



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Generolo Jono Žemaičio Lietuvos karo akademijos
**STUDIJŲ PROGRAMOS *KARINĖ DIPLOMATIJA* (valstybinis
kodas - 621L20001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *MILITARY DIPLOMACY* (state code - 621L20001)
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>Karinė diplomatija</i>
Valstybinis kodas	621L20001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Politikos mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Iššęstinė (2)
Studijų programos apimtis kreditais	95
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Politikos mokslų magistras
Studijų programos įregistravimo data	2005

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Military Diplomacy</i>
State code	621L20001
Study area	Social Sciences
Study field	Political Science
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Part-time (2)
Volume of the study programme in credits	95
Degree and (or) professional qualifications awarded	Master of Political Science
Date of registration of the study programme	2005

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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 study programme *Military Diplomacy* is unique to Lithuania being the only Master’s degree curriculum which corresponds to the needs of the Republic, designed in particular to strengthen the participation of the military in security and defence policies at both national and international levels encouraging the efficiency of officers’ corpus operating in the arena of military diplomacy worldwide. [SER, 1, para.6] The Review Team acknowledges the useful changes that have taken place since 2104. Examples of these can be found in Sections 2, 5 and 6 of this report.

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 20th 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

Programme aims and learning outcomes, were found by the Review Team to be well defined, clear and publically accessible. Definition and clarity are achieved through being set at the Bologna second cycle and that they are implemented through the main broad aims of the study programme which are accurately set at Level 7. The main broad aims are to: 'correspond with the priorities of national interest to shape and secure the external environment by the means of foreign and defence policies described by the National Security Strategy'. [SER, 1, para. 20] The Review Team were able to test and verify these criteria and standards through scrutiny of Annex 1 and by reading a range of Master theses.

These are realised and achieved through the study modules, the aims and learning outcomes of which are in turn distilled from the programme aims and learning outcome structures. [Annex 1] *Military Diplomacy* envelops broad aims, to equip graduates with research-based knowledge, acute comprehension and reflective grasp of theories in political science, international relations and war, and to possess the capability to apply theory and historical perspectives to practical activities in complex circumstances, requiring solution-based decision making and original responses. [SER, 1, para. 21] Concomitantly, there is the requirement for graduates to acquire well-developed skills in diplomacy, intelligence and military diplomacy. [SER, 1, para. 21]

The programme learning outcomes are appropriately demanding in equipping students to investigate, analyse, evaluate and research, *inter-alia*, international relations, war theories, security and defence policy, changing contexts, international law, the management of conflict, intelligence, international military-diplomatic cooperation, roles of key national and international actors, changes in international system development and acquire thorough understanding in multi-national frameworks. [SER, Table 5]

There are fifteen modules, including the final thesis, taught over two years and each of which has aims and learning outcomes dedicated to the study areas and relate to the programme aims and learning outcomes. Both the aims and learning outcomes (programme and module), which address advanced cognitive domains in learning, personal and professional development, ethical dimensions,

comparative professional systems, communication and psychological understanding appropriate to the understanding of *Military Diplomacy*, and also self-development and the skills required for responsiveness appropriate to the field and beyond, are appropriately focused and interfaced in the respective modular subject areas. [SER, 19-25; Annex 1]

There is no other Master degree in diplomacy and international relations in Lithuania which brings together international affairs and security and defence policies from a military perspective, including military attachés, towards providing advanced education in learning conflict prevention and resolution. The Academy considers it axiomatic that military diplomacy is mirrored and integrated with the more general national diplomacy mounted and practiced in Lithuania. [SER, 1, para.16]

The programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market, as the SER outlines: The highest-ranking officers and platoon or company commander-level junior officers often perform the role of a ‘diplomat’ in different international operations or international military exercises. Graduates are able to continue officer careers in different units of the National Defence System and/ or international divisions, such as international peace support missions, headquarters, or within the military attaché. Graduates are prepared at Master level to pursue doctoral degrees in politics and other social sciences; this Master degree also enables graduates to seek employment in the civil sector, for example in public, private and international companies and organizations, or as domestic and foreign policy analysts, project managers and other forms of specialism. [SER, 1, paras. 17, 24] Social Partners and representatives from the military mentioned the competences and transferable skills the programme nurtures.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualification offered, at Master level. The Review Team were able to confirm this standard and level on reading a range of Master theses, which were well appointed in terms of research strategies and aims. They were largely well written in Lithuanian and English and in appropriate register for level 7 writing and mostly contained appropriately comprehensive bibliographies.

