordance with the Order of Studies at Kaunas College, the Rules for Admitting Students to Kaunas College, and the Order for Admission to Higher Education Institutions approved for the current year by the Association of Lithuanian Higher Schools for General Admission (LAMA BPO).

Students have regularly scheduled consultations with instructors. There are two types of consultations: group consultations, which are included in the schedule, and individual consultations by request.

Every year students participate in scientific conferences and present their applied research. According to the SER, reports presented in scientific conferences are based on student bachelor thesis research. However, there is no information in the SER that students are encouraged to participate in these conferences and how many of them do participate. During the site visit students even mentioned that they usually do not take part in research activities.

There are many free of charge extracurricular activities in Kaunas College available to the students of the SPL to spend their leisure time. Information about such activities is available on the Kaunas College website.

Students are encouraged to participate in mobility programmes by arranging meetings with the project coordinator and sharing the best practices of the previous mobility programmes in which the academic staff and students have participated. Despite that, the number of students

going for studies/internships abroad is decreasing. There were 6 ERASMUS students in 2012, and only 1 in 2016.

The provided analysis of the student dropout data reveals that many students quit their studies in the first year. However, the number of dropouts tends to decrease after the first year. The percentage of full-time students who drop out varies from 21.67 to 42.62 percent. The drop out of part-time students is higher and varies from 43.06 to 71.7 percent. The main reason for dropping out in the case of part-time students (who are normally fully employed) is the difficulty of managing their studies with work obligations.

Students are also provided career counselling and information services. There is a good support system for the first year students. Students are also provided free attendance possibilities in case they work or raise young children, are pregnant or on maternity leave, are disabled or chronically ill. Free attendance may be granted to a student whose grade point average in the previous semester was at least 8.0. In exceptional cases, it may be granted by the Dean. Individual examination schedules may also be agreed upon. Students can take an academic leave or a study break.

The students of the SPL may request psychological assistance by phone or by e-mail. The respective phone numbers and e-mail addresses are available on Kaunas College website.

As far as electives are concerned (see in 2.2 Curriculum Design), students can choose freely elective courses from a list of 120 freely elective subjects offered by Kaunas College. Despite the big number of FECs, most of them are general and do not relate directly to the study programme of Law.

To evaluate knowledge and skills, a ten-score scale is used. The final examination is required to account for at least 50 per cent of the (cumulative) final grade. The Review Team is convinced that the student achievement assessment system is clear, public, and appropriate for the evaluation of learning outcomes.

Employers often contact the Department and offer positions to graduates. During the site visits the Review Team noticed that Kaunas College has an interactive relationship with social partners. This seems to be a result of a long-term cooperation and exchange of information with stakeholders who seem to have confidence in the College as well as in the competence of the academic staff.

On average 70 per cent of the graduates of the SPL are employed in 12 months after graduation. Of those 71 percent are employed in their specialty. About 40 percent of the programme's graduates continue their studies at the university.

It was clear from meetings with employers that they are satisfied with students.

Students of the programme find job related to their speciality quickly. They are welcome in many public and private sector workplaces. Most graduates work as bailiff assistants, court hearings secretaries, lawyers, police investigators, human resource managers, or in the private sector. Yet, the Expert Team could not obtain more detailed information on the employment of the graduates of the Kaunas College in private sector. It was only told that some graduates find jobs also in private sector.

According to the SER, guaranteeing academic honesty is a key objective of quality improvement in the College. The HEI has a Code of Ethics determining the values and ethical norms of behaviour and performance for instructors, students, administration, and non-academic staff. Students get acquainted with aspects of academic honesty at the beginning of the first academic year in the course Introduction to Studies. During examination sessions student representatives are allowed to monitor the process of examinations.

The atmosphere in the department of Law seems to be informal and the relationship between students, teaching staff, and administration seems to be close. The students are satisfied with the learning process and with the curriculum. They appreciate the responsiveness of professors. Student complains and suggestions regarding the programme, courses and teachers are usually made directly to teachers or administration in an informal way. However, there is a formal procedure of lodging appeals.

Teaching and course evaluations are given at the end of the semester, but it is not mandatory.

The final theses presented to the Review Team for inspection seem to correspond to the level of studies, although the (up-to-date) literature quoted was quite unassuming. The Review Team believes that it would increase the quality of studies if the students were encouraged to use more up-to-date (also foreign) literature.

**Conclusion:** The study process and student performance assessment meet the legal requirements in a good way; the College develops study process systematically. However, the Review Team recommends to use formal procedure of lodging appeals, to intensify use of mobility programmes, and to introduce more law-related elective courses (addressed in the chapter 2.2. Curriculum Design).

