



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

MARIJAMPOLĖS KOLEGIJOS  
**STUDIJŲ PROGRAMOS *TEISĖ* (653M90013)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *LAW* (653M90013)  
STUDY PROGRAMME  
at MARIJAMPOLĖ COLLEGE**

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Išvados parengtos anglų kalba  
Report language - English

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė</i>
Valstybinis kodas	653M90013
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
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės profesinis bakalauras
Studijų programos įregistravimo data	2011-05-09

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law</i>
State code	653M90013
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
Degree and (or) professional qualifications awarded	Professional Bachelor of Law
Date of registration of the study programme	09-05-2011

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## I. INTRODUCTION

This is the evaluation report on the professional bachelor *Law* study programme offered by Marijampole College, a public entity having the status of higher school. There are both full-time (3 years) and part-time (4 years) modes of study. The programme, registered in May 2011, is carried out by the Department of Law and Culture Management within the Faculty of Educational Studies and Social Work. The Self Evaluation Report (SER) was produced by a ten-member working group composed by lecturers, social partners and one students' representative. The external evaluation of the programme took place on 1 April 2014 and included a site visit to the College in Marijampole. The team of experts was led by Prof. Christopher James Stanley Gale, Director of Bradford University Law School, United Kingdom, Assoc. Prof. Peter Gjortler, Director of Lexnet European Information Consultancy company, Professor at Riga Graduate School of Law, Latvia, Assoc. Prof. Francesco de Sanctis, University of Sarajevo, Bosnia and Herzegovina, Assoc. Prof. Raimundas Kalesnykas, International School of Law and Business, Lithuania, Assoc. Prof. Ramūnas Kazlauskas, Attorney at law, founder and managing partner at law firm Kazlauskas & Partners SOLVINGS, Lithuania and Andrius Zalitis, student representative, President of the Student Union at Mykolas Romeris University, Lithuania.

## II. PROGRAMME ANALYSIS

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

The programme aims and learning outcomes, as outlined in Annex 6 of the SER, are well defined and consistent both in relation to the course taken as a whole and to each individual subject. At the beginning of the evaluation there was some uncertainty in this respect, since the learning outcomes listed at page 6 of the SER were more numerous and broader than those in Annex 6. Some of those LO's appeared to be overly ambitious. During the visit the Self-Evaluation Team clarified, to the satisfaction of the Experts' Team, that the final, authoritative text is the one in the Annex.

The programme aims and learning outcomes were designed taking into account professional requirements and the needs of the labour market. They focus on the acquisition of practical skills for which there is a demand in the Marijampole Region. The demands of the local labour market in the field of Law were identified through a professional need research carried out in 2010-

2011. The research outlined the need for workers with a professional knowledge of Law in the police and in the public administration.

There is an overall consistency between the learning outcomes and the type and level of studies and qualifications offered. As it should be expected from a professional bachelor degree in Law, all major branches of Law (Civil, Criminal, Administrative) are properly reflected in the study plan. The learning outcomes focus on knowledge and skills in the field of Law, with a marked approach towards the acquisition of practical, rather than theoretical, skills. On the other hand, it is noted that the learning outcomes are not accessible to the public through the website of the College. It is submitted that posting the learning outcomes on the web could be positive step, as it would increase the transparency and accountability of the institution.

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

Overall, the curriculum meets legal requirements, with a total of 180 credits, distributed among the general college subjects (15 credits), study field subjects (135 credits including the final dissertation) and the elective subjects (15 credits).

The subjects are presented in a logical sequence and their themes are not repetitive, as each subject has distinctive features. The total number of hours devoted to general college subjects (such as Lithuanian language culture or Logics) does not seem to detract too much time from the teaching of the legal subjects. As illustrated in Annex 5 of the SER, the ratio is a total of 400 hours for the general subjects, versus a total of 2560 hours for the core law field subjects and a total of 400 hours for the specialization subjects. Against this background, however, it could be desirable to increase the number of hours (and credits) allocated for the specialization courses in pre-trial investigation and police activities; this is because, at the present time, the weight of the specialization courses in the programme equals that of the general subjects, which is perhaps not the best arrangement for a college that aims at forming professionals ready to be employed in those fields of specialization.

