



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Generolo Jono Žemaičio Lietuvos karo akademijos
**STUDIJŲ PROGRAMOS " MODERNIŲJŲ GYNYBOS
TECHNOLOGIJŲ VADYBA " (valstybinis kodas – 612N20010)
VERTINIMO IŠVADOS**

**EVALUATION REPORT OF "MANAGEMENT OF MODERN
DEFENCE TECHNOLOGIES" (state code -612N20010)
STUDY PROGRAMME**
at General Jonas Žemaitis Military Academy of Lithuania

Review' team:

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Moderniųjų gynybos technologijų vadyba
Valstybinis kodas	612N20010
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3.5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos bakalauras
Studijų programos įregistravimo data	2012

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Management of Modern Defence Technologies
State code	612N20010
Study area	Social studies
Study field	Management
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (3.5)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Management
Date of registration of the study programme	2012

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Protocol No 19 of the Student Council meeting 13-02-2017
2.	Protocol No 21 of the Student Council meeting 05-04-2017

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

The General Jonas Zemaitis Military Academy (the Academy, MAL) is a higher education institution providing university studies and military training. The Academy offers a total of five first-cycle and three second-cycle programmes as well as third-cycle study opportunities. The management of all academic departments is separate from the military training and is the responsibility of the Research Studies unit, led by the Vice-Rector for Studies and Research.

The programme covered by this evaluation is Management of Modern Defence Technologies, a first-cycle bachelor programme. This is the first external evaluation of this programme. The programme was designed in 2012 taking into account recommendations made during the 2008 assessment of the former Transport Engineering Management programme.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 16/05/2017.

- 1. Associate prof. habil. dr. Jakub Brdulak (team leader)**, Associate Professor at SGH Warsaw School of Economics, Head of Knowledge Management Research Unit, Poland.
- 2. Dr. Krista Jaakson**, Tartu University, Faculty of Social Sciences, School of Economics and Business Administration, Research Fellow of Management, Estonia.
- 3. Grant Horsburgh**, Coordinating Reviewer, Quality Assurance Agency for Higher Education, United Kingdom.
- 4. Gintautas Kučas**, Managing Director at Lithuanian Marketing Association (LiMa), Lithuania.
- 5. Martynas Rekštys**, student of ISM University bachelor study programme Economics, Politics and Law, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Programme objectives and intended learning outcomes are well-defined, clear and publicly available. Objectives and intended learning outcomes take account of and are appropriate to the level of the programme. [Meeting with SER team; Meeting with students] The programme is focused on three areas: weaponry, information technology and transport. [SER p8] There are 15 learning outcomes divided into five groups: Knowledge (four outcomes); Research skills, Special skills and Social skills (each with three outcomes), and Personal skills (two outcomes). [SER p9] The learning outcomes are logical and well connected with the programme aim. Teaching staff and students confirmed awareness of the programme aim and learning outcomes.

However, while students are not familiar with the term 'learning outcome' they are aware of the aims of the programme and the component courses. [SER p9; SER Annex 1; Meeting with students; Meeting with teaching staff]

The main strength of the programme is the direct link with the needs of its target society and the main stakeholder, the Ministry of National Defense (MND). [SER p8; Meeting with senior management; Meeting with students; Meeting with alumni; Meeting with social partners]. The aim of the programme and intended learning outcomes are based on MND needs. The programme forms part of the training for Officer Cadets in the Lithuanian Army and recruits exclusively from such candidates. [SER p8; Meeting with senior management; Meeting with students; Meeting with alumni; Meeting with social partners]

The programme embraces both academic and military cultures as the military training provides context for students' study themes while academic study assists the professional development of students. [Meeting with senior management; Meeting with students; Meeting with alumni; Meeting with social partners] Students indicated that they found the programme academically demanding as they anticipated more military training and less academic study when they joined the Army. [Meeting with students]

The title of the programme, intended learning outcomes, the content of the programme and the qualification to be obtained are appropriate and form a coherent learning package. [Meeting with senior management; Meeting with SER team] The programme is updated regularly taking account of student feedback, teaching staff and main stakeholder needs. [Meeting with SER team; Meeting with teaching staff; Meeting with students; Meeting with alumni; Meeting with social partners]

