



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

SOCIALINIŲ MOKSLŲ KOLEGIJOS  
**STUDIJŲ PROGRAMOS *TEISĖ* (653M90001)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT OF**  
***LAW (653M90001) STUDY PROGRAMME***  
**AT UNIVERSITY OF APPLIED SOCIAL SCIENCES**

Grupės vadovas:  
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Išvados parengtos anglų kalba  
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2014

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė</i>
Valstybinis kodas	653M90001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Teisė
Studijų programos rūšis	Profesinis bakalauras
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės profesinis bakalauras
Studijų programos įregistravimo data	2002 m. birželio 26 d. įsakymu Nr. 1190

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme:	<i>Law</i>
State code	653M90001
Study area	Social sciences
Study field	Law
Kind of the study programme	Professional Bachelor
Study cycle	First
Study mode (length in years)	Full-time (3); part-time (4)
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of Law
Date of registration of the study programme	26 June 2002, No. 1190

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

This report is performed under Article 40 of the Law on Higher Education and Research (hereinafter the Law)<sup>1</sup> and according to the Methodology for Evaluation of Higher Education Study Programmes (hereinafter the Methodology)<sup>2</sup> of the Centre for Quality Assessment in Higher Education of the Republic of Lithuania.

The report has been based on the facts presented in the self-evaluation report of the Faculty, established in September 2013, and the meetings held between the group of experts and the administration, staff, faculty, students, alumni and social partners of the Faculty held on Monday 31 March 2014.

In this report, University of Applied Social Sciences (SMK) in Klaipeda is referred to in a shortened form as SMK Klaipeda.

SMK Klaipeda has developed a strategic plan for the coming 4 years, based on having, as presently, a sustainable number of students. As in Vilnius, where a new campus is currently under construction, a campus development is foreseen in Klaipeda, where the municipality has made available a 1 hectare lot for this purpose, with the construction foreseen within a 5 year period.

## II. PROGRAMME ANALYSIS

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

The learning outcomes are well defined and publicly accessible, and they appear consistent with the type and level of studies and the level of qualifications offered. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

As a university of applied science, SMK Klaipeda has a practical approach to make students ready for specific jobs, but with the option of continuing at a traditional university, either on a Masters programme or by first converting to an academic Bachelor. The conditions depend on the individual universities, and as an example Vilnius University offers a 1 year bridging that may be taken in Klaipeda, in order for students to enter the third year of the integrated 5-year

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<sup>1</sup> Law of 30 April 2009 XI-242

<sup>2</sup> Order No. 1-01-162 of 20 December 2010

programme leading to Masters degree. Differently, Mykolas Romeris University offers a 2 year bridging in order to obtain an Academic Bachelor degree, which allows continuing to Masters which takes an additional 1½-2 years.

Students are often concerned about conversion options when arriving, and they are informed about the above options. However, most students have work by the end of their studies at SMK Klaipeda, and they then continue combining work and studies.

Alumni confirm that main reasons for choosing the programme are the easier access requirements, compared to academic programmes, as well as the possibility of remaining in the local area while studying on the programme, and the possibility of entering the job market based on the professional bachelor degree in law, so as to finance further studies.

## ***2. Curriculum design***

Study subjects and modules are spread evenly, and their themes are not repetitive. The content of the subjects and modules is consistent with the type and level of the studies, while the content and methods of the subjects and modules are appropriate for the achievement of the intended learning outcomes.

Students express an interest in more practical subjects within the current programme, as they are aware that continued studies will have an increased focus on theoretical subjects. They have also explained that they spend 10 hours per week on study tasks, and on average 3-6 hours per day in class, with Monday as a day without classes, which is a general observation relating to the various courses throughout the study period.

The University of Vilnius is more oriented towards international and EU matters, whereas the SMK Klaipeda is more oriented towards how legislation may be applied in practice. There are also internships for students, taking place in the local area of Klaipeda, and also a so-called lawyer's club, which provides legal consultations. As an example of the practical approach, in relation to the subject matter of *Contract law*, the students learn to write actual contracts, and in procedure, they learn to draw up procedural documents. They also have moot courts. As a result, students from SMK Klaipeda are more appreciated in internships, as they are more on-hand with work issues than university students.