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

It was established by the Review Team that the responsibilities for decisions and monitoring of the implementation of the programme are allocated clearly. The College states that the managing of the programme and decision-making takes place at several levels: the College level, the Faculty level, and the Department level. The management (implementation, monitoring

and decision-making) of the study programme is determined by the resolutions of the College Directorate, Academic Council, the Dean's Office, and Department meetings. Amendments to the ongoing study programme are initiated by the Department of Law and the Study Programme Committee.

The Study Programme Committee is responsible for the implementation of the programme and quality assurance and that each member of the Committee is responsible for the quality of their performance depending on their commitments. Yet it is worth noting that these responsibilities were described only in 2017 (the minutes of Study Programme Committee No. VE7-13, 08-03-2017). The Review Team is in opinion that it is not acceptable that the responsibilities for the SPC members were not at all properly specified since the programme was launched. Therefore the Review Team recommends to formalize following: how many decisions were taken during the period after the last external evaluation by the main authorities: the SPC, the Dean's Office, etc. regarding amendment of the programme and who was initiator of the amendments, and if the programme management was performed according to the rules.

The College declares that the outcomes of previous internal and external evaluations of the programme are used for the improvement of the programme, and the annual report on the self-assessment of the performance of the Department of Law to analyse the quantitative and qualitative indicators of the programme, is publicly presented in the meeting of the Department. Still, it is unclear which documents regulate that the stakeholders' opinion is documented and taken into account (i.e. what minutes record discussions regarding opinions and proposals of the stakeholders). The Review Team found that no written procedure is approved by the authorised bodies of the College regarding information to be collected from the stakeholders: aim of surveys, frequency of surveys, volume of information, forms of questionnaires, process analysis, feedback process, influence of surveys to certain decisions regarding programme improvement.

Judging by the minutes of the amendment process presented to the Team, it seems apparent that students and other stakeholders were not involved to a full extent in the process of the programme amendment (i.e. Par. 1 of Minutes No. (2.2)-3-9 dated 26-11-2013 of Academic Council states that student survey was not conducted at all). Also, there is a lack of information on how adjustments to the programme were discussed with the employees.

The College states that:

1. the data about the implementation of the study programme and its quality are periodically collected, accumulated, organised and analysed and
2. the data related to the implementation of the Study Programme are recorded in different documents,



3. the information about the improvement of the study programme is publicly provided during the meetings of the Department, academic community and Deanery; recorded in the resolutions of meetings; and annual self-assessment reports of the Department, Faculty, and College.

However, the Review Team found that the internet site of the College does not provide sufficient information on programme improvement; the internal legal acts related to the study process are not openly accessible. The Review Team realized that the internet site of the College does not provide openly accessible and sufficient information about study process and management of the programme. This prevents the employers, graduates, potential students from being sufficiently informed about study process. Thus it is recommended to better inform employers, graduates, potential students and to make public all the information regarding the College activity (Art. 47, Par. 2 of the *Law on Higher Education and Research of Republic of Lithuania* requires that accurate quantitative and qualitative information on the research activity, self-evaluation results, on study programs, higher education qualifications, opinions of students, graduates and other interested parties on the quality of studies etc. have to be accessible to the public or published at least once a year).

The Review Team drew to a conclusion that the College website could be more informative in terms of making information related to quality of study programme (e.g. surveys on lecturers, students, graduates and employers opinion about the execution of the programme; means of raising awareness of community and stakeholders about the programme (self-) assessment processes; etc.) more visible and easily accessible.

It was unclear to the Review Team, how the social partners, students, and employers are informed about initiatives regarding the programme amendment in order to ensure proper involvement of the stakeholders in the evaluation and improvement processes, and how the feedback was given to the social partners regarding each particular case of the proposal to amend the programme. The Review Team was not acquainted with the proposals (opinion) of the stakeholders, neither the responses of the College to the stakeholders regarding their proposals; the Review Team believes that such proposals (opinions) – if only they existed – would be mentioned in the relevant minutes.

The College states that the results of self-assessment help highlight the strengths and weaknesses of the programme and plan its improvement for each academic year. The Review Team considers that it is doubtful that the gathered information is sufficient to ensure a proper involvement of the stakeholders in the evaluation and improvement process of the programme and it is doubtful that this ensures a real participation of the staff, students and other stakeholders in the processes of quality assurance and decision-making (as stated above it is unclear what

minutes include discussions regarding stakeholders opinions and proposals, and it is even more unclear who is responsible to provide feedback to the stakeholders on any particular proposal).

