STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Generolo Jono Žemaičio Lietuvos karo akademijos
STUDIJŲ PROGRAMOS *VISUOMENĖS SAUGUMAS IR GYNYBA (valstybinis kodas - 621S20001)* VERTINIMO IŠVADOS
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EVALUATION REPORT
OF *PUBLIC SECURITY AND DEFENCE* (*state code - 621S20001*)
STUDY PROGRAMME
at The General Jonas Žemaitis Military Academy of Lithuania

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Išvados parengtos anglų kalba
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Studijų programos pavadinimas	*Visuomenės saugumas ir gynyba*
Valstybinis kodas	621S20001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Visuomenės saugumas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Ištęstinė (2)
Studijų programos apimtis kreditais	98
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Visuomenės saugumo magistras
Studijų programos įregistravimo data	2012

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Public Security and Defence*
State code	621S20001
Study area	Social Sciences
Study field	Public Security
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	98
Degree and (or) professional qualifications awarded	Master of Public Security
Date of registration of the study programme	2012

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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.	Feedback questionnaires filled in by students
2.	List of teaching staff for each semester

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

The Lithuanian Military Academy is a higher education institution which prepares officers and other security specialists according to the needs of the state. The overall goal of the Study Field is to train officers and develop their leadership qualities by providing them with professional competencies necessary to serve in the army in different situations.

The Academy is a unique higher education institution in Lithuania being directly accountable to the Ministry of Defence. Being a constituent part of NDS, the Academy strategically follows the guidelines of the Minister of National Defence and the doctrines of the Lithuanian Army. However, the Law on Education and Science and other regulations of higher education are followed as well.

The Academy Commandant has the authority and the rights of the Rector and traditionally heads the Academy. The Academy Commandant incorporates the functions of the commander of the military unit and the authority regarding university studies and research, and is the most important leader at the Academy, influencing the development and direction of the organization, responsible for the distribution of resources and employment of personnel. The Vice-Rector for Studies and Research leads the university studies and research.

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 *19th April, 2016.*

1. **Ms. Krista Haak (team leader)**, *Project Leader of the Twinning project in Kosovo Academy for the Public Safety, Vice-Rector for the Academic Affairs (until June 17, 2015), Estonian Academy of Security Sciences, Estonia.*
2. **Prof. Dr. David J. Galbreath,** *Professor of International Security, Department of Politics, Languages and International Studies, University of Bath, United Kingdom.*
3. **Mr. David Klemmensen,** *Instructor in charge of the Maritime Security Officer Train, The Trainer course, "Maersk Tankers", Denmark.*
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Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The primary aim of the Academy focuses on the provision of higher education corresponding to contemporary military needs in accordance with the career system created by the Ministry of Defence. The aim of the study programme for 'Public Security and Defence' is to prepare a competent officer able to think critically and an employee of a statutory body having knowledge of social processes, tendencies of modern society development in the context of national security, basics of national security policy and having the ability to analyse national security threats and deal creatively with the tasks of national security strategy and defence implementation. This aim of the programme is also available on the webpage of the Academy.

The overall aim of the programme is understandable. Based on the SER, the interview with the Commandant and the content of the curriculum, the abovementioned aim corresponds to the overall objective of the Academy, and the programme aims are in accordance with public needs. However, the aim of the study programme is not available in the curriculum provided to the experts (Annex 1_Structure of the Study Programme and Description of the Subjects). In addition, the aim is described differently in different paragraphs (for example paragraphs 8 and

17 in SER). At the same time, the aim of each module separately is more clearly defined and described in the in the study programme.

There is no evidence of the general learning outcomes of the programme. Also, general learning outcomes are not publicly accessible. At the same time, the study results (not named as learning outcomes) of each module are described in Annex 1 (Annex 1_Structure of the Study Programme and Description of the Subjects).

It can be concluded that the general learning outcomes of the programme are not clearly defined in SER, Annex 1, or in any other document, which was provided to the experts. The content of the learning outcomes in each module is more or less understandable, but they are not always formulated in the style of learning outcomes (for example "to introduce students to information security organization"; "to provide students with knowledge of legal responsibility for violation of information security requirements"; *module Information Security Studies*). Based on a pedagogical understanding, learning outcomes should describe the expected achievements of the learner at the end of the module (what he/she is able to do), but these particular examples (and many others in the curriculum) do not follow the concept of learning outcomes.

The study programme corresponds to the needs of the career system in the military forces, preparing officers according to the national and international security needs. During the meeting with social partners, it was many times mentioned by the representatives of the Ministry of Defence of Republic of Lithuania that the need for graduates is very big and will even increase in the future.