The course teachers make and adjust course outlines, based on self-evaluation and student evaluation, as well as the programme learning outcomes. The course outlines are subsequently discussed in faculty committee meetings, where decisions are made. The courses have a constant part and a changing part, which is to reflect law changes and calls for revisions.

The SMK Klaipeda programme in *Law* is unique in offering a specialisation in pre-trial investigation. In line with the general aim for college level law studies, the programme is managed so as to offer not only theoretical knowledge, but also practical experience. This practical element includes the above mentioned legal clinic, which is offered also by Vilnius University, but not many other institutions. The unique element of practical experience, to which is added a focus on personal development, constitutes valuable elements of the programme.

### ***3. Staff***

The study programme is provided by staff that appears to meet legal requirements, and the qualifications of the teaching staff seem adequate to ensure learning outcomes.

Alumni expressed great satisfaction with the teaching by local professionals, and the insights gained into the practical application of law were seen to outweigh any disruption of teaching schedules due to conflicts with the professional obligations of the teachers concerned.

The staff includes a limited number of internal faculty and a large number of external faculty, that comes from positions directly relevant to the learning outcomes to be ensured by the study programme.

At the beginning of the academic year, an introductory training in the newest methodologies of teaching is offered to newly recruited staff. In general, external teachers appear to be hired on renewable 1 year contracts. The number of the teaching staff appears adequate to ensure the learning outcomes, and the teaching staff turnover is suitable for ensuring an adequate provision of the programme.

The external staff is not in general changing, but rather remains constant, and they perform self-evaluation in addition to being evaluated by the students. Furthermore, common seminar activities are performed, such as ECTS system application, thus strengthening the link between the internal and external faculty.

The staff participates in conferences, also international, and receives training. The faculty provides working experience for the students by including them in research projects, and the faculty members form a network with other teaching colleagues. There is a motivational system for promotion on the basis of conferences attended, students taught, and student output in e.g. the thesis. Once per 3 years, the competence of teachers is evaluated.

In relation to applied research, SMK Klaipeda participates in many international projects, which appear to be directly related to the study programme.

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

The premises are limited in size, but appear adequate for the teaching and study purposes, with good technical equipment. Computer equipment includes computer room financed by the structural funds of the European Union, which is provided with the most recent Apple computers..

Internships form an integrated part of the study programme, and SMK Klaipeda appears to have good relations with social partners both in a formal and informal sense, as a large number of social partners are also represented in the external teaching staff. Alumni have expressed an interest in increasing the internship element, which however should be carefully balanced against the need to ensure a sufficient knowledge transfer also at the theoretical level.

The library is small, with a limited number of books in multiple copies. There is access access to general databases, such as EBSCO.

#### ***5. Study process and student assessment***

No issue has been raised in relation to the admission requirements.

There are protocols from all programme meetings, which can be accessed electronically by the teaching staff to as to ensure the application of decisions in relation to the practical delivery of the study programme.

Students received guidance from their teachers in relation to research projects, and they are encouraged to attend conferences and to present the outcome of their research.

Internationalisation is difficult to realise for a *Law* programme, due to the basis in national law. However, student exchange is an important goal, and a comparative law approach is included in the *Law* programme, which is the longest running at SMK Klaipeda.

Currently only 1 student from SMK Klaipeda is on an exchange programme, which may be explained by the fact that students have to catch up by taking mandatory courses after returning from exchange semesters abroad. For the coming year, 2 study and 2 internship placements will be made available for law students at SMK Klaipeda and Vilnius.

In relation to incoming students, currently about half of the SMK administrative staff is able to communicate in the English language.

When students begin to fail, the SMK administration interacts with students in relation to both social and academic concerns. Thus, the administration asks for reasons when student wishes to terminate study agreement. For students that need to immigrate, SKM Klaipeda offers distance learning, and for work related issues, they offer individual schedules.

Currently, for courses taught by external consultants, SMK Klaipeda now offer distance learning packages based on Moodle. The packages are different, but may contain video lectures, video conference and e-versions of textbook. In future, this is to be offered for all courses.

