



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Generolo Jono Žemaičio Lietuvos karo akademijos  
**STUDIJŲ PROGRAMOS *TARPTAUTINIAI SANTYKIAI***  
*(valstybinis kodas - 612L20002)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *INTERNATIONAL RELATIONS* (state code - 612L20002)**  
**STUDY PROGRAMME**  
at The General Jonas Žemaitis Military Academy of Lithuania

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Tarptautiniai santykiai</i>
Valstybinis kodas	612L20002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Politikos mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5) + 0,5
Studijų programos apimtis kreditais	216 + 24 (laisvai pasirenkami dalykai)
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Politikos mokslų bakalauras
Studijų programos įregistravimo data	2001

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>International Relations</i>
State code	612L20002
Study area	Social Sciences
Study field	Political Science
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (3,5) + 0,5
Volume of the study programme in credits	216 + 24 (optional credits)
Degree and (or) professional qualifications awarded	Bachelor of Political Science
Date of registration of the study programme	2001

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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.	Descriptor of the Study Field of Political Science (Order No V-828)
2.	ANNEX 7. Vilnius, 20 October 2016 (Submitted via email post visit)

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

The Bachelor study programme International Relations was launched in 2001. Since that date, there have been two external evaluations, in 2007 and 2014. The recommendation and changes stemming from the last of the two can be found in section 2 of this report.

International Relations enables recruits to gain both Bachelor’s degree in Political Science and achieve the rank of lieutenant; this is one of the programme’s unique features in Lithuanian higher education. All graduates are employed as platoon commanders across all units of the Lithuanian Armed Forces and/or some divisions of the National Defence System. The other unique feature is the twinning of academic study programme in the study field of Political Science with a military curriculum in which the studies of political science overlap with war and warfare studies. The programme is thus designed to educate future officers who are able to combine knowledge of international, regional and national political processes with the capability to respond to a range of national security measure and unexpected changes. This twinning

requires both intellectual and practical skills to head a full spectrum of military operations and being able to deploy relevant and effective means in performing the duties of an officer.

The programme meets the standards as set out in Order No V-828.

#### **1.4. The Review Team**

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 20<sup>th</sup> October, 2016.

1. **Dr. Terence Clifford-Amos (team leader)**, *International Higher Education Consultant, lecturer, researcher and senior administrator, visiting scholar at l' Université Catholique de Lille, France, United Kingdom;*
2. **Prof. Guido Schwellnus**, *Assistant Professor, Institute of Public Law and Political Science, Karl-Franzens-Universität Graz, Austria;*
3. **Prof. Zaneta Ozolina**, *Professor at the Department of Political Science, University of Latvia, Latvia;*
4. **Mr. David Klemmensen**, *Head of training in Guardian Security Risk Management Instructor in charge of the Maritime Security Officer Train The Trainer course, Denmark;*
5. **Ms. Indrė Jurgelevičiūtė**, *student of Mykolas Romeris University study programme International Law, Lithuania.*

## **II. PROGRAMME ANALYSIS**

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

The programme aims and learning outcomes relate to the Academy's mission grounded in the Strategy of the Academy and also the Law on the National Defence System, specifically for the training of officers as warfare and national security specialists for the Lithuanian Armed Forces. Simultaneously, the mainstream curriculum is in accordance with the modules of political science which follow the requirements for the Study Field of Political Science. [SER, 1, para.11]

The outcomes of the study programme meet the competences of the first-cycle university studies laid down in the Description of General Requirements for Bachelor's Study Programme (Order No. V-501 of 9 April 10 2010 of the Minister of Education and Science of the Republic of Lithuania), the requirements for level 6 qualifications of the Framework for Qualifications of the European Higher Education Area and the requirements for level 6 of the National Qualifications Framework of the Republic of Lithuania. [SER, 1, para. 21]

The programme aims and learning outcomes are well defined, clear and publicly accessible. The description, aims and learning outcomes of the study programme are published publicly on the official website of the Academy (<http://www.lka.lt/lt/studijos/bakalauro-studijos/tarptautiniai-santykiai.html>) [SER, 1 para. 22] Definition and clarity are achieved through being set at the Bologna first cycle and that they are implemented through the main broad aims of the study programme which are: to prepare officers for the Lithuanian Armed Forces, render them aware of international, security and defence policies, equip them with the theoretical and practical skills to assess factors and events which stimulate critical situations and conflicts at global, regional and national levels. They should be able to operate independently in decision making changing circumstances and find solutions to the issues of civil-military relations through the application of knowledge about political science and war studies. The aims are to prepare cadets for leading

Lithuanian military units in peace and war, or for serving as officers and soldiers in national and international armed forces. [SER, 1, para. 16] These and the broad programme outcomes which are: the development of competences in research activities; special competences (ie operating in complex situations); social facilities and personal abilities [SER, 1, para. 17] are realised and achieved through the study modules. The module aims and learning outcomes have been distilled from the programme aims and learning outcome structures. (SER, Table 7; Annex 1). The Review Team's European experience, their scrutiny of annexes, interview material from senior staff and the reading of Bachelor theses have enabled the definition of learning outcomes at level 6.

The study programme *International Relations* envelops theoretical and practical aims and learning outcomes to equip students with knowledge, understanding and a practical approach to a range of military intelligence, strategies, European and global comprehension in a complex world of national defence, military capability and pro-action. At Bachelor level, the programme requires developed skills in decision making and well-developed personal and interpersonal skills including languages. [SER, 2, Table 7]

There are forty-two modules, including the final thesis and options taught over 3.5 years + 0.5 and each of which has aims and learning outcomes dedicated to the study area. The programme aims and learning outcomes are accessible to the public, as published on the official website of the Academy (<http://www.lka.lt/lt/studijos/bakalauro-studijos/tarptautiniai-santykliai.html>) making them available for the students, academic community and wider public. [SER, 1, para. 22]

Both the aims and learning outcomes (programme and module) address cognitive domains in learning, personal and professional development, ethical dimensions, comparative professional systems, qualitative skills, communication and psychological understanding, appropriate to the understanding of the broad canvas of *International Relations*. They also address self-development and the skills required for responsiveness appropriate to the field and beyond and are appropriately focused and interfaced in the respective modular subject areas. [Annex1]

In the rounded developmental context, the programme aims and learning outcomes extend to economics, law and administration, humanitarian law, and civic modules of ethics, pedagogy and psychology. [Annex 1] The importance of civic education also is stressed in many syllabuses of the main subjects of the curriculum. The study programme, its aims and learning outcomes, are subject to continuous amendment and improvement in responding to the needs of the social partners, who are the Minister of National Defence of Republic of Lithuania and the Lithuanian Armed Forces. [SER, 1. para. 24] In relation to the broad scope of the programme the Review Team in their detailed analysis were able to verify that the name of the programme, its learning outcomes, content and the qualification offered are compatible with each other in terms of what is expected from higher education institutions at Bachelor level.