The programme aims and learning outcomes are mostly based on the academic and professional requirements and public needs, according to the information provided in SER and interviews with the stakeholders.

According to the career planning strategies of the Ministry of Defence, the number of study places are offered for admission, and approved by the Minister every year. The studies offered within the particular study programme are a part of the officer career development system, which enables continuous personal development and promotion. The study programme seeks to prepare specialists not only for the National Defence System but also for other statutory organizations ensuring national security, according to the concept of state security and defence policy.

The aims of the programme are in accordance to the Labour Market needs and the study programme has a clear order for admission from the Minister of Defence. However, very limited number (3) of students has been admitted from other state institutions ensuring national security. Recently, no students have been admitted from other statutory organizations according to the decision of the Ministry of Defence. This decision limits the implementation of the overall aim of the programme and does not fully correspond to the concept of preparing specialists in the field of national security. It also stayed unclear how the Ministry of Defence assesses the training need and what is the base for admission quota.

The aims and expected leaning outcomes of the study programme are set in accordance with the requirements for qualification degree of the second-cycle studies. The Academy uses the ECTS system, promotes student and teacher mobility, and enables students to apply flexible forms of learning. The programme in general defines study results and the composition of the curriculum is mostly aligned with the requirements of the European Higher Education Area.

In general, the programme aims and learning outcomes are consistent with the type of studies, and the study programme follows the principles of the Bologna Process and other provisions of

the European Higher Education Area. However, the study programme illustrates the remarkable imprecision in how learning outcomes are defined and assessed.

The programme aims and learning outcomes are mostly consistent with the level of studies and the level of qualification offered (level 7 according to EQF), although the level is not defined or properly mentioned in the SER or in the meetings.

The learning outcomes are generally consistent with level 7 in the European Qualification Framework. Verbs and expressions like "ability to think broadly", "ability to evaluate critically", "ability to analyse the changes", etc. are used, which refer to level 7. At the same time, verbs like "manages", "develops", "solves", etc. (based on Bloom's taxonomy) are not used to describe outcomes relevant to managerial competencies, which is a requirement on level 7.

The name of the programme, its learning outcomes, content and the qualifications offered are fully compatible with each other. It is obvious that the programme content and learning outcomes are in correspondence with the expected future career of the officers in national or international security and defence field.

2.2. Curriculum design

In general, the curriculum is designed according to EU requirements by being divided into modules, subject volume is calculated in study hours, aim of the subjects is described and general study results are defined.

The basic EU requirements for curriculum design are met. However, the general section of the curriculum is missing fully (total number of credits, overall aim of the programme, general learning outcomes of the programme, requirements for admission and completion of the programme, etc.). The quality and style of different modules in the study programme is varying. Some modules are more clearly formulated as outcome-based, containing "study programme results", others are more described as topics and only "aims of the study programme" are stated (comparison of modules *National Defence in Historical Perspective* and *Scientific Research Methodology*). Also, there are several minor mistakes in the programme. For example, module *Contemporary Society Studies* states in volume description that there are 20 contact hours for lectures, but while describing the content, is indicates 18 contact hours for lectures.

The content of the modules and learning outcomes is understandable and it is noticeable in separate subjects. General aim of each module is specified with a list of expected outcomes.

Although the learning outcomes are only implicit in the documentation, it is difficult to understand the difference between the outcomes as listed under the aim of the module, and the study results as formulated in the table under them. Their content is similar, but remains unclear which are the exact learning outcomes of the module. Also, the description of learning outcomes in each module does not follow the same style. Some are defined as activities by using verbs "to introduce" (*Terrorism Studies*), some describe the general knowledge of something (*Sustainable Development of the State*), some are described as abilities to do something (*War and Peace Studies*). It is also unclear what is meant by "Study programme results" in each module, while at the same time "Study module results" are described next to it.

The general evaluation strategy of each module is described shortly and module evaluation criteria are based on the Law, where students' knowledge is evaluated using a ten-point evaluation system.

Basic requirements for the assessment of the module are met, but the criteria for assessing each learning outcome separately are missing fully. Therefore it is impossible to assure, that each learning outcome has been achieved (the threshold criterion for each learning outcome has been exceeded), and the final assessment of the module is seemingly imprecise and subjective.