No issues were raised in relation to the assessment system. Exam tasks are 50% practical, so as to cover the application of law, and 50% academic, so as to cover the theory of law. Teachers submit exam tasks for approval by the *Law* department. Comments from alumni included that a higher degree of specialisation of criminal law should be achieved, over two years instead of one year. Another comment pointed towards longer periods of internship, and less theory, as this would be important for employers in relation to getting a job. Finally, a comment was made that *Information technology* and *Latin language* should not be mandatory subjects.

These comments from the alumni appear reasonable and they should be carefully considered by the faculty in relation to any revision of the study programme. Especially, a mandatory learning of *Latin* would seem to have little place in a modern law programme with focus on practical application.



One graduate explained having appreciated the practical aspects of the programme, and the possibility of getting a job that will finance further studies at Vilnius University, for which interest is now confirmed by having obtained the professional degree.

Another graduate explained wanting to study law, but expected not to be able to get in with obtained high school grades. Started at SMK Vilnius, but after one year returned to Klaipeda, and after graduation, has started further studies in Vilnius, but is now taking a break for family reasons of having small children.

A third graduate explained that a current job, dealing with administrative offences, precisely reflects lessons learned at SMK, and now, after one year of working, will continue studies at academic level.

## **6. Programme management**

Learning outcomes are defined in the programme and implementation is supervised by the *Law* department. However, methodology and literature are left to the teachers. All teachers have a coordination contact, with which they can discuss teaching issues. Teacher may also submit proposals for changes to study programme committee.

Changes to the study programme are made by the programme director, based on discussions with all stakeholders. Information about changes is communicated by email, in addition to meetings, and on the web site. For this purpose, there is a video link between Klaipeda and Vilnius.

Quality assurance is based on questionnaires that are to be filled by students, teachers and social partners. Interviews are held with students, and the course content was in general reviewed after the Lithuanian accession to the European Union.

General meetings are held within the *Law* department, which have participation also by social partners. Likewise participation by social partners is ensured in the thesis Committees, where they fill 2 out of 3 places, and in internship reports.

Many discussions are held with social partners about how best to reflect in the study programme the ongoing changes to the law and the lawyer's role.

Internal quality assurance appears to be based exclusively on feedback forms, and would appear to be missing a proactive element in the supervision of the study programme implementation.

### III. RECOMMENDATIONS

1. International student exchange should be facilitated by allowing students to replace mandatory courses with the courses from an approved study plan while abroad, so as to avoid the demotivating need to catch up with mandatory courses when returning.
2. International exchange should further be facilitated by increasing the number of courses taught in English, for the benefit of both outgoing and incoming students, as well as for the student body in general, as the application of law to an increasing degree will require command of foreign languages.
3. The almost exclusive use of external teachers, with apparently very limited academic research, would seem to call for a constant supervision of whether teaching continues to meet not only practical, but also required academic standards. It is not apparent that this takes place in a continuous manner.
4. The number of students appears limited, at or below 100 per study year, including part time students, which does raise some concern for the long term viability of the institution, and which should accordingly be monitored, while efforts should be made to increase the intake so as to ensure a viable operating environment. In this connection it should be underlined that no apparent problem was observed in relation to dropouts.
5. Although the programme appears well organised in very good facilities, the lecture rooms do seem very compact. Likewise, the library appears very pleasant, but does seem to have very limited resources for a 3 year law programme. These concerns should be addressed in connection with the project for a new campus in Klaipeda.

#### IV. SUMMARY

SMK Klaipeda appears to be a modern teaching institution in pleasant, but limited, facilities, with the option over the coming 5 years of developing a full campus in cooration with the local authorities. Especially the size of teaching rooms and the holdings of the library give cause for concern in this regard.

As a professional teaching institution, SMK delivers a *Law* study programme that on the one hand is closely related to the interested of local employers and social partners, and which on the other hand does create a platform for continued academic studies, with the added advantage of ensuring students an access to first employment based on the professional degree.

In delivering graduates as required in the local envrionment, and by offereing education options in a decentralised location, and by providing access to edution also for students that would not after high school meet requirements for academic university studies, SMK Klaipeda appears to serve several important social needs.

As a reflection of the practical orientation of the law programme, the vast majority of teaching staff is composed of professionals acting as external teachers. Although students express great satisfaction with the practical approach, and accept the programme disruptiuons caused by the professional obligations of their teachers, it would seem that SMK Klaipeda as an institution could take a more proactive approach to ensuring programme coherence in the light of the many external contributions.