The learning outcomes of the study programme are in accordance with the competences of the second-cycle university studies set down in the Order No. V-826 of 3 June 2010 *On the Approval of the Descriptor of General Requirements for Master’s Study Programmes* of the Minister of Education and Science of the Republic of Lithuania, and meet the requirements for level 7 of the Framework for Qualifications of the European Higher Education Area and the requirements for level 7 of the National Qualifications Framework of the Republic of Lithuania. [SER, 1, para. 23]

The Master study programme Military Diplomacy, guided by the Department of Political Science at the Academy, is uniquely conceived in Lithuanian Higher Education. Through an examination of the annex material, the SER, extent of research activities and the International Review Teams’ European experience, compatibility was found between the name of the programme, learning outcomes, content and the second-cycle qualification. However, some important changes are recommended in Section 2 of this report in relation to structure and progression. Compatibility in this section mainly relates to standards (Level 7 on the European and Lithuanian Qualification Frameworks) and the qualification awarded at Master level. The Review agreed that aims and learning outcomes for the programme are good.

2.2. Curriculum design

The curriculum meets the legal requirements, as expressed in The Law of the Republic of Lithuania on Higher Education No. XI-242 of 30 April 2009 (as last amended on 24 April 2012 – No. XI-1987) and other related documents. With regard to the Descriptor of Study Programmes in the area of Political Science, the Review Team examined the 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). Since the last review of 2014, a number of changes to the programme were made which included: improved and implemented outcome measures for individual courses in accordance with the learning results of the curriculum, the widening of regional studies and some re-sequencing [SER, Introduction, para.12]

There are 15 subject modules covering: Theory of International Relations; Orientalism and Occidentalism in International Relations; International Conflicts and Their Management; History of War and Diplomacy; Studies of Defence Policy; International Law and International Organizations; State and Intelligence; Security Studies of the Indo-Pacific; War Studies; Diplomacy Studies; Foreign and Security Policy Analysis; Scientific Research Methodology; Nationalism, Migration and Regionalism in Europe; Master Thesis Seminar; Master Thesis. However, although the Review Team found that the study subject modules were spread evenly and their themes were not repetitive, they concluded that themes of the subject modules themselves were insufficiently specialised and comprehensive for this level of study.

The Review Team believe that while the courses mostly have an adequate level and scope, there are several areas of concern with regard to the curriculum design. First, although the curriculum contains courses on the History of War and Diplomacy (semester 1) and Diplomacy Studies (semester 3), it is not quite clear how the scope and focus of the programme overall is specifically designed to fulfil the aim of training officers in military diplomacy (instead of a more general education in security studies). This is not to say that the topics of the other courses are irrelevant to the achievement of the programme's aim, but the specific focus on diplomacy could be reflected much more clearly in the curriculum.

Second, the structure of the curriculum reveals a certain imbalance: most of the courses offer general introductions into different areas of International Relations ('Theory of International Relations', 'Diplomacy Studies', 'International Law and International Organizations', 'Foreign Policy Analysis') and Security Studies ('International Conflicts and their Management', 'Defense Policy', 'War Studies', 'State and Intelligence'), many of which seem to be roughly on the same level. This means that there appears to be little progression from the general to more specific.

Third, the more specialized subjects, however, such as 'Security Studies of the Indo-Pacific', 'Nationalism, Migration and Regionalism in Europe' or 'Orientalism and Occidentalism in International Relations', are few and narrow, and therefore do not appear to be representative of the most relevant applications of military diplomacy. In order to bring a better balance to the structure, the curriculum might therefore benefit from a reduction of the general introductory classes on the one hand and an expansion of specialized applications on the other, perhaps including electives with some degree of choice as to the field of specialization.

The placement of the course on 'Scientific Research Methodology' only in the last semester before the Master's Thesis seems too late for a programme whose aim strongly emphasizes research.