In reference to Higher Education Order 'Approval of the general requirements for master degree study programmes' No V-826 of 3 June 2010, the curriculum design meets legal requirements through its focus on security and foreign affairs modules which are pertinent to a MA in Public Security (Item 3). This curriculum is reviewed on a regular basis (Item 9) and prepares 'students for independent research (art) work or any other work that requires scientific knowledge and analytical skills' (Item 4). Furthermore, there was a clear rationale for credit loads (Item 8) for each module as they pertained to the MA programme. The degree consisted of 90 credits, with 60 dedicated to taught elements and 30 dedicated to the final thesis (Item 17.2). No more than 5 subjects were taught per semester (Item 18). In conclusion, the curriculum meets legal requirements.

The general structure of the programme is logical, including both compulsory and optional modules (based on the interviews). The following modules represent a comprehensive list submitted by the degree granting institution: Contemporary Society Studies; National Security and Prevention of National Security Threats; Scientific Research Methodology; Civic Education Studies; Intelligence Studies; Strategic Communication; War and Peace Studies ; Terrorism Studies; Information Security Studies; Sustainable Development of the State; National Defence in Historical Perspective.

The modules are spread evenly and offer only beneficial overlaps in terms of subject material for programme continuity. A review of the modules was performed based on Annex 1 'Structure of the Programme and Description of Subjects' submitted with the Self-Evaluation Review. However, there is no clear distribution of compulsory and optional modules in the programme.

The programme offers an in-depth post-graduate degree on national and public security. The programme structure as presented in Annex 1 and in the discussions with Teaching Staff, Students and Alumni further evidence that the study programme guarantees higher competences if compared to the first degree studies (No V-826, Item 16). There was evidence of an in-depth knowledge of the study area and the ability to use the acquired knowledge in their practical military or security environments based on the interviews with alumni.

In most cases, the content of the modules is consistent with the type and level of the studies. However, in some cases the study results described in the curriculum are described on too basic level for a Master level student – only by introducing the theories, providing students with basic knowledge of principles and strategies related to public safety, etc. (see Annex 1).

The programme content is very theoretical and in most cases, the study results refer to the "knowledge" of something. Internship module is fully missing in the programme, although it is not obligatory on Master level.

Little attention is paid to practical work in order to acquire new skills. In most cases, Master level students should learn to lead, develop, analyse, etc. different process, instead of getting basic theoretical knowledge only. The students also mentioned this weakness during the interview. At the moment, the programme offers very few opportunities for practice, but at the same time students can practice and implement the knowledge during their everyday work in the system.

The content of the modules is appropriate for the achievement of the intended learning outcomes. (See in particular the module descriptions in Annex 1). This was further evidenced in the meetings with teaching staff and students. Teaching/learning methods are limited, consisting mostly of lectures and seminars.

Although the content of the modules is adequate, a wider spectre of teaching/learning methods should be used for teaching the module. At the moment, mostly lectures, seminars and discussions are practiced. Also, self-study hours described in the module are remarkable, but the content and assessment of independent work is not described in any document.

In general, the scope of the programme is sufficient to ensure learning outcomes, as the learning outcomes are listed in the programme and module descriptions (Annex 1).

However, as has been indicated, there was little effort to indicate the learning outcomes to the students. Instead, there was often a conflation between aims, objectives and learning outcomes. This conflation was evident in Annex 1 as well as discussions with the Programme Directors and Teaching Staff. Also, different interest groups participate in the process of programme development (based on the interviews with students and employers), but they should be involved to a much larger extent in order to take into account the needs of social partners.

The content of the programme broadly reflects the latest achievements in science, art and technologies. The programme displays many of the current changes in the way that scholars and policy makers think about security in the world. The programme does well in looking at issues like 'strategic communication' and 'information security' not to mention 'terrorism', which are elements of this reflection of the latest achievements.

The range of subjects and their practical relation to the post-degree work expected from students is adequate. Current students and alumni all indicated their appreciation for the range and relevance of the subject matter to the degree. There is still space for further discussions about the changing nature of science and technology (related to the Future Operating Environment) at the broad politico-social level as well as broader discussions around international or global security.

2.3. Teaching staff

Based on the information given before the site-visit and based on the amendments presented after the visit, academic staff meets major legal requirements (number of PhD holders, percentage of Professors, etc.), also foreign lecturers participate in teaching process.

The study programme is provided by the staff who meets legal requirements. However, social partners participate in teaching only to some extent, and alumni are not involved in the teaching process at all. These numbers should be increased in order to bring state of the art knowledge and skills to the studies.

Based on CV´s provided, permanent academic staff is qualified in the study field. The teaching body of the study programme *Public Security and Defence* consists of competent specialists of Social Sciences and Humanities having a vast scientific, pedagogical and practical experience. All staff has extensive professional experience, being teaching for 10 - 25 years.