The content and methods of the subjects/modules are generally appropriate for the achievement of the intended learning outcomes. For example, in the course in *Criminal Law*, as presented in Annex 1 of the SER, the topic of “crimes features set in criminal law, circumstances that eliminate criminal responsibility, their concept and types” is consistent with the learning outcome of understanding “criminal responsibility implementation order”, with the study

methods (lecture, practice, situations and cases analysis, discussions, self-study) as well as with the assessment methods (test in written, self-study presentation, examination). On the other hand, the course in *International and EU Law* has overly ambitious aims and learning outcomes if compared with the actual number of hours dedicated to complex and broad topics such as “the concept of international law, sources and system” (five hours), “EU legal system, sources and principles” (seven hours), or protection of human rights in international law (nine hours). It can be fairly said that the aims and learning outcomes for this subject can be properly achieved only by splitting the subject into two courses (namely, *International Law* and *Law of the EU*).

### **3. Staff**

The Law programme is taught by 24 lecturers: one professor (4%), five docents (21 %), 13 lecturers (54 %) and five assistants (21 %). Approximately 1/5 of the Law field subjects are taught by docents, while the others are taught by lecturers having master qualification or higher. Therefore the teaching staff composition complies with legal requirements.

Although the number of the teaching staff would be in principle adequate to ensure the learning outcomes, it must be underlined that out of 24 teachers, only one is employed full time. Such arrangement represents a serious challenge in terms of ensuring consistency in the teaching methods and in the assessment of the students’ achievements from one course to another. This is because part-time teachers, regardless of their qualities and qualifications, may have a natural inclination, due to their external commitments, to organize their own course without adequate consultation with the other part-time lecturers; such consultation is key to ensure a proper harmonization of the contents, activities and evaluations among the different courses.

Further, during the assessment visit, the expert team was barely satisfied with the answers given regarding the link between teaching methods, contents of the subjects, assessment and learning outcomes. Although the teaching staff is familiar with the learning outcomes, they do not seem to have completely embedded them in their overall methodology. This may find an explanation in the fact that the majority of them have limited academic experience as they are practitioners.

During the assessment visit, the Principal of the Marijampole College explained that the almost total reliance on part-time teachers allows the institution to maintain a necessary level of flexibility in the face of the limited and fluctuating number of students; further, he underlined that the preference for teachers with a professional background rather than academic experience

is necessary with a view to ensure that the students are able to undertake their periods of practice in a meaningful way, since the lecturers and the tutors for the practice period often coincide.

The Experts' Team acknowledges that these reasons are important; however, it wishes to underline that this kind of staff arrangement requires an efficient and well-balanced system of evaluation and monitoring of the teachers' performances and methodology. As it will be mentioned in the section dedicated to "programme management", a system of that kind seems to be in place; due to the fact that the programme was only recently established, however, it will take some time to properly assess whether it adequately works in practice and is effectively able to monitor the level and quality of the teachers' performances. In this connection, it must be added that the lack of full-time teaching staff with a solid academic background also requires constant and intense training to improve their pedagogical skills. As mentioned by the Principal during the visit, efforts in that direction seem to be under way. He mentioned, for example, that the college organized events with guest lecturers on evaluation methods and coaching. The SER reads that particular attention has been given to the professional development of the Law lecturers who lack pedagogical experience. In this connection, the teachers attended seminars on "Students work lectures and seminars activation possibilities" and "Remote teaching/learning course upload to virtual Moodle environment". While the Report does not clarify whether the College or other institutions organized those seminars, it can be fairly stated that there is room for improvement in the field of the professional development of the teaching staff. Just go give a concrete example, a seminar devoted to the demonstration of learning outcomes throughout the different components of each course as well as to the concrete identification of areas where improvement is needed, could be of great benefit.