Students stated that the level of the introductory courses was not always sufficiently higher than the respective courses on BA level. They also reported considerable variation in the quality of courses, although this was largely dependent on the instructor. They did, however, strongly advocate courses with more reference to practical application. Since the last evaluation in 2014, there has been an increase in contact hours. [SER, Introduction, para.12]

As the curriculum is currently situated, it satisfies the more general requirements of the Descriptor in 'emphasizing the diversity of theoretical debates and approaches to international relations, complexity of the political world, and methodological tools for the examination of political phenomena'. [SER, 1,

para. 22] It is however more a question of how the current structure should achieve the deeper studies of war, the history of diplomacy and its contemporary practice in the fullest ways possible. Greater specialisation and less generality at this level is recommended towards achieving Master level content of higher, or exceptional quality and focus. The content of the subject modules need more consideration for them to be fully consistent with the type and level of studies at this level. The methods of the subject modules are appropriate for the achievement of the intended learning outcomes, in that interactive teaching methods and guest lecturers, some with considerable professional experience satisfy this criterion. For example, the Lithuanian Ambassador to the United States, the former Head of EUMS Intelligence Unit, the former Lithuanian Ambassador to Afghanistan, the former defence attaché to the United States and the Head of the State Security Department have all delivered guest lectures. [SER, 3, para. 42] Nevertheless, the scope of the programme, as illustrated above, is not quite sufficient to ensure the stated learning outcomes.

The competences required for research and paper writing according to the requirements of the Master's thesis preparation are conducted as the standard norm for this programme at Level 7.

Nevertheless, the Master study programme *Military Diplomacy* as it has been developed does however provide students with a comprehension of diplomacy and military impact, politics and decision-making, and equips them with different perspectives and approaches in relation to international development and the role of military diplomacy in some historical and contemporary perspectives. It does not fail in fulfilling the purpose of providing future leaders and does develop the graduates' critical and independent thinking. This can be demonstrated in the fact that all students are officers serving at the units and divisions of the National Defence System. [SER, Introduction, 13] In this sense the programme is not struggling to serve national needs. It is more a question of how the subject content and progression might develop towards higher levels of specialism and progression at Master level. The Review Team also believes that there should also be greater focus on Military Diplomacy itself.

The study programme only partly reflects the latest achievements in the field of *Military Diplomacy*. The module descriptions provided in Annex 1 are not of equal quality. In such relevance for the programme modules as Theories of International Relations, History of War and Diplomacy, Diplomacy Studies, Orientalism and Occidentalism in International Relations, as well as International Conflicts and their Resolution do not include the most recent studies and do not reflect sufficiently the on-going debate in the research community. While approximately half of the module descriptions appear to lack a sufficient number of supporting literature texts, that is, more than 5-7 sources to guide them into the most recent debate, in practice, every teacher prepares an expanded description of a module with a list of literature devoted to each separate topic of the curriculum. Thus, the lists of literature are much longer in reality, and include 10 to 30 items or more for each module. However, in such a relevant module as Diplomacy Studies, the most widely used authors as R.P.Barston, J.Melissen, J. Nicolson, P. Sharp, S. Riordan are missing. The methods course seems also to be very basic (literature includes advice on academic writing and general introductions) and not at MA level.

Notwithstanding the above points, there is sufficient levelness, scope and focus for the programme to achieve its stated aims, but this is not more than sufficient. It should also be mentioned here that there is very strong stakeholder support for the programme. The Review Team assesses this aspect of the evaluation as satisfactory.

2.3. Teaching staff

The composition of teaching staff at the GJŽLKA meets the requirements of the Ministry of Education and Science of Lithuania. The most important indicators are as follows: a) 80% of teachers should have doctoral degrees; b) 20% should be professors employed for the implementation of the second

cycle study programme. In terms of the first criteria, 9 staff members are holders of PhD and 3 are practitioners with unique experience in their fields. [SER, 3, para 42; SER, 3, Figure 1] The second criterion is fully met. The qualifications of the teaching staff are adequate to ensure learning outcomes.

In total there are 12 faculty members and amongst them 73% are professors or associate professors. [SER, 3, para 41] The number of the teaching staff is adequate to ensure learning outcomes. Even if three staff members are not holders of PhD degree they are highly qualified and experienced practitioners which makes the MA programme more diverse and enhances specific knowledge of military and defence issues delivered to students. During the discussions with students they emphasized the relevance of study courses delivered by practitioners who combine theoretical and empirical perspectives. Since students of this programme in the future will be employed by the Ministry of Foreign Affairs and the Ministry of Defence, the balanced combination of those two perspectives included in the study programme is well justified. The list of CVs of teaching staff [Annex 3] illustrates that qualifications of the teaching staff are adequate to ensure the implementation of the study programme. At the same time students expressed interest in diversification of teaching methods beyond conventional ones, such as more interactive methods. Students also indicated the need in attracting more visiting and guest lecturers.