The first-cycle study programme *International Relations*, guided by the Department of Political Science at the Academy, is uniquely conceived, structured [SER, Intro. para. 11] and well placed in Lithuanian Higher Education. During interview, the cadets, who were articulate in English, were able to talk about the structure and purpose of learning outcomes. Although the cadets were not in the 'fullest' position to evaluate the operation and realisation of learning outcomes because of the particular issues raised in sections 3, 5 and 6 of this report, the Review Team were able to verify accuracy of levelness in the theses they read and were agreed that the programme aims and learning outcomes are good in structure, explication and purpose.

## ***2.2. Curriculum design***

The curriculum design meets legal the requirements. The study programme has been drafted following the regulations of the Description of the General Requirements for Degree Granting Undergraduate and Integrated Programs approved by the Order No. V-501 of 9 April 2010 of the Minister of Education and Science of the Republic of Lithuania. [SER, 20, para.30] With regard to the Descriptor of Study Programmes in the area of Political Science, the Review Team examined document (Order No V-828) in relation to the relevant areas of the programme and found full compliance with the requirements of the General Provisions (Chapter 1).

Following the 2014 evaluation, the programme was subject to several changes: change to learning outcomes for individual courses; improvements the curriculum to include introductory courses, such as Basics of Political Science, Basics of State Defence. Academic Writing was moved to the first semester; Introduction of International Relations was moved to the second semester; and a new course Political Science Methodology was included to the curriculum to strengthen the students' competences in research. In response to students' request to widen regional studies and to expand geography of the curriculum, two new courses were included: a compulsory module in Eastern Asian Studies and an optional course in African Studies. [SER, Introduction, paras. 8, 9, 10] However, African Studies is still not included in the curriculum for this programme.

The Bachelor programme lists 42 subject modules including optional courses to be taught across its four year structure, of [Annex 1], 7. The total volume of the programme is 216 ECTS credits + 24 optional subjects.

The aims and outcomes of the curriculum begin with the basic courses, providing knowledge of the main concepts and approaches to studies of politics and war. The assimilation of new knowledge progresses the programme together with respective military practice. Civilian professors and a military instructor (war and warfare studies) are the lecturers and teachers who include practician in the teaching field. The practician will have experience in international operations, for example, or with a particular military qualification, particularly, in circumstances were military exercises are organized on the military training ground. The programme aims are governed by the broad concepts: knowledge and its application in practice, conducting research, special competences, social facilities and personal abilities under which learning outcomes and subject modules are mapped. The subject content concludes with the Bachelor's thesis of between 10000-12000 words. [SER, 2, para.36]

The broad and developmental programme modules are evenly spread across its duration and their themes are not repetitive. The subject content is appropriately set at level 6 of the European and Lithuanian Qualifications Frameworks and therefore matches the learning outcomes operating at Bachelor level. Therefore the content of the subjects and/or modules is consistent with the type and level of studies for Bachelor programmes.

The intended learning outcomes are carefully crafted and integrated into the broad categories outlined above. The subjects are arranged sequentially, though it is not always clear that progression is sequential. For example An Introduction to Security Studies appears in Semester 4; Civil Safety appears in Semester 6 and Basics Territorial Defence appears in Semester 8. The notable and unique complementation, mentioned more generally at the beginning of this report is the strong connection between academic knowledge and practical experience and training within the wide-range of subjects on offer in the broad education available to officers in the making. However, there are current organisational issues which need to be addressed, as discussed in sections 5 and 6.

Nevertheless, the curriculum itself satisfies all requirements at first cycle and the the diversity of approaches to political science, theoretical issues concerning international relations, the difficulties of the political world, and the ways in which the political world can be interpreted. The broad design involves political phenomena, firstly exploring the basics of political science and history of political ideas and political systems at several levels - government and politics of national, regional and municipal levels, before progressing to theories of international relations, and security strategies and practices. The programme progresses to studies in national, regional and global politics, war theory and practical application of warfare tactics and study of weaponry and its implications. Research and paper writing are studied and practised at early and later more developed levels of academic writing towards preparation for the Bachelor's thesis seminar and Bachelor's thesis. The content and methods of the subject modules are appropriate for the achievement of the intended learning outcomes at Level 6. In principle, this means that teachers are required to introduce students to a variety of teaching and learning methods and team work. This includes encouraging students to achieve knowledge and skills through a range of active activities in classes and during self-study. Students should prepare during their free time by studying necessary materials and by preparing individual tasks for classes. [SER. 5, para.70]

The programme also offers several courses on specific regions in international relations (Euro/Atlantic, Russia/CIS, East Asia, Muslim World, USA). Missing are Africa and Latin America, which may not be the most relevant areas for military officers who take the programme, but at least the former may become relevant e.g. in the context of humanitarian intervention. A focus on Africa has been recognized as a desirable module by both teaching staff and students. As the main obstacle, the teaching staff stated the unavailability of Lithuanian specialists on the region. A possible improvement of the curriculum in this area would therefore most likely only be achieved by hiring international staff.

Students and alumni positively assessed changes in the curriculum's introductory courses that were regarded too basic to a level appropriate for a BA programme. These have been outlined in Section 2 of the report.

