



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Generolo Jono Žemaičio Lietuvos karo akademijos  
***KARINĖS DIPLOMATIJOS* STUDIJŲ PROGRAMOS  
(621L20001) VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *MILITARY DIPLOMACY* (621L20001) STUDY  
PROGRAMME**  
at General Jonas Žemaitis Military Academy of Lithuania

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Karinė diplomacija</i>
Valstybinis kodas	621L20001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Politikos mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	2 (iššęstinės)
Studijų programos apimtis kreditais	92
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Politikos mokslų magistras
Studijų programos įregistravimo data	2005 spalio 20 d., Nr. 2098

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Military Diplomacy</i>
State code	621L20001
Study area	Social Sciences
Study field	Political Sciences
Kind of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	2 (part- time)
Volume of the study programme in credits	92
Degree and (or) professional qualifications awarded	Master of Political Science
Date of registration of the study programme	20 October 2005, Order No. 2098

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## I. INTRODUCTION

The structure of the General Jonas Žemaitis Military Academy of Lithuania is designed to coordinate academic and military studies concurrently. The management of the research and study unit, which includes all academic departments, retains responsibility for the delivery of the academic programmes and implements quality assurance procedures. Senate committees coordinate new study programs and their amendments, analyse quality monitoring data and make decisions and recommendations to the Senate. The Military Diplomacy postgraduate programme is delivered on a part-time basis over a two-year period and leads to the award of Master of Political Science. It was registered in October 2005 and this is the first external examination of the programme.

This review has been carried out under the guidelines and procedures of the Centre for Quality Assessment in Higher Education (SKVC). This assessment report is based on the self-evaluation report (SER), received in June 2013, and on a site visit in December 2013. All members of the assessment group individually prepared draft reports prior to the visit. During the visit, the team had the opportunity to discuss the programmes with faculty administrators, teaching staff, student, graduates and social partners. The team also visited library and teaching space associated with the programme.

The programme is open to serving military officers who have been approved by the Advisory Commission for Officer Selection. To be admitted to the programme students must have a bachelor's degree in a related social science or be able to demonstrate an equivalent level of knowledge and understanding. Students from an engineering background indicated that they had been asked to complete an essay and written examination prior to being admitted to the programme.

After the visit the assessment team met to consider the outcome of the evaluation. This meeting enabled the team to agree the points allocated by field of assessment, the total points for the programme and the recommendations set out in this report.

## II. PROGRAMME ANALYSIS

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

The aims and learning outcomes of the programme have been developed to take account of the mission of the Academy. The programme provides political diplomacy education for senior officers to develop their expertise in a variety of settings and scenarios and to develop an understanding of the political background to world events. The aims take account of and meet the needs and requirements of serving military officers wishing to develop their professional knowledge and abilities. The programme has three aims and 11 learning outcomes: four for each of the first two aims and three for the third. The learning outcomes are publicly accessible on the Academy's website.

Students met during the visit indicated that they have a clear understanding of the programme aims and outcomes and of the expectations of the level of achievement required to gain the award. The SER noted that further improvement of the programme will include continuing to monitor programme performance for further improvement of aims and learning outcomes. However, the SER did not provide information on whether the aims and learning outcomes had been reviewed as part of the preparation process. This was confirmed during the visit that the aims and learning outcomes had not been reviewed during the development of the SER.

While some learning outcomes are clear, well defined and consistent with the type and level of the award, others are not. For example, *Basic knowledge of military history and diplomacy* and *Theoretical knowledge of intelligence and its role in public administration system ensuring national security* are not recognisable as master's level learning outcomes. It would be advisable for the learning outcomes to be reviewed to ensure that these clearly express the achievements that students will be able to demonstrate having successfully completed the programme. In reviewing the learning outcomes there would be benefit in simplifying the structure and language of each outcome to ensure that each outcome takes account of European higher education expectations as defined through the *Bologna Agreement* process.

***Programme aims and learning outcomes summary:*** *The aims and learning outcomes of the programme have been developed to take account of the mission of the Academy. The aims take account of and meet the needs and requirements of serving military officers wishing to develop their professional knowledge and abilities. The learning outcomes are publicly accessible on the Academy's website. Students have a clear understanding of the programme aims and outcomes and of the expectations of the level of achievement required to gain the award. However, there is inconsistency in the presentation of learning outcomes. Some are clear, well defined and consistent with the type and level of the award, others are not. It would be advisable for the learning outcomes to be reviewed to ensure that these clearly express the achievements that students will be able to demonstrate having successfully completed the programme. In reviewing the learning outcomes there would be benefit in simplifying the structure and language of each outcome to ensure that each outcome takes account of European higher education expectations as defined through the Bologna Agreement process.*

## **2. Curriculum design**

The programme has been designed and approved in accordance with the minimum credit volume requirements for a master's degree. The curriculum is delivered over four semesters. There is an even spread of subjects relevant to the study field including military diplomacy, international relations and more general social science disciplines. Courses are delivered and assessed using a mix of learning, teaching and assessment methods appropriate to the level of the award and the mode of study. Students commented favourably that the mix of lectures, group and individual tutorial discussions combined with the expected time to be spent on student-led study area are appropriate to enable achievement of the learning outcomes. A social partner commented that a positive feature of the programme was the methodology, quality management and decision-making elements covered by the curriculum.