The strong aspect of the programme is that almost 80% of the faculty are full-time lecturers. It means that the programme is self-sufficient and self-sustainable. Part-time teachers are also committed to long-term engagement in the teaching process.

In terms of age of staff the distribution of different age groups is even. 46% of the faculty are up to 40 years of age; 27% are between 40–50 years of age; 18% are between 50–60 years of age and 9% above 60. [SER, Figure 2] Since the last review more middle and younger age staff members have been recruited. The ratio of teaching staff and students is 1:2: this ensures individual approach to each student. [SER, 3, para 43].

There is no recent evidence indicating any staff turnover. The current staffing of 12 faculty members is able to ensure the necessary provision of the programme. Specialists have been invited from affiliated institutions to import their practical and professional knowledge of the study subjects to *Military Diplomacy*. [SER, III, para. 42] Details of involved specialist personnel are stated earlier in this section.

In terms of professional development, art and research, there are several activities offered by the GJŽLKA for fostering professional development of the teaching staff, including participating in different courses, especially related to efficiency of teaching and research methods and courses on oratory and the education of adults. [SER, 3, para.47] Teachers are supported financially if they express willingness to participate in the international conferences. Concerning individual enterprise, eight permanent lecturers of the *Military Diplomacy* study programme presented 51 reports, including 21 (41.18%) and 30 (58.82%) reports at national and international conferences respectively. Just under half of the presentations were given in Lithuania and the majority in various European countries, Asia and the USA. For example ‘Searching for Reflective Armed Forces: A Lithuanian Civil-Military Relations Perspective’ was presented in Chicago in 2015 and the paper ‘Security Situation in the Baltic Sea Region and Expectation before Warsaw Summit: View from Lithuania’ was presented in Berlin in 2016.

Almost all teaching staff members are engaged in research directly related to the study programme. In total the numbers participating in international conferences is convincing, in that 22 overseas countries have been visited. [SER, 3, Figure 4] The GJŽLKA does not have a system supporting joint research projects within the institution. This leads to the situation that full-time teachers search for individual projects but part-time teachers are not fully integrated into academic and research community of the

Academy. Teaching staff were critical about the complicated project management system and low administrative support to the projects brought within the GJŽLKA from outside. Statistics show that the number of research projects decreased from 9 in 2012 to 1 in 2015. [SER, 3, Table 7] Lack of coordination of research activities within the GJŽLKA does not allow the integration of students into research beyond their MA thesis. The Review Team believes that GJŽLKA could more actively use the presence of NATO Energy Security Centre of Excellence for research but also for achieving teaching goals.

Military Diplomacy 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 for this second-cycle programme is good.

2.4. Facilities and learning resources

Overall The Review Team assess the teaching facilities of the Academy to be sufficient to implement the *Military Diplomacy* study programme.

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 finishing the reconstruction as soon as possible, to make sure 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 The Review Team recommends the upgrading 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. 49] Master students are however able to use resources as best suits their individual needs.

According to the civilian teachers they do not have designated individual offices. The Review Team recommends that the senior management finds an appropriate office for the civilian teachers, to enhance the feeling of fuller membership 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 is 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. 50]

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 workplace 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 students can book or arrange group study spaces and have conversations and discussions about their ongoing University seminars or home assignments. There are no students' professional practice arrangements for this programme as all participants are otherwise wholly engaged with military-related employment. Suitable professional practice facilities are however available which include study visits to other national universities.

The library of the Academy is 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. Since the last evaluation in 2014, the library has been modernised.

The library offers both the required scholastic materials and the electronic materials that students would need for their study. If the students do not find the needed material, there are library staff present for sufficient hours per day to help them find their way and help them with online access, reserving books and other materials. [SER, 4 para. 53] 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. 53]

According to the SER group and the Librarian, a planned new library building had been postponed for several years. The Review Team recommends the Academy makes an assessment if a new building is needed or if present library can undergo a reconstruction and still fulfil the need for the teachers and students. [SER, 4 para. 54] The current building seemed adequate to the Review Team.