The qualifications of the teaching staff are adequate to ensure the learning outcomes. However, qualifications of social partners and alumni were not possible to assess, as CV´s were not

provided. More guest lecturers could be invited from institutes, think tanks, industries, also professors from other universities who are in town for research project/event for some lectures in order to give wider perspective of the subject area.

There is a reasonable amount of teaching staff available for teaching. Information provided additionally after the visit shows clearly how many academic staff members participate in the teaching process in each semester. The study programme has 15 lecturers in total, including 5 professors, 6 associate professors and 4 lecturers. The proportion of permanent staff and guest lecturers is also adequate – 70% to 30% (based on the interview).

Number of academic staff is adequate and on further evidence, there is an indication of small groups of team teaching, with the inclusion of guest speakers where available and appropriate.

There has been quite a large turnover of academic staff teaching the particular programme (ca 25% based on the additional information provided after the visit) during the implementation period of the programme. As teaching materials were not accessible to the team members in Moodle, it was impossible to assess to which amount the content of the teaching had changed, and what was the student feedback to the courses and instructors.

There is no clear evidence whether the teaching staff turnover is able to ensure the adequate provision of the programme. The assessment system of academic staff was not described during the interviews (although asked several times), and no data were provided to compare the satisfaction of students in case of academic staff turnover. Each lecture is defined by each teacher, but not assessed by the Academy in general. This can result in no "red line" through the lectures. The online Moodle programme was not sufficiently updated during the visit and the old online programme was not possible to enter as it was told "crashed". It is therefore not possible to assess if it is possible for the students to communicate sufficient with the instructors or if phone and email is enough.

The academy has a good cooperation with academic partners, both military schools and academic universities (national and abroad). Teaching staff shows a great satisfaction with the Academy, colleagues and the students. The teaching staff seems very dedicated to the institution. Attention is paid to lecturers' professional development, including participation in scientific conferences.

There is some evidence that higher education institution creates conditions for the professional development of the teaching staff. Although stated in SER as "to ensure proper implementation of the study programme, a lot of attention is paid to lecturers' professional development, including scientific and pedagogical competencies", there was no evidence for training courses in methodology for outcome -based curricula. None of the participants confirmed participation in any training related to development or assessment of learning outcomes. In addition, teaching staff should have their future career paths in mind and try to get the students in touch with relevant institutions/organizations; not only in the form of guest lectures but maybe also expeditions to their place of work and through career fairs etc. This will show the students the uniqueness of their programme and the commitment of the teaching staff.

Based on the information provided in SER and expressed in interviews, teaching and research are clearly linked - academic staff especially in military areas produce new textbooks, results of research are integrated into the studies, and students are involved in research activities. The Academy is taking part in national research programmes in the area of humanities, social sciences, and economy – all with an orientation towards national security.

Academic staff is involved in research directly related to the study programme and they participate in research activities (publishing books, participating in conferences, etc.) to adequate extent.

2.4. Facilities and learning resources

The Academy has proper teaching facilities and library for the implementation of the study programme. Material resources used for the particular study programme can be evaluated as sufficient for organizing efficient studies. Master students have a renovated lecture room (No. 413) with computer and data projector. The external evaluation team visited teaching facilities and the library, which unfortunately did not have any student at during the review.

The premises for studies are adequate both in their size and in quality for the size of the student body. The library offers both the required scholastic materials and the electronic materials that students would need for their regular study. However, it is noted that the students, who remain largely on active duty, spend short, punctuated times at the Academy and it is unclear how many students are using these spaces at any one time.

The teaching and learning equipment was established well for student results as well as for teaching staff use. While there is evidence that there has been traditional use of other Virtual Learning Environments (VLEs), there was considerable concern from the external evaluation team that were unable to see a full representation of learning material online either in the former VLE (ILIAS) or in the current Moodle system. Furthermore, the more reasons that were given for this lack of preparation the more unclear the reason became. The Moodle system has a great many features that well facilitate non-residential learning, as well as add-ons such as the Panopto systems that allow for teaching staff to record their lectures and upload to Moodle. Directing staff indicated that further investment in Moodle was taking place in the new academic year.