2.2. Curriculum design

The programme structure is in line with legislative requirements with three blocks of study subjects enabling student to gain 216 ECTS credits. [SER pp11-13 & Table 3] The curriculum integrates three military technology subjects, transport, weaponry and information technology, and students have the option to study 24 ECTS credits in elective subjects to gain a 240 ECTS diploma. [SER p11 & Table 3; SER Annex 1] The self-evaluation team indicated that the MND has requested that human resource management is included in the programme structure. At the time of the visit, the programme was under review to enable this to be implemented with a view to having a new programme structure, offering 240 ECTS credits, in place and ready to launch in September 2017. The proposed programme title is Management of Defence Technologies. [Meeting with SER team]

The programme has been designed to provide students with an appropriate range of topics at an introductory level during the first three semesters. The curriculum content in the following semesters enables students to build their knowledge and understanding through the introduction of more advanced specialist subjects. The programme includes two credit-bearing internship opportunities, in Semester 4 and Semester 7. The programme culminates in students submitting a research-based thesis. [SER pp13&14 & Table 4; SER Annex 1] Students confirmed that the subjects are taught in a consistent manner and that programme content is delivered as a coherent learning package. [Meeting with students]

An appropriate range of first-cycle study methods are used including, lectures, individual assignments, presentations and practical exercises. [SER Annex 1] Similarly, an appropriate range of assessment instruments are in use including, time-constrained examinations, report writing and laboratory-based practical exercises. [SER Annex 1] The combination of course content, teaching methods and assessment instruments enable students to demonstrate achievement of learning outcomes. [Sample of bachelor thesis] Students confirmed that they are made aware of programme and course aims and objectives and relevant assessment methods at the start of each semester. This information is also available on the Academy's virtual learning environment (Moodle). [Meeting with students]

There are three mechanisms in place to ensure that programme content corresponds to the latest academic, artistic or technological achievements; student comment and feedback, stakeholder feedback, and teaching staff input. [SER p15] Students confirmed that a feedback questionnaire is provided at the end of each semester which enables them to provide feedback and comment on their learning experience. [Meeting with students] Social partners indicated that students on placement, and graduates employed by them subsequently, are equipped with current theoretical skills and knowledge which they are able to apply in practice. [Meeting with social partners] Teaching staff engage in informal peer observation of teaching on a voluntary basis. The small and close-knit nature of the teaching team provides an effective environment for staff to discuss formally and informally proposed enhancements to the curriculum to ensure that it remains current. Students confirmed that peer observation of teaching occurs at regular intervals. [Meeting with senior management; Meeting with students; Meeting with teaching staff]

2.3. Teaching staff

Teaching staff involved in the development and delivery of the programme meet statutory requirements regarding staff composition and qualification. More than 60 per cent of staff have a

PhD degree. Students confirmed that teaching staff are responsive and accessible to answer specific questions in accordance with Academy policy. [Meeting with students]

In compliance with Lithuanian law, MAL announces public recruitment competitions and signs 5-year contracts with the selected candidate. Staff curriculum vitae provided as part of the evidence base indicate that the age profile of teaching staff is high. While the Academy has no concerns regarding the age profile of teaching staff, senior staff indicated that the Academy is encouraging the recruitment of younger academic staff. [SER p36; Meeting with senior management] Students indicated that several subjects are taught by older generation teaching staff which has led to complaints regarding teaching delivery styles. However, students confirmed that previous complaints regarding teaching staff have been addressed, albeit sometimes with a delay. [Meeting with teaching staff; Meeting with students] It is noted that current proposals from the Government to consolidate the number of higher education institutions and study programmes nationally have the potential to offer the Academy a wider pool of future teaching staff candidates with a lower age profile.

Teaching staff scientific research fields are compatible with the subjects taught and teaching staff are productive researchers and project leaders. [SER pp16-18] However, the main scientific outlets for research are conference proceedings or locally published journals such as the Journal of Security and Sustainability Issues or the Journal of Business Economics and Management. While the quality of locally published journals is commendable, given the experience and qualifications of teaching staff there is the potential to increase their international scientific research output.