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

To widen access, from September 2016, civil servants, contractors and servicemen of all ranks have been allowed to apply for the Master study programme. Applicants from non-statutory institutions are not accepted because the studies are funded from the National Defence System budget and are free of charge. [SER, Introduction, para.12]

Concerning admission, the admission requirements are well-founded according to the following precepts and procedures. The admission procedure may be considered as specific one: since the study programme is designed for the National Defence System public service employees and professional military service servicemen who have permission from the Advisory Commission on Servicemen Selection to access courses and studies organized by The General Jonas Žemaitis Military Academy of Lithuania, approved by the Order No. V-1009 of 6 October 2011 of the Chief of Defence of the Lithuanian Armed Forces. [SER, 5, para. 55]

The admission requirements can be found in Register of Legal Acts and on the website of the Academy. Applicants should have a relevant Bachelor's degree in Political Science, International Relations or International Law. The additional points system is also clearly explained. All related information can be found on the website of institution, and if necessary, confirmed in the consultations with The Division of Studies of the Academy. [SER, 5, para. 56 – 58]

The number of accepted students remains basically the same each year. Admission averages of admitted applicants have no vast difference either when taking into account different years. [SER, 5, Table 8]. Between the years 2012-2015 the average has been 30.

The study process is organized in sessions. There are periods of 4-6 weeks twice a year, where servicemen are exempt from the service to attend the seminars and lectures. During contact hours, lecturers provide students with consultations and assess students' knowledge acquired during self-study. To ensure the quality of studies and interaction between students and teachers, the academic groups are small (up to 15 students). [SER, para. 60-62] As it was noted by students during interview, the self-study periods are considered to be the basis of the studies, while in the sessions the main issues are being discussed. Students also positively reflected about the fact that the schedule of such sessions is set in advance and change only slightly so they can plan their professional activities ahead. The organisation of the study process ensures an adequate provision of the programme and the achievement of the current learning outcomes.

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.

Studies are completed with a Masters' thesis which is reviewed by the group of experts who are appointed by the Department of Political Science and approved by the Commandant of the Academy and defended by a student. This programme is generally characterized by a high percentage of students completing it every year (93%). [SER, V, para. 59]

Concerning participation in research activities, although it has been made clear in Section 3 that lecturers are active researchers and participate in scientific research projects and conferences, there is no evidence that M-level students are involved. Virtually all the students' research is focused on the research for Master's studies. [SER, 5, para. 69] There is more room for student scope here, depending on their overall, demanding commitments. The Curriculum Resource Centre does offer advice to students by consultation. The Students' Research Society was established by International Relations students, but generally due to the busy schedules, Master students generally have little time for additional research activities.

During the meeting, the representative of NATO Energy Security Centre of Excellence, which is located right in the campus, was very enthusiastic about promoting the relationship between Academy and Centre. This could possibly affect and improve students' research opportunities.

No mobility programs are offered for students, since they all are part-time students. Although it was underlined that lectures are sometimes given by foreign visiting lecturers. [SER, 5, para. 71]

Student support includes: paper or digital syllabuses with all the necessary information concerning various aspects of the study programme, individual lecturers' consultations, methodological guides with recommendations for academic papers writing. Master thesis supervisors and seminars are provided. The Curriculum Resource Centre is considered to be main supporter of students, because all study-related methodological materials and information are distributed there. All the study-related consultations may be held during its working hours. [SER 5, para. 70] As it was noted in interviews, the relatively small community of the Academy allows promoting face-to-face communication between administration and students. Students agreed that due to this fact they can access the necessary support readily and easily. Concerning social support, the SER states that lecturers aim at providing students with adequate support, not merely lecturing. [SER, 5, para.61]

The evaluation of study performance is regulated by The General Jonas Žemaitis Military Academy of Lithuania Cadets' Knowledge Evaluation System approved by the Senate of the Academy and Rules of Procedure of the Academy. [SER, 5, para. 68]

The assessment system of students' performance is clear and adequate, but not publically available on the Academy's website. A cumulative evaluation system is used to assess students' performance. All the details and issues concerning the assessment are explained during the first lecture. The examination period is set well in advance, although examinations might fall within the period of two days in the schedule. In case of failure, these may be retaken no later than during the first 4 weeks of a new semester. A failed examination is considered as an academic debt, and if a student fails an examination for a second time, the only one exception is through the permission of the Commandant of the Academy who may allow a further sitting. If student does not succeed, either through repeated failure, cheating or plagiarism he/she is excluded from the institution. An appeals procedure is in place. [SER, 5, para. 64-67]

The employment of graduates is a straight forward process since all the students enrolled in this MA course are professional military servicemen. The Master degree allows them to continue their careers in the national defence system. [SER, 5, para. 72-3] As noted by the very vibrant stakeholders, graduates with academic, military and leadership skills gained in *Military Diplomacy* programme are not only necessary in Lithuanian defence system, but also ready to meet the world in its current difficulties, when and where necessary. Therefore, the professional activities of the majority of graduates meet the programme providers' expectations.