The College states that the public is informed about the results of the external evaluation of the programme by putting them on the College website. Still it is doubtful that such measures are sufficient given that nor the College internet site does not contain any information about the real actions taken in order to implement recommendations of the external evaluation, neither documents provided by the College contained any information about such actions.

Considering all stated above, the Review Team notes the following issues of the programme management:

1. information and data on the implementation of the programme are not sufficiently collected and analysed;
2. the internal quality assurance measures related to cooperation with the stakeholders are not sufficient.
3. the evaluation and improvement processes do not sufficiently involve the stakeholders.

**Conclusion:** The programme management meets the established minimal requirements. Attention is needed to some discrepancy between the legal provisions and the way they are put into practice.

### **III. RECOMMENDATIONS**

1. The programme curriculum should include more up-to-date legal literature.
2. The use of modern (also foreign) legal literature should be encouraged in the preparation of final theses.
3. The College should endeavour to increase the number of full-time teaching staff of law.
4. It would be beneficial to revise curriculum and course description to strictly differentiate between the terms “modules”, “subjects” and “courses” and consequently to use the same and proper terminology in the administration of the programme.
5. It is recommended to increase the number of law related elective courses and reduce the minimal number of students taking particular course.
6. There is a need of a clear and sustainable strategy defining the support of individual academic careers and the professional development of the teaching staff.
7. It would be beneficial to introduce a system of constant evaluation of the teaching staff (both by means of student surveys and research performance) during the period of their contract.
8. It is recommended to establish at the level of the Law Department the financial management of the research activity the Department is performing.
9. In order to promote the research activity in the field of law the College should increase the number of law-related books (domestic and foreign) in the library and the number of legal databases available to both students and the teaching staff.
10. The College should consider developing a strategy of fund-raising that would facilitate a sustainable development of the law-library and of the research activity in the field of law.
11. The College should deliberate the possibility of introducing a system of motivation of mobility and research activity for the permanent teaching staff of law (e. g. regular leaves in the sense of a sabbatical semester etc.). Also the strategy encouraging students to take part in international mobility should be more effective and thoughtful.
12. There should be a clear strategy aimed at encouraging students to participate in conferences organised by the HEI.
13. It is advisable to review the appeal procedure regulation in order to encourage the students to use it.
14. The College should improve the participation of stakeholders and students in the decision-making process.
15. The College should better inform stakeholders and the public about its activity and give feedback to all parties taking part in the decision-making process, especially on the information related to the programme management.

#### **IV. SUMMARY**

The overarching strategy of Kaunas College emphasizes student-centred studies based on the achievement of the learning outcomes that correlate with the demands of the actual and future labour markets in Lithuania. The aims of the programme and the related learning outcomes are tuned with the strategy and well formulated in the programme descriptions. They are based on the academic and professional requirements and the needs of the public and the private sectors. The connections between the aims of the study programme and the learning outcomes of the study cycle are well-established.

The logic of the curriculum design of the programme and its content are based on the specific learning outcomes. General subjects of collegial studies and general theoretical courses of the field of study are offered during the first period of study programme. The courses for specialisation follow during the 2nd and 3rd study year. Subjects do not overlap and they are not repeated. The amount of professional internships is based on the aim of programme and involves placement with both public and private employers, in positions involving application of law.

However, the system of elective subjects has two main deficiencies: there are far too few law related elective courses and the course is only taught if there are enough students who choose it. The law department is advised to develop a clear concept regarding the elective courses enabling the students to formulate their study path at the beginning of their study.

The content of some of the courses do not correspond to the latest academic achievements of the field, the literature for the courses is not always up-to-date.

The staff members seem to be motivated and they meet the criteria and legal requirements. However, one of the most prominent problems regarding the teaching staff of the programme are the lack of the full-time teaching staff, the lack of mobility and very modest amount of research preventing the research-based teaching. The College should provide a system of incentives focused on a long term personal development of the teaching staff, its research activity and mobility motivating their self-education and development.

The premises of the Department of Law are sufficient, modern, and well equipped. The teaching and learning equipment is up-to-date. The learning platform Moodle is used in an impressive way in the programme. Also, the institution seems to have adequate arrangements for student practice. The premises of the library are modern and spacious giving the students good working conditions. However, the number of law related books in the library is extremely modest making serious research work impossible.