Internationalisation appears to be a weak point, bith in relation to outgoing and incoming students. A higher degree of teaching in English, which could be applied to international and technical subjects, would seem to be an appropriate measure in order for SMK Klaipeda to draw benefit from international cooperation.

Finally, although SMK Klaipeda points to a stable number of students on the *Law* programme, it should be noted that this number is relatively low, which would seem to call for close monitoring of the programme over the coming years, so as to confirm its continuing viability.

## V. GENERAL ASSESSMENT

The study programme *Law* (state code – 653M90001) at University of Applied Social Sciences, Klaipeda Department is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	4
	<b>Total:</b>	<b>20</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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**SOCIALINIŲ MOKSLŲ KOLEGIJOS (KLAIPĖDOS FILIALO) PIRMOSIOS  
PAKOPOS STUDIJŲ PROGRAMOS TEISĖ (VALSTYBINIS KODAS – 653M90001)  
2014-06-23 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-363-1 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

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

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

**IV. SANTRAUKA**

SMK Klaipėdos skyrius atrodo kaip šiuolaikiška mokymo įstaiga, įsikūrusi gražiose (nors ribotose) patalpose, tačiau galimai per ateinančius 5 metus, bendradarbiaujant su vietos valdžios institucijomis, bus sukurtas visas kolegijos miestelis. Ypatingą nerimą kelia auditorijų dydis ir bibliotekos ištekliai.

Kaip profesionali mokymo įstaiga, SMK vykdo studijų programą *Teisė*, kuri, viena vertus, yra glaudžiai susijusi su suinteresuotais vietos darbdaviais ir socialiniais dalininkais, o, kita vertus, suteikia pagrindą tolesnėms studijoms ir pasižymi privalumu, kad studentams užtikrinama galimybė susirasti pirmąją darbo vietą pagal profesiją.

Parengdama absolventus, kurių reikia vietos rinkai, siūlydama galimybes studijuoti decentralizuotai ir taip pat suteikdama galimybę gauti išsilavinimą tiems studentams, kurie po vidurinės mokyklos neatitiktų reikalavimų rinktis akademinės universitetinės studijas, SMK Klaipėdoje, tenkina keletą svarbių socialinių poreikių.

Atsižvelgiant į teisės studijų programos praktinį orientavimą, didžioji dauguma dėstytojų yra specialistai – kviestiniai dėstytojai. Nors studentai labai patenkinti praktiniu požiūriu ir pritaria programos nesklaidumams, kuriuos lemia jų dėstytojų profesinės pareigos, atrodo, kad SMK Klaipėdoje, kaip institucija, galėtų veikti aktyviau ir užtikrinti programos nuoseklumą atsižvelgdama į platų išorinį indėlį.

Tarptautiškumas, atrodo, yra silpnoji vieta kalbant tiek apie išvykstančius, tiek apie atvykstančius studentus. Reikėtų daugiau dėstyti anglų kalba, nes, atrodo, tai būtų tinkama priemonė siekiant, kad SMK Klaipėdoje gautų naudą iš tarptautinio bendradarbiavimo. Anglų kalba galėtų būti dėstomi tarptautiniai ir studijų krypties dalykai.

Galiausiai, nors SMK Klaipėdos skyrius išlaiko stabilų *Teisės* studijų programos studentų skaičių, reikėtų pažymėti, kad šis skaičius yra gana mažas, todėl reikia atidžiai stebėti programą per ateinančius metus, siekiant užtikrinti, kad ji bus toliau sėkmingai vykdoma.