In general, the teaching and learning equipment for studies are adequate. Still, modern technology for distant learning is not used (recorded lectures for study purposes afterwards, interactive technology as simulations, SMART- board, etc.). Also, it was stated in SER that audio and video equipment is available in the classroom (p. 19), but there was no evidence of any video lecture carried out during the programme. Also, there is no evidence of proper e-learning environment. Moodle is in the process of implementation, but there is very limited number of data inserted in the e-learning environment. Academic staff is not trained to use Moodle in order to use its possibilities in full extent. Further training for teaching staff should be considered in this matter. Instead of e-learning environment, students are mostly using e-mails and phone calls for contacting the academic staff.

The institution has taken great care to extend learning environments to the students while they are otherwise employed through VLEs and weekend lectures and seminars. The degree to which these facilities could be used while on operational postings was discussed in the student and alumni meetings. Former and current students reported that they could use these facilities for their learning needs while deployed. To conclude, the institution has adequate arrangements for students' practice.

The library of the Academy is well equipped. Reading lists were presented in Annex and the majority of these readings were available for students electronically and in the library. All students reported good availability of teaching materials and from the students' perspective there are no issues with teaching materials.

In general, teaching materials, including textbooks, books, databases, and periodicals, are adequate and accessible to students. However, there are not enough textbooks available in the library (1 textbook to 4-5 students). According to the words of the librarian, additional textbooks are copied if needed. Experts have a concern over the use of large scale photocopying, which while may not be detrimental to students, raise particular legal questions around copyright. The experts are aware of the resource implications of expanding teaching materials. Further, there is concern that major research databases are available, but there is no training or information session available for students to teach them how to use research databases. Scientific journals published by the Academy, including: "*Lithuanian Annual Strategic Review*", "*Journal of Security and Sustainability Issues*", and "*War Archive*", represent high scientific quality and are good platforms for promoting the results achieved by Lithuanian scientists working in the areas covered by the Academy as well as for publishing works of foreign researchers cooperating with the Academy.

2.5. Study process and student performance assessment

The study process and students 'performance is one of the programme's strengths. Students are motivated and satisfied with the programme and its benefits of being unique, related to the public and labour market demands.

Admission requirements are understandable and accessible. In the meeting, students confirmed that the admission process is clear and they were able to find any information they needed. According to the data provided in SER, and based on the interviews with students, administration and alumni, it can be easily confirmed that the competition entering this programme is big. The number of entrants is almost 40 students, but there are only 15 students accepted. At the same time, the admission number is increasing. Thus, the programme could be defined as well-founded and clear for every prospective student.

The admission requirements are easily found in the Rules of Admission, which are published on the main webpage. The officers applying for this study programme are required to have two or more years of service experience in the Lithuanian Armed Forces and comply with the requirements of the programme, which confirms the high requirements for admission.

The study process is divided into three examination sessions, when students must take their exams or provide other tasks. According to the students, the timetable they usually have is accessible on the webpage or ILIAS (now – Moodle), and students are mostly satisfied with the schedules they get. Before the exam period, instructors are welcome to consult students in groups and individually. Instructors' office hours are accessible, clear and known for students. If students cannot come to group or individual consultations, they easily could contact lecturers by the e – mail, telephone or other social networks and all instructors are ready to respond and help students to solve their problems. Feedback is collected from students after every topic by filling the questionnaire, although no improvements were made based on the feedback (only some minor changes to the curriculum). It should be also mentioned that during the meetings with students and alumni, they were very positive about the programme and appreciated the knowledge and skills they gain here.

The organization of study process is not entirely adequate in this study programme and does not fully ensure the achievement of learning outcomes. The studies are organized mostly focusing on individual work. The information provided in SER shows that there are only 238 contact hours and 2310 individual self-study hours. The most important aspect of part-time studies is the opportunity for proper distance learning. As a result, all relevant information and learning materials should be easily accessible for students. In this case, experts missed the eligible

learning materials in Moodle. During the visit, it was impossible to open ILIAS (previous Academy e-learning platform) and in Moodle, there were lack of learning materials, which would be sufficient for students successful study performance.

Many students mentioned during the interview that they are overloaded with different responsibilities and lack time. As the programme is part-time, all students have their work, duties and studies as a part of their career. For that reason, it is hard for students to find time to be actively involved in other additional activities. On the other hand, composers of the SER highlighted that they do not pay much attention to encouraging students to participate in scientific research. Research and applied research activities should be a part of the study process, no matter if you are full-time or part-time student.

So far, students are not actively encouraged to participate in any supplementary research, artistic or applied research activities besides the master thesis. To achieve the highest level of learning outcomes, it is necessary for students to have opportunities to participate in research activities.