Faculty and students believe that political science education is an important feature for military officers' career development. A study of political sciences is helpful in providing military officers with the skills to communicate with politicians and military colleagues from other countries. The programme helps to increase students' awareness and understanding of the difference between military and civilian environments. Discussion of theories empirical thinking and methods is embedded across courses and delivered in the first semester in the *Social Studies* course. While a specific course concentrating on methods applicable to the study of political sciences is not included in the curriculum, students provided examples of where this was included throughout the programme.

The curriculum has been designed to provide a new generation of military officers with political and social awareness to assist them in engaging with their role and in the development of their individual capabilities. For example, the Humanities Department provide a range of relevant topics to develop critical and creative thinking skills and to educate individuals to enable them to develop decision-making skills and to take responsibility for their actions. The curriculum is

continually reviewed by faculty to ensure that it remains up-to-date. However, the range of subjects that can be covered within the curriculum is constrained by the qualifications, expertise and number of faculty and the credit-volume expectations for the award. Guest lecturers affiliated to different institutions are invited to lecture on the programme which enables students to gain current practical and professional knowledge in areas of expertise not covered by faculty. However, some students indicated that they are unaware of mobility opportunities for faculty or of guest lecturers contributing to the programme. Graduates commented that it is impractical to continually change the curriculum to keep pace with world events and that the combination of faculty expertise and guest lecturers ensures the delivery of an appropriate and balanced curriculum.

Faculty believe that the *Regional Studies* and to a lesser extent the *Foreign and Security Policy Analysis* courses have been designed to provide students with an opportunity to broaden the range of their studies. While the *Regional Studies* course is designed primarily for Asian countries, it was suggested that specific inclusion of a course covering political developments in Africa and the implications of China's continuing and increasing involvement across that Continent might be more relevant. Discussions with students and graduates indicated support for this suggestion particularly given China's world super-power aspirations. However, faculty noted that while specialist lecturers from other institutions are available to cover some global regions, expertise in African or Chinese political studies might be hard to find within the Lithuanian higher education sector. It was suggested that faculty could investigate bringing in such expertise from neighbouring countries and it was noted that lecturers from Polish and Czech Republic institutions had already delivered teaching. In addition, the Academy liaise closely with the Embassies of NATO allies and with Vilnius University to identify potential guest lecturers. Academy lecturers also teach at Vilnius University which helps to inform curriculum design and teaching delivery. Other options discussed included inviting young lecturers and doctoral students as opposed to eminent senior subject experts or making use of the Erasmus exchange programme for faculty.

Students are given complete freedom to choose a thesis topic. Students indicated that topics chosen relate to their military disciplines and career plans and interests but from political and social perspectives. One student had continued to develop the theme explored in his bachelor thesis. Faculty provide guidance on the appropriateness and relevance of a chosen topic. The Ministry of Defence also provides a list of topics for students at all levels to research. However, students met by the team indicated that no member of their cohort had chosen a topic from this list. In choosing a thesis topic students believed that the research and analysis involved needed to include a clear understanding and interpretation of Lithuania's role as a small member state in large military and political alliances.

***Curriculum design summary:*** *The programme has been designed and approved in accordance with the minimum credit volume requirements for a master's degree. There is an even spread of subjects relevant to the study field including military diplomacy, international relations and more general social science disciplines. A social partner commented that a positive feature of the programme was the methodology, quality management and decision-making elements covered by the curriculum. The programme helps to increase students' awareness and understanding of the difference between military and civilian environments. The curriculum is continually reviewed by faculty to ensure that it remains up-to-date. Graduates commented that it is impractical to continually change the curriculum to keep pace with world events and that the combination of faculty expertise and guest lecturers ensures the delivery of an appropriate and balanced curriculum. While the Regional Studies course is designed primarily for Asian countries, it was suggested that specific inclusion of a course covering political developments in Africa and the implications of China's continuing and increasing involvement across that*

*Continent might be more relevant. Discussions with students and graduates indicated support for this suggestion particularly given China's world super-power aspirations. It was suggested that faculty could investigate bringing in such expertise from neighbouring countries. Other options discussed included inviting young lecturers and doctoral students as opposed to eminent senior subject experts or making use of the Erasmus exchange programme for faculty.*

### **3. Staff**

The programme is delivered by 11 faculty members comprising three professors, five doctoral-level and three lecturers. The majority of lecturers teach on other programmes. However, as there are 20 students studying the programme the ratio of lecturer to student is 1:2. Faculty are appropriately qualified and the majority are professionals in their field, research-active and participating in inter-institutional, international and public activities.

The age distribution of faculty is: 28 per cent 40 years or younger; 18 percent 40 to 50 years; 18 per cent 50 to 60 years; and 36 per cent 60 to 70 years. However, these figures need to be considered in the context of there being only 11 faculty members. That said, the Academy will need to consider recruiting faculty members in the coming years to maintain continuity of experience across the team. Discussions with faculty indicated there would be benefit to the Academy in increasing the use of guest lecturers and in exploring faculty exchange opportunities as a means of keeping staff expertise and the quality of learning and teaching relevant and up-to-date.