MAL has deeply rooted and wide cooperation with Lithuanian universities, extending from staff and student exchanges, to inviting academic colleagues to act as reviewers and members to thesis defence committees. Teaching staff indicated that local guest speakers participate in almost every course, whereas students commented that this applies mainly to military topics. In addition, students indicated that they did not regard local guest speakers as highly, or to be as committed, as full-time Academy teaching staff. [Meeting with students]

Cooperation with local higher education institutions does not replace international cooperation and senior staff stated that increasing international staff mobility, both incoming and outgoing, is a priority Academy-wide. [Meeting with senior management] It was noted that some Erasmus contracts have been disappointing and therefore discontinue. Given the nature of the Academy, new Erasmus contracts are difficult to establish and the intention is to exploit actively officers' exchange schemes in future. The intention would be to organise such exchanges during Semester 5 to enable coordination of courses with chosen partner institutions. Senior staff acknowledged the importance of international exchanges as part of individual staff development

and the team encourages the Academy to promote this further across teaching and research teams. [Meeting with senior management]

Regarding pedagogical skills, the expert team commends the Academy's initiative to establish a system of peer-evaluation as a component part of its quality assurance programme. Members of staff are encouraged to visit a colleagues' lectures and invite someone to visit in return, annually. Collegial discussion on what could be improved not only helps to improve teaching methods, but facilitates co-operation among teachers in general. The Academy allocates sufficient resources to develop staff pedagogical skills and students' evaluations are taken into account when selecting the teachers.

2.4. Facilities and learning resources

The Academy has an appropriate study infrastructure for delivering the programme, including library, auditoriums, computer laboratories and sports facilities. At the time of the visit further construction work was being implemented. Auditoriums are equipped with modern multimedia teaching facilities. The library is equipped appropriately, but students are also encouraged to visit other allied libraries in Vilnius if needed. A reading room located in the library building and the library offers access to the majority of internationally well-known electronic databases (EBSCO, Emerald, Taylor & Francis, etc). Library staff regularly ask teaching staff for orders of new books and journals. Teaching staff commented that no major restrictions are applied and students and alumni confirmed that there has never been a shortage of study materials. [Meeting with students; Meeting with teaching staff; Meeting with alumni; Meeting with social partners]

Materials uploaded by teaching staff to study platforms and databases such as Moodle or Google Classroom are accessible to students irrespective of their location. However, it appeared during the visit that in many courses the platforms are not used for interactive purposes to their full potential". [SER 79; Meeting with students].

The Academy has a policy that all final thesis are checked for plagiarism using an automatic software package. For course papers, where such a check is not possible, academic dishonesty sometimes occurs but senior staff indicated that stricter measures are being implemented to address this. [Meeting with senior management] In general, academic integrity is high due to the good student-teacher ratio and the code of ethics within the military. If the case of cheating is confirmed the consequences are severe: for the first time, the student fails the course immediately, and for the second time the student is expelled. [Meeting with students]

The Academy organises and secures military internship places but an internship with a civilian organisation can be approved if requested by a student. Internships are related to the

thesis topic chosen by students during their second year, and based on these choices the Academy liaises with relevant social partners. Once partners agree to an internship, it is their responsibility to find the physical place for the student and to appoint an appropriate supervisor. In many cases, students also have a place to live together with internship place and they participate directly in everyday work. Social partners are happy to offer internship places and perceive students as a valuable asset. [Meeting with alumni; Meeting with social partners]

2.5. Study process and students' performance assessment

Academy bachelor programmes have a strict three-stage admission procedure consisting of: a professional aptitude test; a health check, and the online submission of application. The lowest acceptable admission score is set to 2.5 point [SER p21; Meeting with senior management]. Information on the admission process and requirements is consistent and transparent and can be found on the Academy's website, including a detailed description of the professional aptitude test and recommendations of how to prepare for it. [SER p21; website]

Students are introduced to the syllabus and its content by discussing learning methods and intended outcomes in detail, at the beginning of each subject. [Meeting with SER team] The studies are organised throughout seven semesters with an eighth semester being dedicated to the completion of the military education courses.