Students are not encouraged to participate in ERASMUS+ or any other student exchange programme. Furthermore, students are not interested in this kind of possibility because majority of students are on their service duties or work. Although students are not participating in mobility program, it is highlighted in SER that students have the opportunities to perform their duties abroad while participating in missions. During the study period, students are allowed to go abroad on the missions, but they have to return for the examination period, otherwise they usually take academic break. Furthermore, as students mentioned, it is challenging to be on active duty abroad and study, because of the individual study workload. It is worth to mention that students English language skills are quite good and it can be taken as advantage for seeking successful learning outcomes.

Students are not participating in student mobility programs, although theoretically the possibility is available for them. Still, the mobility should be more encouraged in order to increase the opportunities for knowledge sharing and acquiring new skills. If there are no realistic possibilities to participate in mobility programs, more guest lecturers from abroad should be invited.

There is good support system available for students based on SER and the interviews. Since the programme does not have a lot of face-to-face time, it is essential to have an effective virtual learning environment. During study process students could be advised online, by e-mail or on consultations, which are available before exams and in instructors' office hours. Furthermore, other specialist from different institution on their Master Thesis could consult the students. It was mentioned during the meeting with social partners that institutions usually help students by suggesting the relevant topic of their thesis or by providing the data or information they need.

Students have adequate academic and social support from the academic staff. There is still no current career advisor, but as students and alumni stated, Master studies are part of their career, to be familiar with career opportunities in military areas.

The assessment system is one of the weakest aspects of the curriculum as assessment criteria of learning outcomes are not described in the study programme or in any other implementation document. However, the Head of Humanities Department showed the draft of new Academy assessment criteria, which will be approved in June.

To conclude, the assessment criteria are not fully clear, adequate or available. There are several different methods of assessment used (verbal or non-verbal exam, essay, tests etc.) for student evaluation. However, there is no clear evidence how it has ensured that students achieve the learning outcomes, except the general grades from 1-10, which is described in each module and

the webpage. This assessment concept is accessible for students, though students and lecturers could not identify the assessment criteria for the grades they received. Experts were told that the students are introduced to the subject description and assessment during the first lecture, but the experts could not find evidence for that, as teaching materials in Moodle were not accessible.

All graduates are almost fully employed in the military area or similar, and the programme is part of their further officer career. A majority of students are captains or colonels and one alumnus is working as specialist in Ministry of National Defence of Republic of Lithuania, but all of them are looking forward for higher and more responsible positions in military or outside military system.

Professional activities of the majority of graduates meet the programme providers' expectations. However, it is not clear whether there are any career opportunities for graduates outside the military system.

2.6. Programme management

Based on the SER, the principle of subsidiary is applied to the study programme management and responsibility is allocated to all members of the academic community – students, lecturers, the Department of Humanities, the Division of Studies, and the Senate. The role of each partner is clearly and logically described.

To conclude, responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated according to the SER. The experts could not find evidence to that statement during the interviews due to time limits, but there is no reason to doubt in the description of the process by composers of the SER. However, it is difficult to understand, how there are several problems related to curriculum design, if the quality is monitored by many different people and Units.

Based on the SER, a complex assessment of the study programme quality is performed based on the study programme assessment methodology. The programme's objectives and learning outcomes are discussed with lecturers. The lecturers gather periodically and they update the study programme regarding their subjects every semester and periodically review full study programmes during the self-assessment of the Department. The students' opinion on the study programme and subjects are constantly shared during regular meetings with the heads of the departments.

Information and data on the implementation of the programme are regularly collected and analysed based on SER. However, the experts were not given any written proof about collecting and analysing the data for the implementation of the programme (except student feedback questionnaires), and staff members were giving different viewpoints related to the topic.

Feedback from the students is collected, but it is not clearly defined if or how the feedback is used to improve the programme. Also, data about feedback analyses are not provided in the SER. Based on interviews, a bigger improvement will be made in the coming academic year in the implementation of student feedback, but the interviewees could not define any concrete action for that. However, the students are not always informed of the actions taken to address issues raised or the reasons why something should not be done.

Also, the outcomes (recommendations) of the institutional accreditation have not been used in many cases for the improvement of the programme. For example, it was recommended that

formal systems to measure the effectiveness of quality assurance in all domains of activity (including management, research, and logistics) should put in place, and together with ensuring that students are informed of the results of evaluations and the actions. Unfortunately, there was no evidence of any formal system for the quality assurance during the visit. Also, it was *recommended to consider employing, on a regular full-time basis, a specialist for collecting and analysing statistical information related with all aspects of quality assurance effectiveness in all activities.* According to the information given by the management team, a quality specialist has been already employed and the team was even promised to meet the person. In later interviews, it came out that hiring a quality specialist is still in the planning phase, and there is even no current position in the structure. This sort of contradictory information given to the experts reduces the transparency and trustworthiness of the institution.