Students stated that the programme is delivered by professional academics using a variety of teaching styles. Students valued the variation in teaching delivery which includes traditional lecture delivery and the introduction of a topic followed by student-led study and then group discussion. Some students indicated that the challenge of part-time study led to a preference for more traditional lecture delivery while others suggested a move to full-time study within longer, more concentrated teaching blocks involving more face-to-face delivery. Students also suggested supplementing the study blocks with online discussion forums and conferences. Students believe that reviewing and refreshing teaching delivery through a more concentrated period of study during a longer teaching block would enable students to deepen their learning.

Students and graduates were unanimous in their praise of faculty. They are described as being knowledgeable and approachable and provide students with the educational tools to succeed in the programme and to undertake international missions. Examples were noted of faculty providing additional support to students through providing examples of essays and other material online between study blocks.

Faculty have delivered a wide range of reports and papers at conferences in Lithuania and internationally on humanitarian, military history and law related topics relevant to military officers. However, faculty cited the availability of funding as a limiting factor to their further engagement in conferences and similar activities.

Active participation by faculty in a strategic research centre facilitates academic input into the programme particularly on political science topics relevant to the military. The Humanitarian Department has undertaken a research project relating to relationships between military and civil society. Other research activity has included topics relating to civil education and military ethics. The Ministry of Defence has commissioned faculty to undertake research on specific topics but it was suggested that restrictions are imposed on faculty regarding publishing papers or outcomes resulting from military research projects. Faculty liaise closely with faculty in other institutions through an informal field of friends across political sciences. Joint research or other scholarly

activity in partnership with students is not feasible due to the mode of delivery and the nature of the student cohort.

**Staff summary:** *The programme is delivered by 11 faculty members comprising three professors, five doctoral-level and three lecturers. The majority of lecturers teach on other programmes. Faculty are appropriately qualified and the majority are professionals in their field, research-active and participating in inter-institutional, international and public activities. The Academy will need to consider recruiting faculty members in the coming years to maintain continuity of experience across the team. Discussions with faculty indicated there would be benefit to the Academy in increasing the use of guest lecturers and in exploring faculty exchange opportunities as a means of keeping staff expertise and the quality of learning and teaching relevant and up-to-date. Faculty have delivered a wide range of reports and papers at conferences in Lithuania and internationally on humanitarian, military history and law related topics relevant to military officers. Active participation by faculty in a strategic research centre facilitates academic input into the programme particularly on political science topics relevant to the military. Faculty liaise closely with faculty in other institutions through an informal field of friends across political sciences. Joint research or other scholarly activity in partnership with students is not feasible due to the mode of delivery and the nature of the student cohort.*

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

The learning resource infrastructure is sufficient for the delivery of the programme. Resource infrastructure funding is provided by the Ministry of Defence and while it was suggested that this is not updated as frequently as in other universities, administration staff indicated that funding was on the increase after a period of stability.

Students have access to the Vilnius University library. Students stated that while learning and library resources at the Academy are more than adequate to meet their needs that they purchase relevant journals according to their thesis topic. The only suggestion from students was the provision of increased data base access while in the Academy and remotely.

Discussions with staff indicated that the Academy library facilities are about to be refurbished. As the existing library is some what dated in comparison to modern learning centres it is suggested that faculty and administrative staff undertake a survey of learning centres in other higher education institutions prior to commissioning their own refurbishment project. In undertaking such a survey the views of students would be a key consideration to ensure that the refurbished learning centre incorporates technology-led learning to meet the study needs and expectations of future students.

**Facilities and learning resources summary:** *The learning resource infrastructure is sufficient for the delivery of the programme. Resource infrastructure funding is provided by the Ministry of Defence. Students have access to the Vilnius University library. Students stated that while learning and library resources at the Academy are more than adequate to meet their the provision of increased data base access while in the Academy and remotely would be helpful. The existing library is some-what dated in comparison to modern learning centres and it is suggested that faculty and administrative staff undertake a survey of learning centres in other higher education institutions prior to commissioning their own refurbishment project. The views of students would be a key consideration to ensure that the refurbished learning centre incorporates technology-led learning to meet the study needs and expectations of future students.*

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

The programme is delivered on a part-time basis. Students attend the Academy in five four-to-six week study blocks over the course of the two years of study. The learning, teaching and assessment strategies for each course are clearly defined in each course descriptor. All study materials are available as printed documents or digitally through the Academy distant learning system which enables students to access study material at any time from any place with an internet connection. Students are assessed throughout their periods of block study through submission of papers and presentations which contribute to their overall course grade. Each course has a final written examination.

Students are provided with a syllabus at the start of each year which sets out their study requirements and course specific information for that year. A course is provided at the start of the programme to refresh students' academic writing skills. At the beginning of each semester a timetable is published which sets out when a duty lecturer will be available to provide academic support to students individually on matters such as scientific research, advice on a subject-specific matters, format of papers to be handed in and recommend literature. Students have a period of one month to complete assessments after each study block, including any resubmission to address an initial failure. Extensions are given to students on an individual basis in the event of an operational deployment. Similarly, there is a flexible approach to determining when a student should attend for a given study block to cater for military duties.

The programme provides a good understanding of diplomacy and political themes and ideology. Students indicated that their study of political sciences has been beneficial in providing a better understanding of the role of the Lithuanian military in a wider context. All students in the current cohort have some experience of working on NATO missions. Students noted that their individual experiences enable theoretical discussion to have a greater relevance to practical situations and is a feature of the programme valued by students.