However, some matters of timing and ordering could be improved, particularly the order of the region-specific courses, starting with CIS/Russia in semester 2, East Asia in semester 4, Muslim World in semester 5, and Euro/Atlantic/USA only in semester 6. Moreover, the introduction to Euro-Atlantic security (semester 6) is scheduled after the more specialized course on NATO operations (semester 5). The teaching staff reported that the latter's position was fixed due to external coordination, but nevertheless, the introduction to Euro-Atlantic security could be moved to an earlier point in the curriculum to avoid inconsistencies. These ordering matters also relate to progression, outlined earlier in this section.

The political science subjects are broadened by the study of economics, constitutional and administrative law, international and humanitarian law, and civic modules of ethics, pedagogy and psychology. Civic education, as mentioned earlier, is also important the main subjects of the curriculum. [SER, 1, para.20] The scope and complementarity of the subject modules are more than sufficient for ensuring the learning outcomes.

The content of the programme in general reflects the latest achievements in the field. The modules descriptions are representative and contain the most important readings for students of the BA level. [Annex 1] There is a good balance of theoretical readings and empirical texts focusing on current events. There is a good balance between sources in English and Lithuanian languages. There are a few examples of the course modules not sufficiently developed, such as War Theory and Russia and the CIS Studies – they are solid in terms of themes - but the list of literature does not contain the most recent and relevant readings for the course. The Review



Team recommends that more articles relevant for the International Relations discipline from the peer-reviewed journals be included in the list of literature. Nevertheless, there is adequate levelness, scope and focus to achieve programme aims and very strong support for the programme by stakeholders. This is a well-founded curriculum with good scope and focus to achieve programme aims and there has been development towards the inclusion of an appropriate level of introductory courses.

### **2.3. Teaching staff**

The study programme is provided by the staff meeting legal requirements. The composition of teaching staff corresponds to requirements of the Ministry of Education and Science of Lithuania which states that there should be no less than 50% of PhD holders. There are more than 60% of PhD holders among the teaching staff implementing the study programme. [SER, 3, para 41] The qualifications of the teaching staff are adequate to ensure learning outcomes.

The teaching staff are qualified as observed in their CVs. [Annex 3] There is a good composition of staff employed for the implementation of the study programme: teachers from the Department of Political Science deliver 63, 41% courses and the rest of staff are attracted from the relevant departments (Humanities, Engineering Management, Management, Foreign Languages, Military Training course). The number of the teachers who comprise 14 full-time and 4 part-time staff are adequate to ensure learning outcomes [SER, 3, para 42] Part-time lecturers, who are practitioners from the field, enrich the overall knowledge of students. Such combination of teaching staff ensures balance between theory and practical skills students can acquire during their studies.

The majority of teachers are representatives of younger and middle age generation. [SER, 3, Figure 4] The number of young teachers has slightly increased while those of retiring age will leave the institution in two years' time.

Students expressed interest in incorporating more visiting lecturers and foreign lecturers in the study courses. Information provided during the visit of the review team indicates that the number of guest lecturers has increased, but such lectures delivered are really an aspect of the ongoing curricula and there were no semester-long visiting teachers contributing to the study programme. In the last three years there have been 4 visiting professors from New York, Warsaw and the Czech Republic. Students gave a mixed voice to teaching quality. At its best it was to their satisfaction, but some criticism was levelled at examples of poor preparation. The teaching methods staff employ fall into category of conventional, often with a lot of overhead presentations. These at their best found satisfaction among the student body; however, they expressed interest in less-conventional methods, in the hands of those who can bring practical experience to their work and encourage interaction. Academic teachers were not enthusiastic about the application of MOODLE, while students were of the opposite opinion and would be interested in extensive use of it.

The ratio of lecturers to students is 1:6. [SER, 3, para 50] However, the ratio can vary depending on full-time, part-time or staff attracted from other departments. One full-time lecturer from the Department of Political Science has 32-50 students. [SER, 3, para 50] In recent years the programme suffered from the fact that several high-level full-time teachers left the GJŽMAL owing to several reasons and number of part-time staff members increased. Students complained about teachers having jobs outside the academy and provided some evidence to suggest a negative effect on the quality of some teaching, due to overwork and inadequate preparation. Students were outspoken on this matter. The Review Team recommends more full-time teachers towards the the creation of a community. Regular checks should be made on underperforming, non-attending teachers.

There have been no staff changes in very recent years. As mentioned earlier, professors who are over the age of 70 (3.83%) will leave the Academy in two years. Thus turnover of staff members is able to ensure the necessary provision of the programme.

In terms of professional development and research, The GJŽLKA offers opportunities for teaching staff to improve their foreign language skills annually. However, there is no system in place ensuring regular courses or classes aimed at the improvement of didactical skills of teachers. The Review Team recommends the establishment of a regular internal/external forum towards pedagogic development and improvement. The system of sabbatical leave is not in place. Mobility (out-going teachers) is not fully used for professional development. The number of out-going teachers decreases every year. [SER, 3, Figure 7]. Between 2015-6, less than 3 teachers have been mobile, while the corresponding incoming teachers has increased markedly in number [SER, Figure 7] The faculty members actively participate in conferences, round tables and workshops. Since 2010, teachers have been establishing themselves in national and international conferences. During this period, there have been 114 presentations and/or papers, including 33 (28.95%) presentations at national conferences and 81 (71.05%) presentations at international conferences. Conferencing crosses the borders of European Union. Conference examples include: 'Security Situation in the Baltic Sea Region and Expectation before Warsaw Summit: View from Lithuania' which was presented in Berlin in 2016. In the previous year, 'Nation and Demos: Historical Consciousness and the Making of Political Commitments' was presented in Minsk and in the same year, the Migrants' Crisis as the Continuum of Internal and External Security' was presented in Paris [Annex 3]

Almost all teaching staff members are participating in research projects, publishing monographs and articles, as well as participating in national and international conferences. However, there is a gap in research activities undertaken by full-time and part-time teachers, in that part-time teachers are not equally research active. On the one hand, the GJŽLKA is open and supportive as far as participation in the conferences is concerned. On the other hand, there is no system at place favouring in-house joint research projects to be carried out. International Relations staff and students are members and/or belong to following research networks and associations: ERGOMAS - the European Research Group on Military and Society CEPSA - Central European Political Science Association; EPSRC – European Political Science Consortium; EURAMES - European Association of Middle Eastern Studies. The Review Team believes the staffing aspect of the evaluation is good.