The Experts' Team also notes that insufficient international mobility of the teachers was identified as a weakness in the SER. The Report mentions that the College will look for additional funds from Lithuanian and international entities with a view to support the participation of the teaching staff in activities abroad and, on the other hand, attract lecturers from abroad to get involved in the College's programme. While these planned steps are welcomed, the team wishes to underscore that a key factor in increasing the international profile of the programme would be to increase the number of subjects regarding non-domestic law and to teach them in the English language.

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

During the visit, the expert team had the opportunity to visit the premises of the College. Located in a charming park, the premises of the main building are adequate both in size and conditions. Although the building is old, it is still in good conditions and far from being dilapidated.

The Law programme is taught in 15 classrooms having multimedia equipment, devices for long-distance learning, computers with internet connection. All classrooms, except information technologies, English, and German, have 30 workplaces. There are two auditoriums with 60 places each, used for the organization of stream lectures. The number and size of the classrooms is more than adequate to fit the number of students.

The only critical remark in this regard concerns the small size of the (only) room that can be used by the Law teachers to meet and/or prepare their lectures. With a staff of 24 lecturers, the allocated space is insufficient to ensure that the staff has adequate space and possibility to interact, discuss, study before and after their classes. The fact that part-time teachers may have the tendency of coming to the college only when they have a class, does not diminish the need for occasions and adequate facilities to allow professional exchange among the teaching staff.

The IT equipment seems to be adequate and properly working. The Computers in the faculty are connected to LITNET, the Lithuanian web network for science and studies institutions. The college uses the e-learning platform MOODLE as a learning management system and virtual learning environment.

The Team also visited the library, which is located in a separate building close to the main one. The library seems to be spacious enough and efficiently organized. There is a section dedicated to legal publications, including codes, law dictionaries, journals, books on general legal subjects. As pointed out in the SER, there is a need to update the available legal literature. Reading through the courses outlines in Annex 1, the Team noted that the reading list very often includes books and articles being ten or more year old. For example, the literature in the *Civil Law* course mainly comprises publications from the period 2000-2004, with the most recent book being of 2007. Similar remarks can be expressed in relation to the reading lists for *Constitutional Law*, *Criminal Law* and actually the majority of the legal subjects.

On the other hand, the access to electronic databases is more than satisfactory. Students have access to the International Social Studies Databases where they can find various links to

domestic and international legal publications. A further positive feature is represented by the agreement between the College and the US Embassy in Lithuania, giving the students access to further electronic sources and databases.

Finally, during the meeting with the social partners, the Team considered that the students are provided with adequate facilities and conditions also during their practice periods. The Team was positively impressed with the variety and reception capacity of the institutions where the students carry out the period of practice. According to the answers of the social partners, the Police can take in 17 to 19 students, the Court 11, the Prosecution Office five, the Detention Center 20 and the Probation Office three-four, with a potential for further increase in the near future.

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

The admission requirements for the Law programme are reasonable, clear and transparent. The requirements follow the regulations of Lithuanian Higher Education Institutions Association (LAMA BPO) Rules for general admission. On the basis of the information included in SER, it can be seen that the average competitive score for full-time students is similar to that of part-time students. This can be interpreted as indicating a certain degree of consistency between these two groups of students with regard to their background and preparation.

The admission requirements are also adequately accessible by the prospective students as these information can be obtained through the Open Information, Counselling and Guidance System database (AIKOS) and the College web-site, although it must be noted that the English version of the web-site appears to include much less information than the version in Lithuanian. Albeit this is not a problem in itself, it has to be noted that one of the steps to be taken to improve the international profile of the programme would be to improve the English version of the relevant internet pages. It is worth noting that the College organizes an “Open Day” once a year where prospective students are invited to visit the College and are introduced to the features of the programme.