Students, graduates and faculty acknowledged that the programme is academically and personally challenging. Some students can use their military role to help develop their thesis topic but all students are required to plan their study around their military duties. It was noted that while some faculty implied that it can be difficult to get students to engage fully with the programme in light of potential military operational deployments at short notice, others described students as being highly motivated and that the programme attracted the highest calibre students. Graduates are typically assigned to NATO posts and attaché appointments which are highly regarded as military appointments. The Academy keeps the Ministry of Defence informed of student academic expertise to assist in the appointment process.

The programme is open to serving military officers and selected candidates from the Ministry of Interior as students are permitted only from statutory organisations. The programme is targeted at officers with five to seven years commissioned service. Students indicated that larger student cohorts and the possible inclusion of international students had the potential to greatly increase their expertise and critical thinking skills. Given that the programme does not contain any military element it was suggested that the student experience could be enriched by opening the course to suitably experienced political science students from all walks of life. Students were unanimous in their agreement that this would improve the programme to the benefit of military students and would also have benefits for the profile of the military more generally. However, faculty and administrative staff were less than enthusiastic, indicating that it was the role of faculty to ensure that teaching delivery was enriched and matched the planned curriculum. Administrative staff were particularly concerned as to the practicalities of delivering a programme to non-military students in a part-time, block-study mode. However, the team cited numerous examples of postgraduate programmes of study delivered in a similar mode of study to

cater for professionals in full-time work. As a consequence and given the potential benefits to be gained by students, the Academy and the military services in general it is recommended that faculty and administrative staff explore the potential for opening the programme to students from non-statutory organisations.

The topics covered during the block study teaching periods are relevant to and contribute to students' engagement with their thesis topic. Students appreciate the guidance and supervision on provided by faculty particularly in cases where it has been some time since their bachelor degree was completed. Students also appreciate members of military staff making themselves available to act as mentors during the thesis writing process.

Students' involvement in research or other scholarly activity is restricted to activities associated with programme delivery or thesis preparation. However, some students indicated that their military work involved research activity. Students indicated that they would welcome the opportunity to be involved in joint research activity with faculty but acknowledged that this is impractical given the nature of programme delivery.

***Study process and student assessment summary:*** *The programme is delivered on a part-time basis. Students attend the Academy in five four-to-six week study blocks over the course of the two years of study. Some students indicated that the challenge of part-time study led to a preference for more traditional lecture delivery while others suggested a move to full-time study within longer, more concentrated teaching blocks involving more face-to-face delivery. Students also suggested supplementing the study blocks with online discussion forums and conferences. Students are assessed throughout their periods of block study through submission of papers and presentations which contribute to their overall course grade. Each course has a final written examination. Extensions are given to students on an individual basis in the event of an operational deployment. Similarly, there is a flexible approach to determining when a student should attend for a given study block to cater for military duties. The programme provides a good understanding of diplomacy and political themes and ideology. Students, graduates and faculty acknowledged that the programme is academically and personally challenging. The programme is open to serving military officers and selected candidates from the Ministry of Interior as students are permitted only from statutory organisations. Students indicated that larger student cohorts and the possible inclusion of international students had the potential to greatly increase their expertise and critical thinking skills. Given that the programme does not contain any military element it was suggested that the student experience could be enriched by opening the course to suitably experienced political science students from all walks of life. Students were unanimous in their agreement that this would improve the programme to the benefit of military students and would also have benefits for the profile of the military more generally. The team cited numerous examples of postgraduate programmes of study delivered in a similar mode of study to cater for professionals in full-time work. As a consequence and given the potential benefits to be gained by students, the Academy and the military services in general it is recommended that faculty and administrative staff explore the potential for opening the programme to students from non-statutory organisations.*

## **6. Programme management**

The programme is administered by the Department of Political Science and the Programme Committee for Social Sciences. The Division of Studies manages a range of administrative functions across the Academy including student admissions and resolving students' difficulties during their studies. However, students indicated that they had no knowledge of the support available from the Division of Studies. Should problems arise during a study block students felt confident they could resolve this by dealing directly with their tutors. While the Academy

operates a student representation scheme for academic matters students on the programme were unaware of this scheme and had not been invited to nominate a representative. Students on the programme have no direct contact or involvement in Academy military activities.

The quality of the programme is assured in accordance with Academy expectations. The Division of Studies is responsible for internal study quality monitoring. It collects and collates information on the study process, student progression and results for presentation to Senate, administration and other departments. The Department of Political Science monitors the continuing relevance of programme aims and learning outcomes, chooses and applies appropriate study methods, defines evaluation criteria for the final thesis and scientific research directions and their application in the study process. In addition the Department undertakes periodic self-evaluation of the programme with a view to making recommendations for improvement. Teaching staff update their programmes on their own initiative or periodically review the whole study program.

The review team found the SER to be more descriptive than reflective and lacking in examples of evidence to underpin the claims made. Students indicated that they had not been invited to contribute to the self-evaluation process nor had they been given sight of the SER. During the discussion with members of the self-evaluation team the review team found faculty to be unnecessarily defensive regarding questioning in this regard. It was noted that faculty suggested that completion of the SER was a process that was required to be undertaken and that the self-evaluation team had taken full account of the prescribed guidance. The review team were disappointed by this response as critical reflection and evaluation of teaching quality should be an integral and continuous part of academic life. In addition the review team felt that the negative attitude to the self-evaluation process had denied faculty and current and future students to benefit fully from the expertise of their subject peers.