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

Overall The Review Team assesses the teaching facilities of the Academy to be sufficient to implement *International Relations* Bachelor study programme. [SER, 4 para. 55]

The main part of the used classrooms is recently reconstructed, but some part of the teaching building is still undergoing reconstruction. The Review Team recommends the finishing of the reconstruction as soon as possible to ensure that all classrooms used are updated and adequate for teaching. The Review Team assessed that chairs and tables in most of the classrooms are outdated and recommends an upgrade to more contemporary chairs and tables. [SER, 4 para. 4.3]

Moreover, the Academy has 2 lecture halls with 160 workplaces which are used for seminars, meetings and conferences. The lecture halls have an effective sound system and video equipment used by the Teachers for e.g. video conferences, interactive lectures and workshops. The Review Team assessed lecture halls to be sufficient for the Academy. [SER, 4 para. 53]

According to the civilian teachers they do not have designated individual offices. The Review Team recommends that the Academy finds appropriate offices for the civilian teachers, to enhance the feeling of being more a part of the Academy. [SER, 4 para. 4.3]

According to the students they are all living in the dormitory at the Academy. The students mentioned that the dormitory is the best in Vilnius. Most of the Academy are equipped with wireless internet access. According to the students and teachers the internet is sufficient for use of the study.

The Review Team assessed the premises for the studies as sufficient both in their size and in quality for the size of the number of students.

The Review Team assessed that all computers at the Academy are using Windows and have Microsoft Office 7 installed. The Review Team recommends to update to Windows 10, for the purpose of being updated with the latest firewall and antivirus programme. [SER, 4 para. 54] Otherwise, the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality.

According to the SER group, teachers have one personal computer, which is not allowed to be used on the Academy Intranet. To obtain an effective work environment for the teachers, the Review Team recommends that the teaching personnel should be equipped with a personal computer and a work place computer at the Academy. [SER, 4 para. 4.3]

Within the given learning facilities such as classrooms, library and group study spaces, the students can either pursue their private studies and read or write in one of the quiet rooms, or they can book or arrange group study spaces and have conversations and discussions about their ongoing university seminars or home assignments. Internships of up to 10 weeks) are organised in two stages. The first one follows the fourth semester (four weeks at the institutions of the National Defence System and/or military units) while the second takes place during the seventh semester. This extends to 6 weeks and is carried out at the governmental and public institutions and embassies in Lithuania. [SER, 5, para.71] There are adequate facilities for these placements.

The library of the Academy is reasonably well-equipped and used by the students. The majority of the reading lists are available for students in 16 online databases and text books in the library. The majority (80%) of the books consist of study-related learning and scientific materials in Lithuanian, English, German, French and other languages. [SER, 4 para. 57] The library offers both the required scholastic materials and the electronic materials that students would need for their study. Should the students not find the needed material, there are library staff present for sufficient hours per day to help them find their way, help them with online access and reserve books and other materials. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

The Review Team assessed the material resources as sufficient to conduct an effective study programme. [SER, 4 para. 59]

According to the SER group and the Librarian, a planned new library building had been postponed for several years. The Review Team recommends that the Academy makes an assessment if a new building is needed or if present library can undergo reconstruction and still fill the need for the Teachers and Students. [SER, 4 para. 60] The present building seemed adequate and capable of transformation.

The Review Team found the overall facilities and learning resources to be good and of benefit to the students.

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

The admission requirements are well-founded. Joint admission requirements and principles are applied for all applicants to all Lithuanian institutions of higher education: the Military Academy *International Relations* is not an exception. Applicants are required to have passed four matura examinations. An additional points system is also applied for national and international olympiads prizewinners, as well as for applicants who completed basic military training or physical training module National Defence, which makes sense when enrolling to such an institution and study programme. [SER, 5, para. 61, 62]

Even though the number of applicants has been decreasing every year from 2011, the number of admitted students in 2015 was the highest amongst all previous years. [SER, 65, Table 9]. In 2001, the number of applicants stood at 180, while in 2015, the number of applicants was 94. These figures must also be judged in the light of current demographics in Lithuania. The admission procedure comprises of three stages: selection process, health check and the submission of applicants. It is difficult to make a comparative analysis of competitive scores due to the changed calculation system. [SER, 5, para. 64-66]

The military character of higher-education institution determines the uniqueness of the study process. The studies are organized in accordance with the study schedule approved by the Commandant of the Academy and combined with military training, and duties are performed in the closed military campus following strict rules and discipline. The latter activities are funded from the state budget. All students live in barracks. The features of the programme are bound to promote patriotism in achieving the goals of the study programme and the Academy. [SER, 5, para. 69] The balance of learning in classes, military training, consultations and self-study is aimed to be achieved and ensured. [SER, 5, para. 70]

It might be an option to assign the students to designated study groups in order to strengthen their team working abilities, practice them in conflict resolution and enable an open dialogue about ongoing classes. This may enhance their social interaction and prepare them better for the seminar sessions.

During interviews, the Review Team learnt that this is a challenging aspect: students observed that while most of the academic teachers are not full-time teachers, they are not much involved in Academy life. They are overloaded with a variety of work, which sometimes keeps them from arriving to the lectures. Students are not necessarily informed about that in advance, so they can be forced to wait instead of performing other necessary duties at that time. As a consequence, the study process can be disrupted. The scheduling of military education and training was not free from student criticism. The cadet students were particularly outspoken and critical in terms of their needs not being met. Management action should be undertaken in order to solve such situations as much as possible, since these irregularities were described as frequent practice. Students should be fully and continuously involved in the study process, instead of giving their attention to the matters which they normally should not even notice. The current organisation of the study process ensures only a satisfactory provision of the programme for the achievement of the learning outcomes.