The admission requirements are in accordance with the general national admission regulations. The system of student assessment is clear. The students have the possibility to lodge complains regarding the study process and the assessment of their performance; they also get

academic, financial, career and social support. Students have opportunities to take part in applied research activity and international mobility programmes. It was found that the majority of its graduates can find a job in their speciality in less than a year.

The drop out rates of full- and part-time students may seem high despite the fact that the timetable for part-time students is adapted to those who are employed.

The Study Programme Committee decides on programme changes in accordance with the input from various sources. The programme management is an on-going process at the College. It involves teaching staff and students, graduates, employers and other social partners. Yet the real involvement of stakeholders in the programme management is not always well documented in the College records. The procedures of programme's management are not well formalized. This casts some doubt on the real level of participation of the stakeholders in the programme management process. Consequently, the improvement of this participation is recommended. The College should also publish all the relevant information regarding the programme management on its website.

## V. GENERAL ASSESSMENT

The study programme **Law** (state code – 6531KX008) at Kaunas College 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	2
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	2
	<b>Total:</b>	<b>14</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.

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**Ms. Žiedūnė Sabaitytė**

**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
TEISĖ (VALSTYBINIS KODAS – 6531KX008)  
2018-02-08 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-14 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Kauno kolegijos studijų programa *Teisė* (valstybinis kodas – 6531KX008) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>14</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**

Kauno kolegija turi parengusi išsamią strategiją, užtikrinančią, kad studijos būtų orientuotos į studentus ir kad būtų pasiekti studijų rezultatai, atitinkantys dabartinės ir ateities darbo rinkos poreikius. Studijų programos tikslai ir rezultatai atitinka strategiją ir yra aiškiai suformuluoti programos aprašuose. Jie pagrįsti akademiniais ir profesiniais reikalavimais bei visuomenės ir privačiojo sektoriaus poreikiais. Studijų programos tikslai susieti su studijų pakopos studijų rezultatais.

Studijų programos sandara ir jos turinys grindžiami numatytais studijų rezultatais. Bendri kolegijos studijų dalykai ir bendri studijų krypties teoriniai kursai dėstomi pirmaisiais studijų metais. Specializacijos kursai dėstomi antraisiais ir trečiaisiais studijų metais. Dalykai nesutampa ir nesikartoja. Profesinės praktikos apimtis grindžiamas studijų programos tikslais. Praktika atliekama viešojo ir privačiojo sektoriaus įstaigose, pavedant studentams atlikti darbą, susijusį su teisės taikymu.

Kalbant apie pasirenkamų dalykų sistemą, pastebimi du pagrindiniai trūkumai: yra per mažai teisėi skirtų pasirenkamų dalykų; pasirenkamas dalykas dėstomas tik tuomet, kai jį pasirenka pakankamas studentų skaičius. Teisės katedra turi parengti aiškią koncepciją dėl pasirenkamų dalykų suteikiant studentams galimybę jau studijų pradžioje pasirinkti savo kelią.

Kai kurių dalykų turinys neapima naujausių teisės srities akademinų laimėjimų. Dalykams skirta literatūra ne visada yra naujausia.

Dėstytojų kolektyvas motyvuotas ir atitinka nustatytus kriterijus bei teisės reikalavimus. Tačiau pagrindinė problema, kalbant apie studijų programos dėstytojus, visą darbo dieną dirbančių dėstytojų trūkumas, nepakankamas judumas ir labai menka mokslinio darbo apimtis – dėl to neužtikrinamas tyrimais pagrįstas dėstymas. Kolegija turi parengti skatinimo sistemą, kad būtų užtikrintas ilgalaikis dėstytojų asmeninis tobulėjimas, skatinama mokslinė tiriamoji veikla ir judumas, motyvuojant dėstytojų savišvietą ir tobulėjimą.

Teisės katedros patalpos tinkamos, šiuolaikiškos ir gerai įrengtos. Mokymo ir mokymosi įranga šiuolaikiška. Mokymosi platforma „Moodle“ plačiai naudojama vykdant studijų programą. Kolegija tinkamai organizuoja studentų praktiką. Bibliotekos patalpos moderniai įrengtos ir erdvios, studentams užtikrinamos geros darbo sąlygos. Tačiau bibliotekoje yra pernelyg mažai teisei skirtų knygų, todėl negali būti plačiai plėtojama mokslinių tyrimų veikla.