A study schedule is constructed to combine effectively the study process with the military training, dedicating the first part of the day to lectures and ensuring a sufficient amount of time for the self-study. [SER p22; Meeting with senior management] The unique nature of this higher education institution facilitates compulsory attendance at lectures, which enhances the coherence of the study process. [Meeting with SER team] Learning progression is assessed by using various forms of assignments, such as individual tasks, presentations and papers, with a final examination for almost every subject. The final grade is calculated by using weighted averages of several assignments. [SER, p22]

MAL has bilateral agreements with a number of higher education institutions in Poland, Austria, France, the Czech Republic and, recently signed contracts with Romanian and Bulgarian military academies, and universities in Norway and Sweden. In addition, the Academy has non-Erasmus partners in the United States and Georgia. However, the last two years have seen a sharp decrease in the number of outgoing students from 45 in 2013-2014 to less than 15. [SER, p25] The main difficulties mentioned were incompatibility of the study subject with foreign institutions during the third year and the prolonged process of assessing the suitability of partners and establishing firm relations. Nevertheless, the expansion of the mobility possibilities using the

personal networks in foreign institutions, was stated as one of the Academy's main priorities. [Meeting with senior management] The plan to modify the study curriculum by creating a study semester with entirely English subjects exists, and is aimed at increasing mobility opportunities for both outgoing and incoming students. [Meeting with senior management] In addition to international mobility, there is a national mobility programme, where typically 15 students have a one-week exchange programme with Vilnius Gediminas University of Technology with a goal to acquaint students with the study process in other higher education institution.

Students are provided with all material as well as organisational support during their studies. [SER p24] To increase student support, the launch of an introductory training course "how to learn" (writing works, citation, database search, effectivity recommendations, etc.) might be considered. [Meeting with alumni] Teaching staff have approximately two duty hours a week, when students can visit them and receive a consultation on any studies-related question. [SER pp22-24; Meeting with students] In addition, they are also advised and have an opportunity to start working on their bachelor thesis earlier receiving full support. Learning material is presented in the form of handouts, library books, and electronic resources uploaded in the e-learning system (Moodle) or using Google Classroom. [Meeting with SER team; Meeting with teaching staff] Students are able to access computers in the library during their free time, and have access to databases both from the library's computer and remotely using proxy server.

The available databases and an appropriately equipped library also provide students with opportunities to access latest research studies and take part in scientific activities. [Evaluation of learning facilities] However, the nature of the higher education institution and mainly students' motivation to choose this study programme do not encourage their interest in the scientific aspect of the studies. Nevertheless, the requirements for the bachelor thesis, including the usage of references that are not older than five years, guarantees the sufficient knowledge and skills necessary for successfully apply research methods. Furthermore, the annual rating of cadets is used to encourage students' participation in research and other artistic or sporting activities. The higher rating increases chances of participation in the mobility programme and provides better opportunities to choose an appointment after graduation. [SER p24]

Students confirmed that they are able to express complains both at individual and organisational levels through professors, students' council, and round table meetings that are held at the end of each semester. The Academy also collects feedback by providing students with surveys associated with the quality of teaching.

2.6. Programme management

The programme fits perfectly into the National Defence System, having a clear mission to educate students (cadets) and prepare them for specific job positions (platoon commanders serving as lieutenants) in the Lithuanian Armed Forces. [SER p8; Meeting with senior management; Meeting with SER team; Meeting with students; Meeting with alumni; Meeting with social partners]

Programme management is systematic and meets the standards. Programme development and design is supervised by the Department of Engineering Management with responsibility for quality assurance and maintaining the academic standard resting with the Study Program Committee. [SER p26] The quality assurance processes are well defined, the roles and responsibilities of the different bodies, committees and positions are well-described (the Statute, Regulations of the Study Program Committee and Study Quality Assurance Committee, Rules of Procedure, job descriptions, etc.), and staff feedback informs continuous improvement. [SER pp26&27]

Integration into the National Defence System and military career paths is implemented appropriately. The number of student places are planned by learning the demand and getting orders from the MND. [Meeting with senior staff; Meeting with SER team; Meeting with social partners] The focus of the programme on three areas (weaponry, information technology and transport) is matching the needed skills of the graduates, under the requirements for platoon commanders [SER p15] and as stated by the stakeholders. [SER p25; Meeting with social partners] The skills, learning outcomes and programme content are being reviewed and updated regularly, twice each year after each semester involving stakeholders. [SER p27; Meeting with SER team; Meeting with students] The clear system, clear objectives and united student needs are helpful for teaching staff. [Meeting with teaching staff].