Students have to complete a large number of written tasks throughout all studies in order to develop various skills. Two internships up to ten months in total have to be completed to apply theoretical knowledge and prepare for the Bachelor's thesis. Studies are completed by Bachelor's thesis which every student is assigned during the 6<sup>th</sup> semester. [SER, 5, para. 68, 71] During the

visit, review team learnt about the numbers who drop out. The figures shown are not historically high and could probably be considered as appropriate, knowing the specifics of the study programme and the demands of a military academy. In the past 2 years, a total of 15 students, for various reasons, have discontinued their studies. [SER, 5, Table 11]

According to the Teachers, MOODLE is more or less only used by the Military Teachers because the civilian Teachers do not have access to the Academy Intranet. The Review Team recommends that all Teachers use MOODLE to cohere the communication system with the Students. More on-line facilities for students, for checking marks and other functions would be helpful to them.

Students are encouraged to participate in research activities. Faculty cooperation with the Strategic Research Centre of the Institute of Military Science allows students to improve their research skills by various activities provided by Centre. These academic activities are to improve cadets' research skills in these particulars: the staff of the Centre provide students with assistance on the design of questionnaires, research interviews, help with research and/or degree papers and particular courses requiring research design, methodology and paper writing. [SER, 5, para.76]

The Students' Research Society was established by International Relations students, which began with an organized scientific conference. Although there were additional cases of student participation in scientific conferences, due to the busy schedules generally students were not greatly willing to join research activities. [SER, 5, para. 77]

Students have opportunities to participate in student mobility programmes. The Academy has several bilateral agreements, some of them being signed recently, including higher education institutions in Poland, Austria, France and the Czech Republic. Students may spend a semester in one of those partner higher education institutions. Several incoming students are welcomed in the University every year as well. The exchange possibilities are not limited by Erasmus + programme, since there also exists the possibility to spend a study semester or internship in few partner institutions outside Europe (Virginia Military Institute, USA; Davit Agmashenebel National Defence College, Georgia). [SER, 5, para 79-80] During interview, students confirmed that they undertook mobility possibilities and were satisfied with their experiences. Students, who have not experienced the benefits of mobility yet, assured the Review Team that they were aware of such opportunities and would be willing to take them in the future. Student mobility is proceeding at national level too (between the Academy and Vilnius university), where time spent in another university can enrich their experience. [SER, 5, para. 78]

Syllabuses, individual lecturers' consultations, methodological guidelines for term papers and final thesis, academic writing course are held in the 1<sup>st</sup> semester in order to introduce students with basics necessary to prepare academic scientific research papers are among the ways to provide academic support for students. During interview, students and teachers confirmed that they are communicating via email and social networks (Facebook). Although due to the workload of teachers, communication sometimes becomes rather slow. During the visit the Review Team also learnt that the relatively small community allows creating stronger bonds and face-to-face communication between administration and students, which may help students when they are in need for support. Every student is assigned a Bachelor thesis supervisor who provides necessary information and consultations in the respective field of research. The Bachelor thesis seminar is another additional measurement aiming to help students to develop their final thesis in the writing process. [SER, 5, para. 75] Despite the mentioned means of support, the lack of mentoring for 1<sup>st</sup> year students was noticed by the Review Team. Such mentoring, which has been introduced in previous years, could be a good way to facilitate students' adaption to the routine and study process in the military academy. The Academy ensures an adequate level of

academic support. At the beginning of each semester a lecturer duty hour timetable is established and announced to students. During these duty hours (1-2 hours each week for each lecturer) students have opportunities to discuss matters relating to their study [SER, 5, para.75] There is social training provided across the subject modules variously as it applies to Special Competences. [SER, Table 7]

The assessment system of students' performance is clear, adequate. However, the assessment system is not publically available. A cumulative, 10-point evaluation system is used to assess students. That means that a student's final mark comprises of the active participation in study activities throughout the entire semester and final form of examination. [SER, 5, para. 72] All the details and peculiarities concerning the assessment are explained during the first lecture. Some students noted as a problem the fact that they cannot see their grades in the long term due to the absence of an online platform. The examination period is set well in advance, although students stated that examinations might fall within the period of two days in the schedule, which sometimes affected their results in a negative way. Nevertheless, the Review Team learnt that the examination period is due to be expanded.

In cases of failed examinations, as a general rule these may be retaken no later than during the first 4 weeks of a new semester. Failed examinations are considered to be academic debts; and if a student fails exam for a second time (except when the Commandant of the Academy allows taking the examination one more time), he/she is excluded from the institution. Discussions with the lecturers about assessment grades, as well as the appeals (with reference to provisions of the Rules of Appellate Procedure of the Academy) are allowed. Plagiarism penalties are considered strict: after confirming any cases of cheating or plagiarism, a student is expelled from the institution. [SER, para. 73]

Employment of the graduates of this study programme is not an issue, since all the graduates are employed by the Minister of National Defence of the Republic of Lithuania; therefore they are continuing their careers in the National Defence System. Interviews with graduates brought positive responses. The majority of the graduates continue service in military studying Master programmes in the Academy and other higher-education institutions. [SER, 5, paras. 78-9] Social partners affirmed that graduates of this programme with the combined military and academic skills are considered well prepared to meet the world in its current difficulties, where and when necessary and required. The professional activities of the majority of graduates meet the programme providers' expectations.

However, the reasonably serious organizational issues about which the cadets were outspoken cause the Review Team to consider the study process and students' performance assessment within this programme as satisfactory.

## **2.6. Programme management**

The Commandant is a strong and positive leader and manager of The General Jonas Žemaitis Military Academy of Lithuania.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated in the following ways: *International Relations* is managed by four interrelated bodies: Vice-Rector for Studies and Research, Division of Studies, Department of Political Science and Studies Committee formed by the Senate. Of these, it is the Department of Political Science which communicates with students and selects teachers to deliver modular course courses. The Studies Committee is responsible for ensuring that the programme meets the requirements of the study field. The Division of Studies, largely but not exclusively, deals with recruitment and student matters and Vice Rector for Studies and Research, *inter-alia*, assures the

continuous feedback from stakeholders, including military and civil employers. [SER, 6, para. 85] Academics also contribute to the programme management. The Department encourages mutual feedback of the faculty members towards programme improvement, including their particular subject disciplines and teaching methods. [SER, 6, para. 86]

There is a quality assurance system in place as outlined in the Study Quality Improvement Strategy of the Military Academy of Lithuania 2011-2014 (approved by the Order No. V-157 of 24 October 2011 of the Commandant of the Academy) and Internal Study Quality Assurance Model (approved by the Order No. V-1012 of 20 December 2013 of the Commandant of the Academy). [SER, 6, para.87] The Division of Studies coordinates quality assurance. There are regular discussions in the Department of Political Science and in the Studies Committee, as well as in teaching staff meetings involving students' representatives. Lecturers participate in the study-quality evaluation towards the curricular and pedagogical improvement of subject teaching, including the supervision, preparation and defence of final theses. [SER, 6, para. 89] Regular formalized feedback is organized by the Academy and respective results are available for programme coordinators; they are discussed at the staff meetings and the Studies Committee. It can be concluded that information and data on the implementation of the programme are regularly collected and analysed.