There is no clear evidence that the outcomes of internal and external evaluations of the programme have been used for the improvement of the programme.

Based on the SER, the quality assurance of the study programme is ensured by the programme partners as they participate in its development, evaluation and improvement of the programme. Based on stakeholders' proposals, changes have been made in the programme, which are mostly associated with the society's need to ensure the national security. Some changes were made based on the feedback and proposals of the students (optional courses).

In general, the evaluation and improvement processes involve stakeholders. However, it was not possible to define to exactly to what extent the stakeholders were involved in the improvement of the programme.

There is no evidence of clear and well-functioning system for internal study quality assurance in the Academy. There is lack of statistical analyses related to the study quality assurance issues as well as the evident identification of the person/unit responsible for conducting the analyses. The internal quality assurance system needs to be improved. Adequate and appropriate instruments need to be in place to measure the effectiveness of the quality assurance in each domain.

III. RECOMMENDATIONS

The Academy might usefully consider the explicit adoption of recommendations such as:

1. The aim and the learning outcomes of the study programme Public Security and Defence should be adjusted to the Descriptor of the Study Field of Public Security;
2. The general section should be added to the curriculum, which defines the exact aim of the programme, general learning outcomes, volume of the curriculum in ECTS, and basic requirements for admission and completion of the study programme;
3. The learning outcomes in each module should be specified, clearly structured, and formulated in proper style in a way that they describe the expected achievements of the learner at the end of the module (what the student is able to do);
4. Clear assessment criteria should be added in curriculum to evaluate the achievement of each learning outcome separately, which enables an objective assessment of the full module;
5. Verbs more applicable to level 7 in EQF should be used in describing the learning outcomes, so that managerial skills of the students would be better developed;
6. The study programme should be more open to other statutory organizations ensuring national security in order to prepare specialists not only for the National Defence System but for all institutions related to state security;
7. Social partners and alumni should be more involved in the teaching process in order to bring latest (newest) knowledge and skills to the studies;
8. Teaching staff should be offered trainings in contemporary pedagogy and methodology, which is needed for teaching and student assessment according to the concept of outcome – based curricula;
9. More resources should be made for the implementation of Moodle system and other forms of e-learning delivery methodologies should be developed and improved to reduce the workload of students. Also, further training for teaching staff should be considered to support them in use of modern e-learning platforms and methodologies;
10. An alternative solution should be found to make textbooks available for all students instead of large scale photocopying, which is strictly against copyright law;
11. Students should be supported to participate more actively in different research activities besides the Master thesis, and they should be encouraged to participate in student exchange programs;
12. A formal system to measure the effectiveness of quality assurance should be developed in all domains of activity (including management, research, and logistics). It should be ensured that students are informed of the results of evaluations and the improvement actions made;
13. A quality specialist should be employed on a regular full-time basis, for collecting and analysing statistical information related with all aspects of quality assurance effectiveness in all activities.

IV. SUMMARY

The overall aim of the programme corresponds to the major objectives of the Academy, and the content of the programme is in accordance with the professional requirements of the military system and the public needs. However, the aim of the study programme is not available in the curriculum provided to the experts and the aim is described differently in different paragraphs of the SER. There is also no evidence of the general learning outcomes of the programme and they are not publicly accessible.

In general, the study programme follows the principles of the Bologna Process and other provisions of the European Higher Education Area. The programme is divided into modules, subject volume is calculated in study hours, aim of the subjects is described and general study results are defined. The quality and style of different modules in the study programme is varying. Some modules are more clearly formulated as outcome-based, containing "study programme results", others are more described as topics and only "aims of the study programme" are stated. However, the study programme illustrates the remarkable imprecision in how learning outcomes are defined and assessed.

The description of learning outcomes in each module does not follow the same style. Some are defined as activities by using verbs "to introduce"; others describe the general knowledge of something, or are described as abilities to do something. It is difficult to understand the difference between the outcomes as listed under the aim of the module, and the study results as formulated in the table under them. It is also unclear what is meant by "Study programme results" in each module, while at the same time "Study module results" are described next to it. There is no clear distribution of compulsory and optional modules in the programme.