The study process is organized in a satisfactory manner. As already mentioned, the course programme is structured in a logical way on the paper, with a sensible repartition of hours between lectures, practical activities and consultations on the one hand, and self-study on the other. For example, as shown in Annex 5 of the SER, *Law of Civil Procedure* counts 26 hours of

lectures, 39 hours of practical activities and 13 hours of consultations on the one hand, while 82 hours are allocated to self-study. All other subjects follow a similar ratio with 55%-60% of the hours dedicated to self-study. During the visit, however, the experts had the impression that this ratio is either not implemented in practice, or that its implementation is not adequately monitored. The students, during their meeting with the experts, stated that they acquire most of their knowledge in class during the lectures and that they spend five to ten hours a week for self study, which is inconsistent with the above-mentioned data. The teachers, during their meeting with the experts, stated that no fixed time is envisaged for self-study, as some students may need more hours and others less. While it is a fact that students may have different needs in terms of self-study time, this should not result in excessive flexibility with regard to the determination of the study workload, aside lectures and practical activities, and the evaluation of its realization by the students during the course. In other terms, the experts believe that there is room for improvement with regard to the organization, evaluation and monitoring of the time allocated for self-study.

Another area in which some degree of improvement seems necessary concerns the methods of assessment of students' performance, with particular regard to their objectivity and transparency. The tools of assessment are sufficiently diversified and, at least on the paper, adequately respond to the identified learning outcomes. Tests, exams, team-work assignments, self-study presentations and practical tasks are applied in the majority of subjects and these are assessed cumulatively. At the end of each course there is a final examination or presentation of project work. Feedback on the marks for each assignment is adequately provided through individual or class discussion. Some teachers also mentioned that they actually provide the students with the correct answers, which is a good and fair practice.

On the other hand, the experts, during their meeting with the teachers were not completely satisfied about the nature of the assessment's methods and the content of certain assignments. In particular, it was not clearly explained how the students are individually evaluated when undertaking team-works; further, there seems to be excessive flexibility in allowing the students to formulate and shape the assignments with a view to adapt them to their level of knowledge and skills. While it is important to determine and reward students' achievements, an objective and fair assessment equally requires that shortcomings in the student's preparation are identified and properly evaluated. In this connection, the Experts' Team suggests that particular attention is paid to ensure that the assessment' methods among the different subjects and teachers are

sufficiently consistent and strike a fair balance between objectivity and flexibility with a view to fairly determine the strengths and weaknesses of each student.

Another issue requiring further consideration is the participation of students in applied research. In this regard, the Team notes that the SER does not adequately address this benchmark and that no further information were provided in the course of the visit. Other aspects concerning the organization of the study process do not present particular problems.

The level of academic and social support is adequate. The opportunities for consultation with the teachers are good and the experts reckoned during the visit that the relation between students and teachers is open and bi-directional. Consultations are carried out both on an individual basis and through group tutorials. There is a readiness from the management and the teaching staff to listen to students' problems and suggestions and react to them. The representative of the students is actively involved in the organizational meetings of the College. During their meeting with the Experts, the students mentioned a number of cases in which changes were carried out following their recommendations. For example, a problem with regard to access to material resources was promptly and satisfactorily addressed after consultations with the students.

With regard to social support, it is noted that "difficult financial situation and the inability to combine work with study" counts for 35% of all students' drop-outs. Although such high percentage is a matter of concern, it is important to recognize that the College is addressing the problem; aside from state grants and Rotary Club scholarships for "good or very good learners", the College allows special arrangements for female students raising young children and working students who have financial difficulties; for example they can study according to personalized course schedules, are given loans to cover living and tuition expenses or are allowed to pay tuition fees in instalments.

Students are given opportunities to participate in student mobility programmes, such as the Erasmus programme, although in the academic years 2011-2012 and 2012-2013 only one student took advantage of this chance.

Finally, due to the fact that the programme has been established only recently and there are no graduates yet, it is not possible to adequately assess whether the professional activities of the majority of graduates meet the programme providers' expectations.