Faculty meet at the end of each semester to discuss and review student achievement and future programme delivery. Meetings are also held each semester between Ministry of Defence representatives and faculty to help to ensure that the programme remains aligned to Ministry requirements. All educational programmes delivered by the Academy must be aligned to Ministry requirements as all graduates are employed by the Ministry. Proposals for new programmes are presented to the Ministry of Defence for consideration and approval. In addition, the Ministry of Defence may ask faculty to scope and research ideas for new programmes. It was noted that the Ministry has approved a new MA Public Security which will be delivered for the first time in 2014.

Student questionnaires are distributed to gather feedback on teaching delivery and the quality of the programme more generally and students confirmed that this was the case. A graduate provided an example of feedback provided by his cohort being taken into account to inform delivery to a following cohort. However, the majority of current students were unaware of any feedback, comment or resulting action by faculty as a consequence of feedback from a previous cohort. It was suggested that the introduction of a process to systematically provide students with information on feedback, comment and resulting action provided by the previous cohort would greatly enhance the quality of teaching and the student learning experience.

During the discussion with faculty, graduates and students it was suggested that there might be benefit in surveying students five years after graduating from the programme as a further means of ensuring that the curriculum supports their career needs. While students supported this suggestion faculty and administration were more sceptical. While regarding the suggestion as an interesting concept, there was some concern on the availability of resources to undertake the survey and evaluate the resulting data. It is recommended that the Department explore this

suggestion further as a proactive means of engaging social partners in the continuous enhancement of the programme.

**Programme management summary:** *The programme is administered by the Department of Political Science and the Programme Committee for Social Sciences. Should problems arise during a study block students felt confident they could resolve this by dealing directly with their tutors. While the Academy operates a student representation scheme for academic matters students on the programme were unaware of this scheme and had not been invited to nominate a representative. Students on the programme have no direct contact or involvement in Academy military activities. The quality of the programme is assured in accordance with Academy expectations. Teaching staff update their programmes on their own initiative or periodically review the whole study program. The review team found the SER to be more descriptive than reflective and lacking in examples of evidence to underpin the claims made. Students indicated that they had not been invited to contribute to the self-evaluation process nor had they been given sight of the SER. The review team found faculty to be unnecessarily defensive regarding questioning in this regard. It was noted that faculty suggested that completion of the self-evaluation was a process that was required to be undertaken and that the self-evaluation team had taken full account of the prescribed guidance. The review team were disappointed by this response as critical reflection and evaluation of teaching quality should be an integral and continuous part of academic life. In addition the review team felt that the negative attitude to the self-evaluation process had denied faculty and current and future students to benefit fully from the expertise of their subject peers. The majority of current students were unaware of any feedback, comment or resulting action by faculty as a consequence of feedback from a previous cohort. It was suggested that the introduction of a process to systematically provide students with information on feedback, comment and resulting action provided by the previous cohort would greatly enhance the quality of teaching and the student learning experience. During the discussion with faculty, graduates and students it was suggested that there might be benefit in surveying students five and ten years after graduating from the programme as a further means of ensuring that the curriculum supports their career needs. While students supported this suggestion faculty and administration were more sceptical. It is recommended that the Department explore this suggestion further as a proactive means of engaging social partners in the continuous enhancement of the programme.*

### III. RECOMMENDATIONS

As a result of the evaluation of the evaluation of Military Diplomacy programme at the General Jonas Zemaitis Military Academy of Lithuania the review team has agreed the following recommendations:

1. It would be advisable for the learning outcomes to be reviewed to ensure that these clearly express the achievements that students will be able to demonstrate having successfully completed the programme. In reviewing the learning outcomes there would be benefit in simplifying the structure and language of each outcome to ensure that each outcome takes account of European higher education expectations as defined through the Bologna Agreement process.
2. While the Regional Studies course is designed primarily for Asian countries, it was suggested that specific inclusion of a course covering political developments in Africa and the implications of China's continuing and increasing involvement across that Continent might be more relevant. It was suggested that faculty could investigate bringing in such expertise from neighbouring countries. Other options discussed included inviting young lecturers and doctoral students as opposed to eminent senior subject experts or making use of the Erasmus exchange programme for faculty.
3. The Academy will need to consider recruiting faculty members in the coming years to maintain continuity of experience across the team. There would be benefit to the Academy in increasing the use of guest lecturers and in exploring faculty exchange opportunities as a means of keeping staff expertise and the quality of learning and teaching relevant and up-to-date.
4. The existing library is some-what dated in comparison to modern learning centres and it is suggested that faculty and administrative staff undertake a survey of learning centres in other higher education institutions prior to commissioning their own refurbishment project. The views of students would be a key consideration to ensure that the refurbished learning centre incorporates technology-led learning to meet the study needs and expectations of future students.
5. Some students indicated that the challenge of part-time study led to a preference for more traditional lecture delivery while others suggested a move to full-time study within longer, more concentrated teaching blocks involving more face-to-face delivery. It is recommended that faculty explore these suggestion further with students.
6. Given the potential benefits to be gained by students, the Academy and the military services in general it is recommended that faculty and administrative staff explore the potential for opening the programme to students from non-statutory organisations.
7. It was suggested that the introduction of a process to systematically provide students with information on feedback, comment and resulting action provided by the previous cohort would greatly enhance the quality of teaching and the student learning experience.
8. It was suggested that there might be benefit in surveying students five and ten years after graduating from the programme as a further means of ensuring that the curriculum supports their career needs. It is recommended that the Department explore this suggestion further as a proactive means of engaging social partners in the continuous enhancement of the programme.