Students understand their future role in the National Defence System, and their motivation is sufficient. Cooperating with Lithuanian Armed Forces the Academy takes care of the cadet internships, which are arranged in two stages following the Internship Regulations. [SER p23] After graduating students join the Lithuanian Armed Forces, and the Academy takes care of employment of the graduates. [Meeting with senior staff; Meeting with social partners] Therefore, the employment rate of the graduates (who meet security clearance requirements) is 100 per cent. [SER pp11&25; Meeting with senior management]

The curriculum of the programme was designed involving stakeholders from the National Defence System. [SER p10] The Academy take advantage of stakeholders by their direct involvement in the evaluation and improvement processes, with regular reviews and

discussions in meetings held at least once a month. [SER pp11&27; Meeting with social partners] Stakeholders are also invited as guest lecturers and participate in the bachelor thesis Defence Commission, employers give feedback regularly about employed graduates. [SER pp10&26; Meeting with social partners] However, student and alumni feedback indicated that the number of guest lecturers could be higher. [Meeting with students; Meeting with alumni]

At the time of the evaluation, the study programme, including the description, aims and learning outcomes, is accessible publicly on the website of the Academy. As evidenced by students and alumni, study regulations and rules are clear and transparent to them. [Meeting with students; Meeting with alumni] The Academy has implemented strict student feedback and improvement system. Student surveys run after each semester, participation of students' representatives in the Study Programme Committee, and graduates' surveys contribute to the improvement. [SER pp15&27; Meeting with SER team; Meeting with students; Meeting with alumni] The programme was changed and improved several times following receipt of student feedback. [SER pp15&27; Meeting with SER team]

The quality assurance of teaching staff, teaching quality and modern methods is informed mainly by student feedback, but the Academy has introduced periodical peer assessment of lecturing, as a means of contributing to sharing knowledge and assisting self-development. However, the quality mostly depends on the lecturers' self-responsibility [SER p27; Meeting with teaching staff]

2.7. Examples of excellence

1. The programme has clearly defined aims and objectives which provide a direct link with the needs of its target society and the main stakeholder, the MND.
2. The Academy's initiative to establish a system of peer-evaluation as a component part of its quality assurance.
3. There is an established network of cooperation with other universities to provide systematic student exchange opportunities.

III. RECOMMENDATIONS*

1. To take advantage of current proposals from the Government to consolidate the number of higher education institutions and study programmes nationally to offer the Academy a wider pool of future teaching staff candidates with a lower age profile.
2. To promote the importance of international exchanges as part of individual staff development across teaching and research teams.
3. To develop the plan to modify the study curriculum by creating a study semester with entirely English subjects as a means of increasing mobility opportunities for both outgoing and incoming students.
4. To review the curriculum with a view to introducing a broader management focus typical for a first-cycle programme which could facilitate increasing the number of students.
5. To consider working with social partners with a view to developing case studies based on current work-related challenges which can be used within student course work.
6. To develop the Moodle system to take full advantage of its capabilities particularly for distance and interactive study.

IV. SUMMARY

Programme objectives and intended learning outcomes are well-defined, clear and publicly available. Objectives and intended learning outcomes take account of and are appropriate to the level of the programme. The main strength of the programme is the direct link with the needs of its target society and the main stakeholder, the MND. The programme embraces both academic and military cultures as the military training provides context for students' study themes while academic study assists the professional development of students. The programme is updated regularly taking account of student feedback, teaching staff and main stakeholder needs.

The programme structure is in line with legislative requirements with three blocks of study subjects enabling students to gain 216 ECTS credits. The curriculum integrates three military technology subjects, transport, weaponry and information technology, and students have the option to study 24 ECTS credits in elective subjects to gain a 240 ECTS diploma. The MND has requested that human resource management is included in the programme structure. The programme has been designed to provide students with an appropriate range of topics at an introductory level during the first three semesters. The curriculum content in the following semesters enables students to build their knowledge and understanding through the introduction of more advanced specialist subjects. The programme includes two credit-bearing internship opportunities, in Semester 4 and Semester 7. The programme culminates in students submitting a research-based thesis. Students confirmed that they are made aware of programme and course aims and objectives and relevant assessment methods at the start of each semester.