## ***6. Programme management***

Although still in its infant years, the programme seems to be well organized. In particular, responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated among the Principal, the Director for academic activities, the Department of Law and Culture Management and the Department Study Committee. The Department appears to be able to carry out its managerial functions; on the other hand the above-mentioned study Committee, composed by seven members (three lecturers who teach in the programme, department head, and two social partners) has more of a monitoring and advisory role.

The Committee carries out a key function in ensuring a proper management of the programme since it is in charge of organizing teachers' and students' surveys about the quality of teaching, evaluate the practices and methods of teaching and evaluation and provide the Department with proposals and recommendations. It is noted that the number of members of the Committee is adequate to carry out these demanding tasks; moreover its composition allows to take in due account both the labour and the pedagogical perspective when assessing the quality of the programme and its implementation.

The Team, during the visit, acknowledged that the programme management is taking seriously the results of both students' and teachers' surveys and is ready to take steps to address shortcomings arising from their results.

The Team appreciates that, due to the limited number of students, there is a need to keep a certain degree of flexibility in the elaboration of the programme and notes that the College is currently considering the establishment of new specialization courses in EU law and business law, depending on an assessment of the labour market needs.

### III. RECOMMENDATIONS

1. Consider increasing the number of hours and credits allocated for the specialization courses in pre-trial investigation and police activities.
2. Ensure that teachers fully understand the LO's and aims and embed them in their overall methodology.
3. Strengthen activities aimed at the professional development of the teaching staff; consider in this regard organizing a seminar for the teaching staff on the demonstration of LO's throughout the different components of each course.
4. Allocate a larger office where the teaching staff can meet and prepare the lectures, discuss about their methods.
5. Update the reading list for the legal subjects with more recent books and articles.
6. Ensure that the ratio between hours dedicated to self-study and hours dedicated to lectures is implemented in practice through adequate monitoring and evaluation of self-study.
7. Ensure that the assessments methods among the different subjects and teachers are sufficiently consistent and strike a fair balance between objectivity and flexibility in the evaluation of students' strengths and weaknesses.

#### IV. SUMMARY

The programme aims and learning outcomes are well defined and consistent both in relation to the course taken as a whole and to each individual subject. The LO's were designed taking into account professional requirements and the needs of the labour market. They focus on the acquisition of practical skills for which there is a demand in the Marijampole Region.

Overall, the curriculum meets legal requirements, with a total of 180 credits, distributed among the general college subjects (15 credits), study field subjects (135 credits including the final dissertation) and the elective subjects (15 credits). The subjects are presented in a logical sequence and their themes are not repetitive, as each subject has distinctive features. However, it would be desirable to increase the number of hours (and credits) allocated for the specialization courses in pre-trial investigation and police activities; this is because, at the present time, the weight of the specialization courses in the programme equals that of the general subjects, which is not perhaps the best arrangement for a college which aims at forming professionals ready to be employed in those field of specialization.

Although the number of the teaching staff is adequate to ensure learning outcomes, it must be underlined that out of 24 teachers, only one is employed on a full time basis. Such arrangement represents a serious challenge in terms of ensuring consistency in the teaching methods and in the assessment of the students' achievements from one course to another; it requires an efficient and well-balanced system of evaluation and monitoring of the teachers' performances and methodology. Possibly as a result of these challenges, the Experts had the impression that the teachers have not understood in full the LO's and aims and have not completely embedded them in their overall methodology. In this connection, it must be added that the lack of full-time teaching staff with a solid academic background also requires constant and intense training to improve their pedagogical skills. There is room for improvement in the field of the professional development of the teaching staff. Just go give a concrete example, a seminar devoted to the demonstration of learning outcomes throughout the different components of each course as well as to the concrete identification of areas where improvement is needed, could be of great benefit.

The premises of the main College's building are adequate both in size and conditions. A critical remark in this regard concerns the small size of the (only) room that can be used by the teachers to meet and/or prepare their lectures. Moreover, there is a urgent need to update the available

legal literature. Reading through the courses outlines in Annex 1, the Team noted that the reading list very often includes books and articles being ten or more year old.