9. The review team found faculty to be unnecessarily defensive regarding questioning in this regard. It was noted that faculty suggested that completion of the self-evaluation was a process that was required to be undertaken and that the self-evaluation team had taken full account of the prescribed guidance. The review team were disappointed by this response as critical reflection and evaluation of teaching quality should be an integral and continuous part of academic life. In addition the review team felt that the negative attitude to the self-evaluation process had denied faculty and current and future students to benefit fully from the expertise of their subject peers.

#### IV. SUMMARY

Throughout this report the review team has set out evidence to support a successful programme of study which enjoys wide-spread support with students and graduates. The programme has many strengths and commendable features which are described in the narrative text. The team has also made some recommendations for the Academy to consider with a view to secure further the academic standard of the programme and to enhance further the quality of the student learning experience.

The aims and learning outcomes of the programme have been developed to take account of the mission of the Academy. The aims take account of and meet the needs and requirements of serving military officers wishing to develop their professional knowledge and abilities. The learning outcomes are publicly accessible on the Academy's website. Students have a clear understanding of the programme aims and outcomes and of the expectations of the level of achievement required to gain the award. However, there is inconsistency in the presentation of learning outcomes.

The programme has been designed and approved in accordance with the minimum credit volume requirements for a master's degree. There is an even spread of subjects relevant to the study field including military diplomacy, international relations and more general social science disciplines. The programme helps to increase students' awareness and understanding of the difference between military and civilian environments. The curriculum is continually reviewed by faculty to ensure that it remains up-to-date. While the Regional Studies course is designed primarily for Asian countries, it was suggested that specific inclusion of a course covering political developments in Africa and the implications of China's continuing and increasing involvement across that Continent might be more relevant.

The programme is delivered by 11 faculty members comprising three professors, five doctoral-level and three lecturers. The majority of lecturers teach on other programmes. Faculty are appropriately qualified and the majority are professionals in their field, research-active and participating in inter-institutional, international and public activities. The Academy will need to consider recruiting faculty members in the coming years to maintain continuity of experience across the team. Faculty have delivered a wide range of reports and papers at conferences in Lithuania and internationally on humanitarian, military history and law related topics relevant to military officers. Faculty liaise closely with faculty in other institutions through an informal field of friends across political sciences.

The learning resource infrastructure is sufficient for the delivery of the programme. Resource infrastructure funding is provided by the Ministry of Defence. Students have access to the Vilnius University library. Students stated that while learning and library resources at the Academy are more than adequate to meet their the provision of increased data base access while in the Academy and remotely would be helpful. The existing library is some-what dated in comparison to modern learning centres.

The programme is delivered on a part-time basis. Students attend the Academy in five four-to-six week study blocks over the course of the two years of study. Some students indicated that the challenge of part-time study led to a preference for more traditional lecture delivery while others suggested a move to full-time study within longer, more concentrated teaching blocks involving more face-to-face delivery. Students are assessed throughout their periods of block study through submission of papers and presentations which contribute to their overall course grade. Each course has a final written examination. The programme provides a good understanding of

diplomacy and political themes and ideology. Students, graduates and faculty acknowledged that the programme is academically and personally challenging. The programme is open to serving military officers and selected candidates from the Ministry of Interior as students are permitted only from statutory organisations.

The programme is administered by the Department of Political Science and the Programme Committee for Social Sciences. Should problems arise during a study block students felt confident they could resolve this by dealing directly with their tutors. While the Academy operates a student representation scheme for academic matters students on the programme were unaware of this scheme and had not been invited to nominate a representative. Students on the programme have no direct contact or involvement in Academy military activities. The quality of the programme is assured in accordance with Academy expectations. Teaching staff update their programmes on their own initiative or periodically review the whole study program. The review team found the SER to be more descriptive than reflective and lacking in examples of evidence to underpin the claims made. Students indicated that they had not been invited to contribute to the self-evaluation process nor had they been given sight of the SER. The majority of current students were unaware of any feedback, comment or resulting action by faculty as a consequence of feedback from a previous cohort.

## V. GENERAL ASSESSMENT

The study programme *Military Diplomacy* (state code – 621L20001) at General Jonas Žemaitis Military Academy of Lithuania 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	2
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)	3
	<b>Total:</b>	<b>17</b>

\*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas:  
Team leader:

Prof. dr. John Francis

Grupės nariai:  
Team members:

Prof. dr. Katarina Eckerberg

Mr. Grant Horsburgh

Dr. Vincentas Vobolevičius

Ms. Agnė Adomaitytė

**GENEROLO JONO ŽEMAIČIO LIETUVOS KARO AKADEMIJOS ANTROSIOS  
PAKOPOS STUDIJŲ PROGRAMOS *KARINĖ DIPLOMATIJA* (VALSTYBINIS KODAS  
– 621L20001) 2014-02-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-76 IŠRAŠAS**

&lt;...&gt;

#### V. APIBENDRINAMASIS ĮVERTINIMAS

Generolo Jono Žemaičio Lietuvos karo akademijos studijų programa *Karinė diplomatija* (valstybinis kodas – 621L20001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>17</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

Šiose vertinimo išvadose ekspertų grupė pateikė įrodymų paremiančių sėkmingą studijų programą, kurią palaiko ir studentai, ir absolventai. Programa pasižymi daugeliu stiprybių ir pagirtinų savybių, kurios aprašomos išvadų tekste. Grupė Akademijai taip pat pateikė kelias rekomendacijas dėl to, į ką reikėtų atkreipti dėmesį siekiant toliau išlaikyti programos akademinį lygį ir dar labiau pagerinti studentų mokymosi patirties kokybę.