Priėmimo į studijų programą reikalavimai atitinka bendrąsias priėmimo į aukštąsias mokyklas taisykles. Studentų vertinimo sistema aiški. Studentai gali teikti skundus dėl studijų proceso ir jų pasiekimų vertinimo. Studentams taip pat teikiama akademinė, finansinė, karjeros ir socialinė pagalba. Studentams suteikiama galimybė dalyvauti taikomųjų tyrimų veikloje ir tarptautinėse judumo programose. Dauguma absolventų įsidarbina pagal savo specialybę per trumpesnę nei vienerių metų laikotarpį.

Nubyrėjusių studentų, tiek nuolatinių, tiek išėstinių studijų, skaičius yra gana didelis, nepaisant to, kad išėstinių studijų tvarkaraštis pritaikytas pagal dirbančių studentų poreikius.

Studijų programos komitetas priima sprendimus dėl programos keitimo, atsižvelgdamas į įvairių šalių indėlius. Studijų programos vadyba Kolegijoje yra nuolat vykstantis procesas. Šiame procese dalyvauja dėstytojai, studentai, absolventai, darbdaviai ir kiti socialiniai partneriai. Tačiau realus dalininkų dalyvavimas programos vadybos procese ne visada tinkamai įforminamas Kolegijos dokumentuose. Programos vadybos procedūros nėra gerai įformintos. Todėl kyla abejonių dėl to, kokių lygmeniu dalininkai realiai dalyvauja programos vadybos procese. Dėl šios priežasties rekomenduojama tobulinti jų dalyvavimą. Kolegija taip pat turėtų skelbti visą informaciją, susijusią su programos vadyba, savo svetainėje.

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### III. REKOMENDACIJOS

1. Į studijų turinį reikia įtraukti daugiau naujausios literatūros apie teisę.
2. Skatinti studentus naudotis šiuolaikine (taip pat ir užsienio) literatūra rašant baigiamuosius darbus.
3. Kolegija turėtų siekti padidinti visą darbo dieną dirbančių teisės dėstytojų skaičių.
4. Pageidautina peržiūrėti studijų sandarą ir dalykų aprašus, apibrėžiant skirtumus tarp sąvokų „moduliai“, „dalykai“ ir „kursai“, ir naudoti vienodą bei tinkamą terminologiją administruojant studijų programą.
5. Rekomenduotina padidinti pasirenkamų teisės dalykų skaičių ir sumažinti minimalų skaičių studentų, studijuojančių konkretų pasirenkamą dalyką.
6. Reikia parengti aiškią ir tvarią strategiją, pagal kurią būtų remiama akademinių darbuotojų karjera ir dėstytojų profesinis tobulėjimas.
7. Pageidautina įdiegti sistemą, pagal kurią dėstytojai būtų nuolat vertinami per visą jų darbo sutarties laikotarpį (tiek naudojant studentų apklausas, tiek vertinant dėstytojų mokslinę tiriamąją veiklą).
8. Rekomenduotina Teisės katedros lygmenyje įdiegti mokslinės tiriamosios veiklos, kuria užsiima katedra, finansų valdymą.
9. Norint skatinti mokslinę tiriamąją veiklą teisės srityje, Kolegija turi pasirūpinti, kad bibliotekoje būtų daugiau teisei skirtų knygų (tiek šalies, tiek užsienio autorių) ir daugiau teisės duomenų bazių, kuriomis galėtų naudotis ir studentai, ir dėstytojai.



10. Kolegija turi apsvarstyti galimybę sukurti lėšų pritraukimo strategiją, kad būtų galima tvariai vystyti teisės biblioteką ir plėtoti tyrimų veiklą teisės srityje.
11. Kolegija turi apsvarstyti galimybę sukurti nuolatinių teisės dėstytojų judumo ir mokslinės tiriamosios veiklos motyvavimo sistemą (pavyzdžiui, suteikti semestro trukmės mokslininko atostogas ir pan). Taip pat reikia užtikrinti, kad strategija, skirta skatinti studentų tarptautinį judumą, būtų veiksmingesnė ir išsamesnė.
12. Reikia parengti aiškią strategiją, kaip paskatinti studentus dalyvauti konferencijose, kurias rengia aukštosios mokyklos.
13. Rekomenduojama peržiūrėti apeliacijų teikimo procedūros taisykles, kad studentai būtų skatinami ja naudotis.
14. Kolegija turi užtikrinti, kad dalininkai ir studentai aktyviau dalyvautų sprendimų priėmimo procese.
15. Kolegija turi geriau informuoti dalininkus ir visuomenę apie savo veiklą ir teikti grįžtamąją ryšį visoms šalims, kurios dalyvauja sprendimų priėmimo procese, ypač teikti daugiau informacijos apie studijų programos vadybą.

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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)