The Division of Studies collects information mainly through graduate surveys and round-table discussions with employers (representatives of the Lithuanian Armed Forces' units). Graduate competences are also subject to discussion and feedback. Evaluative commentaries and results are passed to programme coordinators, departments, the Senate and Council. Student feedback on curriculum is collected on a systematic basis to provide new and necessary inputs for the teaching staff. Student feedback has been found to be mostly positive over the years, though there has been some negative evaluation concerning traditional teaching methods, elderly teachers and overlapping topics in some courses. Changes have been made to accommodate such student concerns. These include changes in the teaching faculty and updating courses. [SER, 6, para. 93] The outcomes of internal and external evaluations of the programme are used for the improvement of the programme.

The evaluation and improvement processes involve stakeholders. Included in feedback and quality discussions are representatives of the administrative personnel, teachers and social partners and individuals representing Minister of National Defence of the Republic of Lithuania. The Academy, as an institution of higher education, is accountable to the Minister of National Defence of the Republic of Lithuania. The Commandant of the Academy is subordinated to the Minister of National Defence, which accords with the Law on the Organization of the National Defence System and Military Service. [SER, Introduction, para. 2] Any new or further expectations of social partners are evaluated during the Academy's administration meetings. They are then discussed by the Studies Committee and integrated into the study programme. The Senate approves any agreed changes to the programme. [SER, 6, para.90] Staff issues, particularly underperforming staff are dealt with by the Commandant. [Initial meeting with the Commandant]

At the end of each semester, the Vice-Rector assembles a traditional gathering with the cadets, under the banner: *The Commander at the Crossroads*. This forum allows cadets, without fear or favour, to express very openly their opinions about courses, teachers, military instructors, lecture schedules, military exercises and any problems related to life at the Academy. The Vice-Rector reports cadets' opinions, demands and wishes at departmental meetings, where they are addressed towards the improvement of the organized curriculum, teaching and learning processes, military exercises and life at the Academy [SER, 6, Para. 94] The current issues

addressed by cadets concerning aspects of both sides of their curriculum should be subject to immediate management action.

In essence, although the Commandant in considerable conviction expressed his vision eloquently to the Review Team, in explaining the difficulties of unifying military and civilian systems, he acknowledged some inevitable tensions between the two. While in meetings with the Review Team, the military and academic staff appeared to share a common educational platform, the current cadets did not share this understanding, the tenor of which is outlined in Section 5 of this report. In consequence, the Review Team recommends some urgent action, including more full-time appointments to create more of a community between the two cultures, professional staff development in modern teaching methods, paired teaching where possible - featuring both academic and military personnel in the classroom - far tighter systems which do not permit the engagement of teachers with too many commitments elsewhere, and a complete review of military timetabling to ensure reliably consistent systems for cadets as consumers and potential officers in training and preparation.

That cadets spoke about some teachers being over-committed in their work, and that communication generally could be considerably improved, is simply not their business to articulate as cadets and academic students with futures to develop. This situation is unfortunate considering the stakeholders' unwavering commitment to both academic and military discipline. The value stakeholders place on the development of the whole person in terms of education and training the Review Team found both sincere and admirable.

It was obvious to the Review Team that the management of *International Relations* programme, the military components in particular, could be considerably improved. Some of the internal quality-assurance measures can be considered effective and efficient, but not in every aspect of the management of this programme. Currently the Review Team regard it as satisfactory. They noted that some of the cadets interviewed claimed that 'things were getting better'.



### III. RECOMMENDATIONS

1. Improve the organisation of two parts of curriculum: military half seems more of a problem;
2. Attend to the following aspects of the curriculum:
  - inclusion of Africa in the courses with regional focus;
  - re-order some courses to ensure a logical progression;
  - make full use of Fulbright scholarships;
  - Establish a far tighter management system and improve communication to reduce/eliminate as much as possible student awareness of internal issues with timetabling and staffing;
3. Employ more full-time teachers towards the creation of a whole community;
4. Establish a regular internal/external forum towards pedagogic development and improvement;
5. Maintain check on underperforming, non- attending teachers;
6. Develop more on-line facilities for students – for checking marks etc. and more systematic use of Moodle on academic side. There is greater use by military;
7. Attend to some physical space issues as indicated in Section 4;
8. Attend to student academic support – mentoring, while maintaining discipline in the military;
9. Develop closer cooperation (in as many ways as possible) with the NATO Energy Security Centre of Excellence.

### IV. SUMMARY

In terms of knowledge, the programme aims and learning outcomes are good in their cognitive, professional, technical and social domains. They have been designed and promoted by Academy teachers and are appropriate to the European and Lithuanian Qualifications Frameworks at level 6. Cadet students were aware of learning outcomes and were able to articulate on them with a measure of understanding and purpose. The Review Team were very impressed with the cadets, their intelligence, and acute knowledge and understanding of the Academy and its relevance to their future development.

The content of the programme is sound in its broad educational principles and is dedicated to the twinned-fields of academic study and military training. A focus on Africa has been recognized as desirable by both teaching staff and students. As the main obstacle, the teaching staff named the unavailability of Lithuanian specialists in the region. Students and alumni positively assessed changes in the curriculum from introductory courses that were regarded too basic a level for a BA programme. Some matters of timing and ordering could be improved as mentioned in section 2 and in the above curricular recommendations should be considered for the immediate future.