Programos tikslai ir studijų rezultatai buvo sukurti atsižvelgiant į Akademijos misiją. Tiksluose atsižvelgiama į karių rengimui keliamus reikalavimus siekiančius tobulinti kariškių profesines žinias bei gebėjimus. Studijų rezultatai viešai skelbiami Akademijos tinklalapyje. Studentai

aiškiai supranta programos tikslus ir studijų rezultatus bei tai, ką jie turi pasiekti tam, kad jiems būtų suteiktas akademinis laipsnis. Tačiau studijų rezultatai yra pateikiami nenuosekliai.

Programa sudaryta ir patvirtinta atsižvelgiant į minimalius magistro programoms keliamus kreditų apimties reikalavimus. Studijų kryptį svarbūs studijų dalykai yra paskirstyti nuosekliai, įskaitant karinę diplomatiją, tarptautinius santykius ir bendresnes socialinių mokslų disciplinas. Programa skatina studentus geriau pažinti ir suvokti skirtumus tarp karinių ir civilinių aplinkų. Dėstytojai nuolat peržiūri studijų turinį, siekdami užtikrinti, kad jis išliktų modernus. Kadangi Regionų studijų dalykas visų pirma yra skirtas Azijos šalims, buvo pasiūlyta, kad aktualiau būtų specialiai įtraukti dalyką apie Afrikos politinę plėtrą ir nuolatinį bei augantį Kinijos dominavimą žemyne.

Programoje dėsto 11 dėstytojų, tarp kurių yra trys profesoriai, penki daktarai ir trys lektoriai. Dauguma dėstytojų dėsto ir kitose programose. Dėstytojų kvalifikacija yra tinkama ir dauguma jų yra savo srities profesionalai, aktyviai atliekantys mokslinius tyrimus ir dalyvaujantys tarpinstitucinėje, tarptautinėje ir viešojoje veikloje. Norint išlaikyti patyrusį personalą per ateinančius metus Akademijai reikės apsvarstyti naujų dėstytojų įdarbinimo klausimą. Dėstytojai Lietuvoje ir tarptautiniu mastu vykusiose konferencijose pristatė daug ir įvairių pranešimų ir ataskaitų su humanitarine, karine istorija ir teise susijusiomis karininkams aktualiomis temomis. Dėstytojai palaiko ryšį su kolegomis iš kitų institucijų per neformalius draugiškus santykius politikos mokslo srityje.

Mokymosi išteklių infrastruktūros programos vykdymui pakanka. Išteklių infrastruktūrą finansuoja Krašto apsaugos ministerija. Studentai turi prieigą prie Vilniaus universiteto bibliotekos. Studentų nuomone, Akademijos mokymosi ir bibliotekos išteklių daugiau nei pakanka, tačiau reiktų užtikrinti geresnę prieigą prie duomenų bazės iš Akademijos ir nuotoliniu būdu. Lyginant su moderniais mokymosi centrais, turima biblioteka yra ganėtinai pasenusi.

Programa vykdoma išėstinių studijų būdu. Studentai Akademijoje du metus lanko į penkis blokus suskirstytas paskaitas, vieno bloko trukmė – 4-6 savaitės. Kai kurie studentai nurodė, kad dėl išėstinių studijų metu kylančių sunkumų, pirmenybę jie teiktų tradicinėms paskaitoms, o kiti siūlė pereiti prie nuolatinių studijų formos labiau koncentruojant mokymą, bet tuo metu skiriant daugiau kontaktinių valandų. Studentai vertinami studijų blokų metu, kai rengia rašto darbus bei pristatymus, kurių įvertinimai įeina į bendrą jų studijų dalyko pažymį. Kiekvienas studijų dalykas baigiamas egzaminu raštu. Programos metu išsamiai dėstoma apie diplomatiją ir politiką

bei ideologiją. Studentai, absolventai ir dėstytojai pripažino, kad programa kelia akademinių ir asmeninių iššūkių. Programa atvira tarnaujantiems pareigūnams ir Vidaus reikalų ministerijos atrinktiems kandidatams, nes priimami studentai tik iš statutinių organizacijų.