Graduates mostly had good feedback about the MA course and affirmed that it contributed well to their knowledge and skills. The Review Team agreed that in this section of the evaluation, the study process and students' performance assessment for the *Military Diplomacy* programme is good.

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: the *MA in Military Diplomacy* 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 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, paras. 75-77] Staff issues, particularly underperforming staff are dealt with by the Commandant. [Initial meeting with the Commandant]

There is a quality assurance system in place as out 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. 79] 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 defense of final theses. [SER, 6, para. 81]

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 stakeholders and 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. Students' feedback on curriculum is collected on a systematic basis to provide new and necessary inputs for the teaching staff. Students' 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. [SER, 6, para. 85] These changes include different teaching methods and updating courses. This demonstrates how the outcomes of internal and external evaluations of the programme are used for improvement.

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. [SER, 6, para. 86] This process was fully explained by the Commandant in his initial meeting with the Review Team, who regarded it as good practice.

All information related to the study process is collected by the Division of Studies. The Division holds graduate surveys and round-table discussions with employers, who are representatives of the Lithuanian Armed Forces' units. They also evaluate graduates' competences. Included in the 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. [SER, 6, 84] 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, 1, para.2]

The Academy has striven to achieve workable systems which, as they appear, show very clearly the Commandant's intention to create a strong programme at Master level. In considerable conviction he expressed this eloquently to the Review Team and explained the difficulties of unifying military and civilian systems, acknowledging some inevitable tensions between the two, but, however, this is not an issue at Master Level because of the well-developed systems which cater more individually for military personnel as Master students. Since the last evaluation of 2014, the Academy has renewed its belief in the value of self-evaluation. [SER, Introduction, para. 8]

The *Military Diplomacy* programme is managed to the satisfaction of its students. In interview, they spoke about their contentment with its provision, which enables them to pursue a career while pursuing their studies. No problems were encountered with teaching, availability of teaching staff and timetabling. Like the stakeholders, they spoke of the value of the higher learning they were gaining, the quality of the programme and the indispensable competences they were gaining. Stakeholders, who are involved in evaluation and improvement processes, as described above, believed the training and education graduates received rendered them ready to take on heavy and complex tasks. The Review Team does not believe that the curricular limitations the Review Team outlined in section 2 of this report are due to poor or unsatisfactory management. All other sections of the Academy's work discussed in this report are discernibly stronger. The evidence here confirms that the internal quality

assurance measures for this programme are effective and efficient. The management of *Military Diplomacy* is considered good.

III. RECOMMENDATIONS

1. Review the curricular content in respect of:
 - strengthening the focus on Military Diplomacy in the curriculum design;
 - changing the balance between general introductory and specialized courses and offering a broader scope of specialized topics;
 - improving the progression from general introductory to more advanced and specific topics;
 - ensuring a sufficiently 'advanced' level of introductory courses;
 - strengthening the practical focus through the engagement of experienced instructors;
2. Develop stronger coordination for MA research;
3. 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 work 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 7. Master students were only recently enrolled and it was considered unfair to ask them about the significance of their learning outcomes. The Review Team were impressed with the Master Students, their confidence about the transformational power of advanced learning and the competences it provides for career development and indeed personal development.

The content of the programme has broad educational principles and is dedicated to the twinned-fields of academic study and professional practice as an officer in the military. *Inter-alia*, the Review Team would like to see a greater level of specialism, more on Military Diplomacy itself, stronger evidence of progression in the overall curriculum and attendance to the scope and focus of the programme. Equally, attention should be given to the balancing of courses, attendance to the narrowness of the current specialist subjects, a reduction of the general introductory classes, a corresponding expansion of specialist applications, assurance that any introductory courses are at M-level and the employment of courses with more practical application. These are outlined in Section 2 and in the recommendations above.