Teaching staff involved in the development and delivery of the programme meet statutory requirements regarding staff composition and qualification. More than 60 per cent of staff have a PhD degree. In compliance with Lithuanian law, the Academy announces public recruitment competitions and signs 5-year contracts with the selected candidate. Staff curriculum vitae provided as part of the evidence base indicate that the age profile of teaching staff is high. Current proposals from the Government to consolidate the number of higher education institutions and study programmes nationally have the potential to offer the Academy a wider pool of future teaching staff candidates with a lower age profile. Teaching staff scientific research fields are compatible with the subjects taught and teaching staff are productive researchers and project leaders. While the quality of locally published journals is commendable, given the experience and qualifications of teaching staff there is the potential to increase their international scientific research output. Senior staff acknowledged the importance of international exchanges as part of individual staff development and the team encourages the

Academy to promote this further across teaching and research teams. The team commends the Academy's initiative to establish a system of peer-evaluation as a component part of its quality assurance programme.

The Academy has an appropriate study infrastructure for delivering the programme, including library, auditoriums, computer laboratories and sports facilities. Auditoriums are equipped with modern multimedia teaching facilities. The library is equipped appropriately, but students are also encouraged to visit other allied libraries in Vilnius if needed. Materials uploaded by teaching staff to study platforms and databases such as Moodle and Google are accessible to students irrespective of their location. However, the platforms are not used for interactive purposes, such as creating forums, submitting assignments, completing tests or the like, and are used for storage purposes only. The Academy has a policy that all final thesis are checked for plagiarism using an automatic software package. For course papers, where such a check is not possible, academic dishonesty sometimes occurs but senior staff indicated that stricter measures are being implemented to address this. The Academy organises and secures military internship places but an internship with a civilian organisation can be approved if requested by a student. Social partners are happy to offer internship places and perceive students as a valuable asset.

Academy bachelor programmes have a three-stage admission procedure. Information on the admission process and requirements is consistent and transparent and can be found on the Academy's website. Students are introduced to the syllabus and its content by discussing learning methods and intended outcomes in detail, at the beginning of each subject. There is a plan to modify the study curriculum by creating a study semester with entirely English subjects exists, and is aimed at increasing mobility opportunities for both outgoing and incoming students. Students are provided with all material as well as organisational support during their studies. Teaching staff have approximately two duty hours a week, when students can visit them and receive a consultation on any studies-related question. Learning material is presented in the form of handouts, library books, and electronic resources uploaded in the e-learning system (Moodle) or using Google Classroom. The available databases and an appropriately equipped library also provide students with opportunities to access latest research studies and take part in scientific activities. Students confirmed that they are able to express complaints both at individual and organisational level. The Academy collects feedback by providing students with surveys associated with the quality of teaching.

Programme management is systematic and meets the standards. Programme development and design is supervised by the Department of Engineering Management with responsibility for quality assurance and maintaining the academic standard resting with the Study

Program Committee. The quality assurance processes are well defined, the roles and responsibilities of the different bodies, committees and positions are well-described (the Statute, Regulations of the Study Program Committee and Study Quality Assurance Committee, Rules of Procedure, job descriptions, etc.), and staff feedback informs continuous improvement. The curriculum of the programme was designed involving stakeholders from the National Defence System. The Academy takes advantage of stakeholders by their direct involvement in the evaluation and improvement processes, with regular reviews and discussions in meetings held at least once a month. Stakeholders are also invited as guest lecturers and participate in the bachelor thesis Defence Commission, employers give feedback regularly about employed graduates. However, student and alumni feedback indicated that the number of guest lecturers could be higher. The programme was changed and improved several times following receipt of student feedback. The quality assurance of teaching staff, teaching quality and modern methods is informed mainly by student feedback.

V. GENERAL ASSESSMENT

The study programme *Management of Modern Defence Technologies* (state code – 612N20010) at General Jonas Žemaitis Military Academy of Lithuania is given a positive evaluation.

Study programme assessment in points by evaluation areas.

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

*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:	Associate prof. habil. dr. Jakub Brdulak
Grupės nariai: Team members:	Dr. Krista Jaakson
	Grant Horsburgh
	Gintautas Kučas
	Martynas Rekšys