Programą kuruoja Politikos mokslų katedra ir Socialinių mokslų programos komitetas. Studentai buvo įsitikinę, kad kilus problemoms studijų metu jie galėtų jas išspręsti kreipdamiesi tiesiogiai į savo dėstytojus. Nors Akademijoje veikia studentų atstovavimo akademiniams klausimams mechanizmai, tačiau programos studentai apie juos nežinojo ir jų nebuvo prašoma pasiūlyti savo atstovą. Programos studentai nepalaiko tiesioginio ryšio ir nedalyvauja Akademijos karinėse veiklose. Programos kokybė užtikrinama pagal Akademijos lūkesčius. Dėstantysis personalas savo iniciatyva atnaujiną savo dėstomas programas arba periodiškai peržiūri visą studijų programą. Ekspertų grupės manymu, SS yra labiau aprašomojo pobūdžio ir joje trūksta pateiktus teiginius pagrindžiančių pavyzdžių. Studentai nurodė, kad jų nekvietė prisidėti prie savianalizės proceso ir jie nebuvo supažindinti su SS. Dauguma dabartinių studentų nežinojo apie jokią grįžtamąjį ryšį, komentarus ar veiksmus, kurių imasi personalas reaguodamas į iš ankščiau studijavusių studentų gautą grįžtamąjį ryšį.

### III. REKOMENDACIJOS

Atlikusi Generolo Jono Žemaičio Lietuvos karo akademijos Karinės diplomatijos studijų programos vertinimą ekspertų grupė norėtų pateikti šias rekomendacijas:

1. Patartina peržiūrėti studijų rezultatus siekiant užtikrinti, kad jie aiškiai išreikštų pasiekimus, kuriuos sėkmingai baigę programą studentai gebės pademonstruoti. Peržiūrint studijų rezultatus būtų naudinga supaprastinti kiekvieno rezultato struktūrą ir kalbą, užtikrinant, kad kiekvienas rezultatas atitiktų Bolonijos proceso sutartyje įtvirtintus Europos aukštojo mokslo lūkesčius.
2. Kadangi Regionų studijų dalykas pirmiausia yra skirtas Azijos šalims, buvo pasiūlyta, kad būtų naudinga specialiai įtraukti dalyką apie Afrikos politinę plėtrą ir nuolatinį bei augantį Kinijos dominavimą žemyne. Dėstančiajam personalui buvo pasiūlyta pasidomėti galimybe pasikviesti reikalingų specialistų iš kaimyninių šalių. Kitos aptartos galimybės – vietoje garsių šių dalykų ekspertų, pakviesti jaunos dėstytojus ir doktorantus arba būtų galima pasinaudoti Erasmus dėstytojų mainų programa.

3. Norint išlaikyti patyrusį personalą per ateinančius metus Akademijai reikės apsvarstyti naujų dėstytojų įdarbinimo klausimą. Akademijai būtų naudinga didinti kviestinių lektorių skaičių ir pasidomėti dėstytojų mainų galimybėmis, kurios padėtų išlaikyti kompetentingą personalą ir palaikyti tinkamą ir modernią mokymosi bei mokymo kokybę.
4. Lyginant su moderniais mokymosi centrais, turima biblioteka yra ganėtinai pasenusi ir siūloma, kad dėstytojai ir administracijos personalas prieš pradėdamas savo bibliotekos atnaujinimo projektą išanalizuotų kitų aukštojo mokslo institucijų mokymosi centrus. Daugiausiai dėmesio atnaujinant mokymosi centrą reiktų skirti studentų nuomonei, kuria remiantis būtų įdiegtas technologijomis paremtas mokymasis, atitinkantis būsimų studentų poreikius ir lūkesčius.
5. Kai kurie studentai nurodė, kad ištęstinių studijų metu kylantys sunkumai leido suprasti, jog reiktų rinktis labiau tradicinį paskaitų metodą, o kiti siūlė su laiku pereiti prie nuolatinių studijų, labiau koncentruoto mokymo, kai skiriama daugiau kontaktinių valandų. Rekomenduojame dėstytojams aptarti šiuos siūlymus su studentais.
6. Atsižvelgdami į galimą naudą, kurią gautų studentai, Akademia ir apskritai karo tarnyba, rekomenduojame dėstytojams ir administracijos personalui išnagrinėti galimybę priimti studentus iš nestatutinių organizacijų.
7. Buvo pasiūlyta, kad pradėjus sistemingai teikti informaciją studentams apie iš ankstesnių kursų studentų gautą grįžtamąjį ryšį, komentarus ir dėl to vykdomus veiksmus, labai pagerėtų mokymo kokybė ir studentų mokymosi patirtis.
8. Buvo pasiūlyta po penkerių ir dešimties metų po baigimo apklausti šios programos absolventus, taip užtikrinant, kad studijų turinys būtų naudingas jų karjerai. Rekomenduojame katedrai išsamiau išnagrinėti šį siūlymą, kaip aktyvią socialiniams partneriams pritraukti naudojamą priemonę nuolatinio programos tobulinimo procese.
9. Ekspertų grupės manymu, personalas be reikalo demonstravo nenorą atlikti tokią apklausą. Pastebėta, kad personalo nuomone, savianalizės suvestinės rengimas – tai procesas, kurį buvo privaloma atlikti ir kad savianalizės grupė nuosekliai vadovavosi nustatytomis gairėmis. Ekspertų grupę nuvylė toks atsakymas, nes kritinė mokymo kokybės refleksija ir įvertinimas

turėtų būti sudėtinė ir nuolatinė akademinio gyvenimo dalis. Be to, grupės nuomone, neigiamas požiūris į savianalizės procesą neleido personalui ir esamiems bei būsimiems studentams iš kolegų profesionalumo pasiimti visos galimos naudos.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341.