In total there are 12 faculty members and amongst them 73% are professors or associate professors. Even if three staff members are not holders of PhD degree they are highly-qualified and experienced practitioners which makes the MA programme more diverse and enhances specific knowledge of military and defence issues delivered to students. During the discussions with students they emphasized the relevance of study courses delivered by practitioners who combine theoretical and empirical perspectives. Since students of this programme in the future will largely be employed by the Ministry of Foreign Affairs and the Ministry of Defence, the balanced combination of these two perspectives and destinations included in the study programme is well justified. Experts in the field as teachers are of particular importance to Master students.

Concerning resources, they are all considered by the Review Team to be largely 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, plans have been

made for a new library building. The Review Team did not find any difficulty with the existing building. The Master programme is smaller and students are able to use resources in a freer and personal way and make use of them as best suited to their needs.

The study process is organized in sessions. There are periods of 4-6 weeks twice a year, where servicemen are exempt from the service to attend the seminars and lectures. To ensure the quality of studies and interaction between students and teachers, the academic groups are small (up to 15 students). Students positively reflected about the fact that the schedule of such sessions is set in advance and change only slightly so they can plan their professional activities ahead. Much of students' research work is geared towards preparation for the Master thesis. Military staff also spoke of the need for Masters' graduates as future teachers in the Academy.

The Curriculum Resource Centre does offer advice to students by consultation. The Students' Research Society was established by International Relations students, but generally due to the busy schedules, Master students generally have little time for additional research activities.

Programme management is well-organized both in its presentation and function. There is a quality-assurance process 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.

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

This second-cycle programme could have an excellent future, especially with a revitalised curriculum. Its potential is considerable and highly valuable to Lithuania in current times. The enthusiasm of employers and stakeholders was noted as a particular facet of external consumer satisfaction. They expressed unwavering support towards the Master graduates of the General Jonas Žemaitis Military Academy of Lithuania.

V. GENERAL ASSESSMENT

The study programme *Military Diplomacy* (state code – 621L20001) 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	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	17

*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 ANTROSIOS
PAKOPOS STUDIJŲ PROGRAMOS *KARINĖ DIPLOMATIJA* (VALSTYBINIS KODAS
– 621L20001) 2016-12-07 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-231 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

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

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

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Kalbant apie žinias, studijų programos tikslai ir studijų rezultatai yra tinkami pažintine, profesine, technine ir socialine prasmėmis. Juos parengė ir remia Akademijos dėstytojai; jie atitinka Europos ir Lietuvos kvalifikacijų sąrangų septintąjį lygį. Studentai į magistrantūros studijas priimti neseniai, todėl nesąžininga būtų jų klausti apie studijų rezultatų reikšmę. Vertinimo grupė buvo sužavėta magistrantūros studijų studentų, jų tikėjimo pažangaus mokymosi pertvarkos galia ir kompetencijų, kurių jie įgyja rengdamiesi karjerai ir tobulėdami asmeniškai.

Studijų programos turinys yra pagrįstas plačiais ugdymo principais ir skirtas pareigūnams rengti sudvejintomis kryptimis: tai akademinis mokymas ir profesinė praktika. Inter alia, ekspertų grupė norėtų matyti, kad būtų plačiau nagrinėjama pati karinė diplomatija, būtų pasiekta didesnė pažanga įsisavinant visą studijų turinį ir atsižvelgta į studijų programos apimtį bei akcentuojamus dalykus. Be to, dėmesys turėtų būti skiriamas dalykų pusiausvyrai, esamų profesinių dalykų siaurimui, bendrųjų įvadinių užsiėmimų skaičiaus mažinimui, atitinkamai profesinių taikomųjų dalykų plėtimui ir siekiama užtikrinti, kad visi įvadiniai kursai atitiktų magistrantūros studijų lygį ir į kursus būtų įtraukta daugiau praktinio pritaikymo. Tai nurodyta 2 skirsnyje ir rekomendacijose.