### III. REKOMENDACIJOS

1. Reikėtų palengvinti tarptautinius studentų mainus, leidžiant studentams keisti privalomus dalykus į dalykus iš patvirtinto studijų plano užsienyje, siekiant išvengti nuogąstavimo, kad grįžus reikės mokytis praleistus privalomuosius dalykus.
2. Tarptautinius mainus taip pat reikėtų skatinti padidinus anglų kalba dėstomų dalykų skaičių ir tai būtų naudinga atvykstantiems ir išvykstantiems studentams, taip pat studentų organizacijai apskritai, nes teisės srityje vis dažniau prireikia mokėti užsienio kalbų.
3. Beveik nėra kviestinių dėstytojų, akademinų tyrimų veikla akivaizdžiai ribota, o tai reikalauja pastovios kontrolės, ar studijos atitinka ne tik praktinius, bet ir būtinus akademinus standartus. Šis procesas nėra vykdomas nuolat.
4. Studentų skaičius yra ribotas ir studijų metais sudaro 100 arba mažiau, įskaitant iššestinių studijų studentus, o tai kelia tam tikrą susirūpinimą dėl įstaigos ilgalaikio gyvavimo. Šį klausimą reikėtų atitinkamai stebėti ir stengtis padidinti stojančiųjų skaičių, siekiant užtikrinti perspektyvią darbinę aplinką. Reikia pabrėžti, kad akivaizdžios problemos dėl studijų nebaigusiu studentų nėra.
5. Nors programa atrodo gerai organizuota, jos sąlygos geros, tačiau patalpos, kur vyksta paskaitos, atrodo labai kompaktiškos. Biblioteka taip pat atrodo labai maloniai, bet jos išteklių trečiųjų metų teisės programai riboti. Šie klausimai turėtų būti sprendžiami juos susiejant su naujų pastatų Klaipėdoje projektu.

Kalbant apie programos tikslus, numatomus studijų rezultatus ir programos struktūrą, rekomendacijos dėl SMK Vilniaus skyriaus taip pat taikomos ir SMK Klaipėdos skyriui:

1. Dėl programos tikslų ir studijų rezultatų teisės studijų programa (toliau – TSP) turėtų:
  - 1.1. aiškiai apibrėžti ir atskirti bendrąsias ir dalykines kompetencijas pagal 1-ajai studijų pakopai nustatytus tinkamumo reikalavimus (profesinio bakalauro lygis);
  - 1.2. apsvarstyti galimybę laisvai rinktis specializaciją anksčiau, pradedant nuo 3-iojo semestro nuolatinių studijų studentams ir 4-ojo semestro iššestinių studijų studentams, taip pat išlaikant įsipareigojimą teikti plataus masto ir tarptautiniu požiūriu plačias teisės studijas.
2. Dėl programos sandaros TSP turėtų:
  - 2.1. užtikrinti, kad jos turinys ir struktūra atitiktų teisės aktuose nustatytus reikalavimus, atsižvelgiant į 1-ajai studijų pakopai keliamus tinkamumo reikalavimus (profesinio bakalauro lygis);
  - 2.2. padidinti studijų krypties dalykų TSP studijų programoje kontaktinių valandų skaičių iššestinių studijų studentams, kad atitiktų formalius reikalavimus;

- 2.3. suvienodinti TSP studijų plano, struktūros, turinio ir studijų procesus nuolatinių ir iššestinių studijų studentams;
  - 2.4. racionalizuoti studijų procesą išnagrinėjus galimybes sujungti mažesnius teisės krypties studijų dalykų modulius į didesnius;
  - 2.5. padidinti modulius, kurie galėtų pasiūlyti tarptautinę ar Europos dimensiją atspindinčius dalykus, skaičių siekiant stiprinti tarptautinę ir tarpkultūrinę TSP dimensiją.
3. Dėl studijų eigos pastebėta, kad reikia:
- 3.1. tobulinti ir modernizuoti studijų modulių aprašymuose pateikiamas studijoms reikalingos literatūros nuorodas, įtraukiant naujausią literatūrą ir elektroninės žiniasklaidos priemones;
  - 3.2. padidinti ir pagerinti studentų priėmimo rodiklį, parengus aiškią priėmimo strategiją ir kampaniją. Taip pat reikėtų ieškoti kitų finansavimo šaltinių, o ne tik mokesčio už studijas, ir jais pasinaudoti;
  - 3.3. toliau kviesti studentus dalyvauti tarptautinėse mainų programose, ilgainiui dėmesį skiriant TSP Europos ir tarptautinei dimensijai;
  - 3.4. parengti tarptautinę strategiją ir tarptautiškumo planą, kuris skatintų gerinti TSP Europos dimensiją.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso<sup>3</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

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<sup>3</sup> Žin., 2002, Nr.37-1341.