The study process is organized in a satisfactory manner. During the visit, however, the experts had the impression that the ratio of 55%-60% of the hours dedicated to self-study is either not implemented in practice, or that its implementation is not adequately monitored. Consequently, there is room for improvement with regard to the organization, evaluation and monitoring of the time allocated for self-study. Another area in which some degree of improvement seems necessary concerns the methods of assessment of students' performance, and in particular their objectivity and transparency. The Expert Team suggests that particular attention is paid in ensuring that the assessments methods among the different subjects and teachers are sufficiently consistent and strike a fair balance between objectivity and flexibility in the evaluation of students' strengths and weaknesses.

Finally, the programme seems to be well organized, although it is still in its infant years. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated among the Principal, the Director for academic activities, the Department of Law and Culture Management and the Department Study Committee. This Committee, in particular, plays and will play a key function in ensuring that the programme is properly managed and that the necessary steps to improve its overall quality are implemented.

## V. GENERAL ASSESSMENT

The study programme *Law* (state code – 653M90013) at Marijampole College 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	3
2.	Curriculum design	3
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>16</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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**MARIJAMPOLĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
TEISĖ (VALSTYBINIS KODAS – 653M90013) 2014-08-18 EKSPERTINIO VERTINIMO  
IŠVADŲ NR. SV4-450 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Marijampolės kolegijos studijų programa *Teisė* (valstybinis kodas – 653M90013) vertinama **teigiamai**.

Eil.Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>16</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**

Studijų programos tikslai ir numatomi studijų rezultatai apibrėžti gerai ir atitinka visą kursą ir kiekvieną atskirą studijų dalyką. Numatomi studijų rezultatai suformuluoti atsižvelgiant į profesinius reikalavimus ir poreikį darbo rinkoje. Jie sutelkti į praktinių gebėjimų, kurie reikalingi Marijampolės regione, įgijimą.

Apskritai, studijų programos turinys atitinka teisinius reikalavimus. Iš viso, 180 kreditų, paskirstyta bendriems koleginiams studijų dalykams (15 kreditų), studijų krypties dalykams (135 kreditai, įskaitant baigiamąjį darbą) ir laisvai pasirenkamiems dalykams (15 kreditų). Studijų dalykai pateikiami logiška seka, o jų temos nesikartoja, nes kiekvienas studijų dalykas turi savo išskirtinius bruožus. Vis dėlto pageidautina didinti ikiteisminio tyrimo ir policijos veiklos specializacijos kursams skirtą valandų (ir kreditų) skaičių, nes šiuo metu studijų programoje specializacijos kursų svoris prilygsta bendriesiems dalykams, o tai tikriausiai nėra geriausia Kolegijai, kuri siekia rengti specialistus, pasiruošusius dirbti specializacijos srityje.

Nors dėstytojų skaičius pakankamas, kad būtų užtikrintas numatomų studijų rezultatų pasiekimas, būtina pabrėžti, kad tik vienas iš 24 dėstytojų dirba visą darbo dieną. Tai rimtas iššūkis siekiant užtikrinti dėstytojų ir studentų pasiekimų vertinimo nuoseklumą skirtinguose kursuose. Tam reikia veiksmingos ir gerai subalansuotos dėstytojų veiklos ir metodikos vertinimo ir stebėsenos sistemos. Galbūt dėl šių iššūkių vertinimo grupei susidarė

įspūdis, kad dėstytojai nevisiškai supranta numatomus studijų rezultatus bei tikslus ir nevisiškai juos įtraukia į savo bendrą metodiką. Šiuo klausimu taip pat reikėtų pasakyti, jog dėl to, kad trūksta visą darbo dieną dirbančių dėstytojų, turinčių solidų akademinį išsilavinimą, taip pat reikia nuolat ir intensyviai tobulinti jų pedagoginius gebėjimus. Dėstytojų profesinio tobulėjimo sritis – tobulintina. Tiesiog pateikite konkretų pavyzdį, surenkite seminarą, skirtą numatomų studijų rezultatų demonstravimui skirtinguose kiekvieno kurso komponentuose. Konkretus tobulintinių sričių nustatymas taip pat galėtų būti labai naudingas.