The Teaching staff possess appropriate qualifications to teach the study programme in *International Relations*. The teaching staff are qualified as observed in their CVs. [Annex 3] Since the previous review process, there has been a slight increase of PhD holders. There is a good composition of staff employed for the implementation of the study programme: teachers from the Department of Political Science deliver 63, 41% courses and the rest of staff are attracted from the relevant departments (Humanities, Engineering Management, Management, Foreign Languages, Military Training course). Part-time lecturers who are practitioners from the field enrich the overall knowledge of students. Not all teaching met the satisfaction of cadet students in terms of preparation and in updated methodologies. The Commandant has an

excellent vision for ensuring the academic and military work as one, difficult though he realises this is to achieve.

Concerning resources, they are all considered by the Review Team to be good. The Review Team recommends the finishing of all reconstruction as soon as possible to ensure that all classrooms used are updated and adequate for teaching. The Review Team assessed that chairs and tables in most of the classrooms are outdated. The main library is reasonably well-equipped in terms of data-bases and general resources. Students appeared satisfied with these facilities. Historically, there have been plans made for a new library building. The Review Team did not find any difficulty with the existing building.

Students have to complete a large number of written tasks throughout all studies in order to develop various skills. Two internships up to ten months in total have to be completed to apply theoretical knowledge and prepare for the Bachelor's thesis. Studies are completed by the Bachelor's thesis which every student is assigned during the 6<sup>th</sup> semester. Cadets were critical and outspoken about the organisation of studies, on the military side in particular. Despite various means of support in evidence from individual tutors, the lack of mentoring for 1<sup>st</sup> year students was noticed by the Review Team. Such mentoring, which has been introduced in previous years, could be a good way to facilitate students' adaptation to the routine and study process in the military academy, which needs to maintain strong discipline on both sides of curriculum.

Faculty cooperation with Strategic Research Centre of the Institute of Military Science allows students to improve their research skills by various activities provided by Centre. [SER, 5, para. 76] The Students' Research Society was established by International Relations students, but generally due to the busy schedules the Bachelor students are not greatly willing to join research activities.

Programme management in principle is well organized in its systems for quality assurance. There is a quality assurance mechanism in place and the evaluation of the programme involves students, staff and stakeholders. There are quality-assurance discussions, feedback processes and there is responsiveness to the voice of students. *The Commandant at the Crossroads* is an excellent forum for the student voice. However, in respect of some of the organisational problems presented by the cadets, the Review Team believes that they should be listened to more acutely.

Stakeholders and employers were animated and keenly interested in promoting the programme from several angles and points of view. There was also supportive feedback from alumni who would greatly value more future involvement.

In so many ways, generally, this first-cycle programme is deserving of strong support for the future. The Review Team believes that the future could look very bright provided that the recommendations made in this report are followed. Student dissatisfactions should be addressed immediately. The enthusiasm of employers and stakeholders was noted as a particular facet of external consumer satisfaction. They expressed unwavering support towards the graduates of The General Jonas Žemaitis Military Academy of Lithuania.

## V. GENERAL ASSESSMENT

The study programme *International Relations* (state code – 612L20002) at The General Jonas Žemaitis Military Academy of Lithuania is given **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	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	<b>Total:</b>	<b>16</b>

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

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

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

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

Grupės vadovas: Team leader:	Dr. Terence Clifford-Amos
Grupės nariai: Team members:	Prof. Guido Schwellnus
	Prof. Zaneta Ozolina
	Mr. David Klemmensen
	Ms. Indrė Jurgelevičiūtė

**GENEROLO JONO ŽEMAIČIO LIETUVOS KARO AKADEMIJOS PIRMOSIOS  
PAKOPOS STUDIJŲ PROGRAMOS *TARPTAUTINIAI SANTYKIAI* (VALSTYBINIS  
KODAS – 612L20002) 2016-12-07 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-232  
IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Generolo Jono Žemaičio Lietuvos karo akademijos studijų programa *Tarptautiniai santykiai* (valstybinis kodas – 612L20002) vertinama **teigiamai**.

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

- \* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)  
 2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)  
 3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)  
 4 – Labai gerai (sritis yra išskirtinė)

&lt;...&gt;

**IV. SANTRAUKA**

Kalbant apie žinias, studijų programos tikslai ir studijų rezultatai yra geri pažintine, profesine, technine ir socialine prasmėmis. Juos parengė ir jiems pritarė Akademijos dėstytojai; jie atitinka Europos ir Lietuvos kvalifikacijų sąrangų šeštąjį lygį. Kadetai studentai yra susipažinę su studijų rezultatais, galėjo juos suvokdami ir tikslingai išvardyti. Vertinimo grupė buvo labai sužavėta kadetų, jų intelekto, nuovokių žinių ir Akademijos vaidmens supratimo bei jos reikšmės įvertinimo tobulėjant ateityje.

Studijų programos turinys yra tinkamas, pagrįstas plačiais ugdymo principais ir skirtas sudvejintoms kryptims: akademiniam mokymui ir kariniam rengimui. Dėmesį Afrikai palankiai vertina dėstytojai ir studentai. Pagrindinė dėstytojų nurodyta kliūtis – Lietuvos specialistų trūkumas šiame regione. Studentai ir alumnai teigiamai įvertino studijų turinio pakeitimus, t. y. pakeisti įvadiniai dalykai, kurie buvo laikomi pernelyg baziniais bakalauro studijų programai. Kaip nurodyta 2 skirsnyje ir rekomendacijose, būtų galima pagerinti grafikų sudarymo ir bendrosios tvarkos klausimus. Juos reikia išspręsti artimiausiu metu.