Iš viso fakultete dirba 12 darbuotojų, iš jų 73 proc. yra profesoriai arba docentai. Net jei trys personalo nariai neturėtų mokslinio daktaro laipsnio, jie būtų labai kvalifikuoti ir patyrę praktikos specialistai, kas magistrantūros studijų programą daro įvairesnę ir stiprina karinių ir gynybos klausimų, kurie dėstomi studentams, konkrečias žinias. Per diskusijas studentai pabrėžė praktikų dėstomų dalykų aktualumą, kai sujungiamos teorinės ir praktinės žinios. Kadangi šios studijų programos studentai ateityje daugiausiai dirbs Užsienio reikalų ministerijoje ir Krašto apsaugos ministerijoje, šių abiejų aspektų derinimas ir tikslai, įtraukti į studijų programą, yra tinkamai pagrįsti. Dėstantys šios srities specialistai yra ypač svarbūs magistrantūros studentams.

Vertinimo grupės nuomone, visi ištekliai iš esmės yra tinkami. Ekspertų grupė rekomenduoja kuo skubiau užbaigti rekonstrukcijos darbus, kad visos naudojamos auditorijos būtų atnaujintos ir tinkamos studijoms. Vertinimo grupė įvertino, kad daugumoje auditorijų kėdės ir stalai yra pasenę. Pagrindinė biblioteka yra aprūpinta pakankamai gerai, kalbant apie duomenų bazes ir bendruosius išteklius. Studentai yra patenkinti šiomis patalpomis. Buvo planuojama statyti naują bibliotekos pastatą, tačiau vertinimo grupė nemano, kad esamas pastatas yra blogas. Magistrantūros studijų programoje yra mažiau studentų, todėl jie gali laisviau ir asmeniškai naudoti išteklius taip, kaip geriausiai atitinka jų poreikius.

Studijos organizuojamos sesijomis. Jos trunka po 4–6 savaites du kartus per metus, tarnautojai atleidžiami nuo tarnybos ir gali lankyti seminarus bei paskaitas. Siekiant užtikrinti studijų kokybę ir studentų bei dėstytojų sąveiką, akademinės grupės yra mažos (iki 15 studentų). Studentai teigiamai atsiliepė apie tai, kad tokių sesijų grafikas yra sudaromas iš anksto ir keičiamas nežymiai, tad jie gali iš anksto planuoti savo profesinę veiklą. Studentų tiriamojo darbo didžioji dalis yra orientuota į magistro baigiamojo darbo rengimą. Karinis personalas taip pat minėjo, kad būtina, jog magistrantūros studijas baigę absolventai liktų dirbti dėstytojais Akademijoje.

Metodinės medžiagos centras studentams siūlo konsultacijas. Studijų programos *Tarptautiniai santykiai* studentai įkūrė Studentų mokslinę draugiją, tačiau dėl įtemptų tvarkaraščių magistrantūros studijų studentai paprastai turi mažai laiko papildomai mokslinių tyrimų veiklai.

Programos vadyba organizuota gerai jos pateikimo ir funkcijų prasme. Veikia kokybės užtikrinimo procesas, vertinant studijų programą dalyvauja studentai, dėstytojai ir dalininkai. Vyksta diskusijos kokybės užtikrinimo klausimais, gaunamas grįžtamasis ryšys ir atsizvelgiama į studentų pastabas. Vadas kryžkelėje – puikus forumas studentams pasisakyti.

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

Ši antrosios pakopos studijų programa gali turėti puikią ateitį, ypač atnaujinus studijų turinį. Ji turi didelį potencialą ir šiuo metu yra naudinga Lietuvai. Pastebėtas darbdavių ir dalininkų entuziazmas rodo tam tikrą išorės vartotojų pasitenkinimą. Jie išreiškė tvirtą paramą Generolo Jono Žemaičio Lietuvos karo akademijos magistrantūros studijų absolventams.

<...>

III. REKOMENDACIJOS

1. Apsvarstyti studijų programą šiais aspektais:
 - sustiprinti karinės diplomatijos aspektą studijų programos turinyje;
 - pakeisti bendrųjų įvadinių ir specializuotų dalykų pusiausvyrą ir pasiūlyti didesnę specializuotų dalykų pasirinkimą;
 - gerinti pažangą pereinant nuo bendrųjų įvadinių prie pažangesnių ir konkretesnių temų;
 - užtikrinti pakankamai pažangų įvadinių dalykų lygį;
 - sustiprinti praktinę dalį, įtraukiant patyrusius instruktorius.
2. Užtikrinti geresnę magistrantūros studijų tiriamojo darbo koordinavimą.
3. Sukurti glaudesnę bendradarbiavimą su NATO Energetinio saugumo kompetencijos centru (kiek įmanoma įvairesniais būdais).

<...>

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)