Pagrindinio kolegijos pastato patalpų dydis ir sąlygos – tinkami. Esminė pastaba čia susijusi su tuo, kad (vienintelis) biuras, kurį gali naudoti dėstytojai susitikimams ir (arba) pasirengimui paskaitoms, yra mažas. Be to, reikia nedelsiant atnaujinti siūlomą teisinę literatūrą. Skaitydama I priede pateiktus kursų aprašus, vertinimo grupė pastebėjo, kad į literatūros sąrašą labai dažnai įtraukiamos knygos ir straipsniai, išleisti prieš dešimt ir daugiau metų.

Studijų eiga organizuojama patenkinamai. Vis dėlto per apsilankymą kolegijoje vertinimo grupei susidarė įspūdis, kad 55–60 proc. valandų, skirtų savarankiškomis studijoms, santykis, arba neįgyvendinamas praktikoje, arba jo įgyvendinimas tinkamai nestebimas. Todėl neįmanoma tobulinti savarankiškomis studijoms skirto laiko organizavimo, vertinimo ir stebėsenos. Kita sritis, kurią būtina šiek tiek tobulinti, – studentų veiklos vertinimo metodai ir ypač jų objektyvumas ir skaidrumas. Vertinimo grupė siūlo skirti ypatingą dėmesį tam, kad būtų užtikrinta, jog skirtingų studijų dalykų ir dėstytojų vertinimo metodai būtų pakankamai nuoseklūs ir būtų išlaikyta teisinga pusiausvyra tarp objektyvumo ir lankstumo vertinant studentų stipriąsias ir silpnąsias puses.

Atrodo, kad studijų programa gerai organizuota, nors ji tebėra labai nauja. Atsakomybė už sprendimus ir studijų programos vykdymo stebėseną aiškiai paskirstyta tarp direktoriaus, direktoriaus pavaduotojo akademiniais reikalais, Teisės ir kultūros vadybos katedros ir Katedros Studijų programos komiteto. Šis Komitetas atlieka ir atliks pagrindinį vaidmenį užtikrinant, kad studijų programos vadyba būtų tinkama ir būtų imamasi būtinų veiksmų jos bendrai kokybei gerinti.

### III. REKOMENDACIJOS

1. Apsvarstyti galimybę padidinti valandų ir kreditų, skirtų išteisinio tyrimo ir policijos veiklos specializacijos kursams, skaičių.
2. Užtikrinti, kad dėstytojai visiškai suprastų numatomus studijų rezultatus ir tikslus bei įtrauktų juos į savo bendrą metodiką.
3. Aktyvinti veiklą, skirtą dėstytojų profesiniam tobulėjimui. Apsvarstyti galimybę surengti dėstytojų seminarą, skirtą pademonstruoti numatomus studijų rezultatus skirtinguose kiekvieno kurso komponentuose.
4. Skirti didesnę kabinetą, kur dėstytojai galėtų susitikti ir ruošti paskaitoms, aptarti naudojamus metodus.
5. Atnaujinti teisės dalykų literatūros sąrašą ir papildyti jį naujesnėmis knygomis ir straipsniais.
6. Užtikrinti, kad savarankiškam darbui skirtų valandų ir paskaitoms skirtų valandų santykis būtų įgyvendintas praktikoje per tinkamą stebėseną ir savarankiško darbo vertinimą.
7. Užtikrinti, kad skirtingų dalykų ir dėstytojų vertinimo metodai būtų pakankamai nuoseklūs ir būtų išlaikyta teisinga pusiausvyra tarp objektyvumo ir lankstumo vertinant studentų stipriąsias ir silpnąsias puses.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,  
parašas)