Dėstytojų kvalifikacija dėstyti studijų programą *Tarptautiniai santykiai* yra tinkama. Dėstytojai pagal jų gyvenimo aprašymus yra kvalifikuoti [3 priedas]. Nuo ankstesnio vertinimo šiek tiek padaugėjo įgijusių mokslinį daktaro laipsnį. Personalo sudėtis studijų programai vykdyti yra gera: Politikos mokslų katedros dėstytojai dėsto 63,41 proc. dalykų, o likusioji dėstytojų dalis

yra iš atitinkamų katedrų (Humanitarinių mokslų, Inžinerinės vadybos, Vadybos, Užsienio kalbų ir Karinio mokymo dalykai). Ne visą darbo dieną dirbantys dėstytojai, kurie yra tos srities praktikai, praturtina bendrąsias studentų žinias. Ne visi kadetai studentai patenkinti visu dėstymu, t. y. parengimu ir atnaujintomis metodikomis. Akademijos viršininkas turi puikią viziją, kaip užtikrinti akademinę ir karinę veiklą kaip visumą, nors supranta, kad tai pasiekti sunku.

Vertinimo grupės nuomone, visi ištekliai yra geri. Vertinimo grupė rekomenduoja kuo skubiau baigti rekonstrukcijos darbus, kad visos auditorijos būtų atnaujintos ir tinkamos studijoms. Vertinimo grupės nuomone, kėdės ir stalai daugumoje auditorijų yra pasenę. Pagrindinė biblioteka yra pakankamai gerai aprūpinta, kalbant apie duomenų bazines ir bendruosius išteklius. Studentai šiomis patalpomis yra patenkinti. Buvo planuojama statyti naują bibliotekos pastatą, tačiau vertinimo grupė nemano, kad esamas pastatas yra blogas.

Visą studijų laikotarpį studentai turi atlikti daug rašto užduočių įvairiems įgūdžiams įgyti. Reikia atlikti dvi specialiąsias praktikas – iš viso iki dešimties mėnesių, pritaikyti teorines žinias ir parengti baigiamąjį bakalauro darbą. Studijos baigiamos parengus bakalauro baigiamąjį darbą. Šiam darbui atlikti kiekvienam studentui yra skiriamas laikas šešto semestro metu. Kadetai kritiškai ir atvirai pasisakė apie studijų organizavimą, ypač karinę dalį. Nepaisant įvairių paramos priemonių, apie kurias kalbėjo atskiri tutoriai, vertinimo grupė pastebėjo, kad pirmaisiais metais studentams trūksta mentorystės. Praeitais metais įtraukta mentorystė gali būti tinkama priemonė padėti studentams priprasti prie rutinos ir studijų karo akademijoje, kurioje būtina išlaikyti griežtą abiejų studijų turinio dalių drausmę.

Dėstytojai bendradarbiauja su Karo mokslų instituto Strateginių tyrimų centru, kuris sudaro sąlygas studentams gilinti mokslinių tyrimų įgūdžius įvairiose centro teikiamose veiklos srityse. [Savianalizės suvestinės 5 punktas, 76.] Studijų programos *Tarptautiniai santykiai* studentai įkūrė Studentų mokslinę draugiją, tačiau dėl įtempto tvarkaraščio bakalauro studijų studentai paprastai nenori įsitraukti į mokslinių tyrimų veiklą.

Programos vadyba iš esmės organizuota gerai kokybės užtikrinimo sistemų aspektu. Veikia kokybės užtikrinimo mechanizmas, į studijų programos vertinimą įtraukiami studentai, dėstytojai ir dalininkai. Vyksta diskusijos kokybės užtikrinimo klausimu, yra grįžtamasis ryšys, įsiklausoma į studentų nuomonę. Vadas kryžkelėje – puikus forumas studentams pasisakyti. Kas dėl kai kurių organizacinių problemų, kurias nurodė kadetai, vertinimo grupė mano, kad reikėtų atidžiau į jas įsiklausyti.

Dalininkai ir darbdaviai rodo iniciatyvą ir entuziastingai stengiasi įvairiais požiūriais reklamuoti studijų programą. Gautas palankus alumnų grįžtamasis ryšys, jie ateityje galėtų aktyviau dalyvauti vertinant studijų programą.

Apskritai, daugeliu požiūrių ši pirmosios pakopos studijų programa verta tvirto palaikymo ateityje. Vertinimo grupė mano, kad ateitis gali būti labai šviesi, jei bus atsižvelgta į šiose vertinimo išvadose pateiktas rekomendacijas. Studentų nepasitenkinimą keliančios problemos turėtų būti sprendžiamos nedelsiant. Darbdavių ir dalininkų pastebėtas entuziazmas tam tikra prasme rodo išorės vartotojų pasitenkinimą. Jie išreiškė tvirtą paramą Generolo Jono Žemaičio Lietuvos karo akademijos absolventams.

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### III. REKOMENDACIJOS

1. Pagerinti dviejų studijų programos turinio dalių organizavimą; karinio rengimo dalis, atrodo, kelia daugiau problemų.
2. Atkreipti dėmesį į šiuos studijų turinio aspektus:
  - Afrikos įtraukimas į regionams skirtus dalykus;
  - patikslinti kai kurių dalykų eiliškumą logiškai pažangai užtikrinti;
  - pasinaudoti Fulbraito stipendijomis;
  - sukurti žymiai griežtesnę vadybos sistemą ir pagerinti komunikaciją siekiant, kiek įmanoma, sumažinti arba pašalinti su tvarkaraščio sudarymu ir dėstytojais susijusias vidaus problemas, su kuriomis susiduria studentai.
3. Įdarbinti daugiau visu etatu dirbančių dėstytojų bendruomenės visumai sukurti.
4. Sukurti nuolat vykstantį vidaus ir išorės forumą pedagoginio vyksmo ir tobulėjimo tema.
5. Nuolat tikrinti nepakankamai gerai dirbančius ir neaktyvius dėstytojus.
6. Sukurti daugiau internetinių priemonių studentams, pvz., patikrinti balus ir t. t., ir sistemingiau naudoti Moodle aplinką akademinėje veikloje. Karinio rengimo srityje ji naudojama aktyviau.
7. Spręsti kai kuriuos patalpų klausimus, kaip nurodyta 4 skirsnyje.
8. Spręsti akademinės paramos studentams klausimus: įvesti mentorystę, tačiau dalyką išlaikyti karinėje dalyje.
9. Glaudžiau bendradarbiauti su NATO Energetinio saugumo kompetencijos centru (kiek įmanoma įvairesniais būdais).

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

Vertėjos rekvizitai (vardas, pavardė, parašas)