The general evaluation strategy of each module is described shortly and module evaluation criteria are based on the Law, where students' knowledge is evaluated using a ten-point evaluation system. Basic requirements for the assessment of the module are met, but the criteria for assessing each learning outcome separately are missing fully. Therefore, it is impossible to assure, that each learning outcome has been achieved and the final assessment of the module is seemingly imprecise and subjective.

The programme content is very theoretical and in most cases, the study results refer to the "knowledge" of something. Little attention is paid to practical work in order to acquire new skills. Although the content of the modules is adequate, a wider spectre of teaching/learning methods should be used for teaching the module. At the moment, mostly lectures, seminars and discussions are practiced. Also, self-study hours described in the module are remarkable, but the content and assessment of independent work is not described in any document.

Teaching staff shows a great satisfaction with the Academy, colleagues and the students. The study programme is provided by the staff who meets legal requirements (number of PhD holders, percentage of Professors, etc.), also foreign lecturers participate in teaching process. However, social partners participate in teaching only to some extent, and alumni are not involved in the teaching process at all.

Based on CV´s provided, permanent academic staff is qualified in the study field, having adequate scientific, pedagogical and practical experience. All staff has extensive professional experience, being teaching for 10 - 25 years. However, given the limitations of the evidence required, qualifications of social partners and alumni were not possible to assess, though positions and ranks were attained.

Attention is paid to lecturers' professional development, including participation in scientific conferences. There is some evidence that the institution creates conditions for the professional development of the teaching staff, but there was no evidence for training courses in methodology for outcome - based curricula. None of the participants confirmed participation in any training related to development or assessment of learning outcomes.

Academic staff is involved in research directly related to the study programme and they participate in research activities to adequate extent. Teaching and research are clearly linked - academic staff especially in military areas produce new textbooks, results of research are integrated into the studies, and students are involved in research activities.

The Academy has proper teaching facilities and library for the implementation of the study programme. The premises for studies are adequate both in their size and in quality. The library offers both the required scholastic materials and the electronic materials that students would need for their regular study. However, it is noted that the students, who remain largely on active duty, spend short, punctuated times at the Academy and it is unclear how many students are using these spaces at any one time.

The teaching and learning equipment is established well for student results as well as for teaching staff use. While there is evidence that there has been traditional use of Virtual Learning Environments (VLEs), there was considerable concern from the external evaluation team that were unable to see a full representation of learning material online either in the former VLE (ILIAS) or in the current Moodle system. In addition, academic staff is not trained to use Moodle in order to use its possibilities in full extent.

The library of the Academy is well equipped and teaching materials, including textbooks, books, databases, and periodicals, are adequate and accessible to students both electronically and in the library. Still, experts have a concern over the use of large scale photocopying, which while may not be detrimental to students, raise particular legal questions around copyright. There is also a concern that major research databases are available, but there is no training or information session available for students to teach them how to use research databases.

Students are motivated and satisfied with the programme and its benefits of being unique, related to the public and labour market demands. Admission requirements are understandable and accessible. The admission requirements are easily found in the Rules of Admission, which are published on the main webpage.

The study process is divided into two examination sessions, when students take their exams or provide other tasks. According to the students, the timetable they usually have is accessible on the webpage or ILIAS (now – Moodle), and students are mostly satisfied with the schedules they get. Instructors' office hours are accessible, clear and known for students and they have adequate academic and social support from the academic staff. During study process students could be advised online, by e-mail or on consultations, which are available before exams and in instructors' office hours. There is still no current career advisor, but as students and alumni stated, Master studies are part of their career, they are familiar with career opportunities in military areas.

Many students mentioned during the interview that they are overloaded with different responsibilities and lack time. As the programme is part-time, all students have their work, duties and studies as a part of their career. For that reason, it is hard for students to find time to be actively involved in other additional activities. So far, students are not actively encouraged to participate in any supplementary research activities besides the Master thesis. Students are also

not encouraged to participate in ERASMUS+ or any other student exchange programme. During the study period, students are allowed to go abroad on the missions, but they have to return for the examination period, or take an academic leave.

All graduates are almost fully employed in the military area or similar, and the programme is part of their further officer career. Professional activities of the majority of graduates meet the programme providers' expectations. However, it is not clear whether there are any career opportunities for graduates outside the military system.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated according to the SER. However, it is difficult to understand the reason for several problems related to curriculum design, if the quality is monitored by different people and units.

A complex assessment of the study programme quality is performed based on the study programme assessment methodology. The programme's objectives and learning outcomes are discussed with lecturers and data on the implementation of the programme are regularly analysed based on SER. However, the experts were not given any written proof about collecting and analysing the data for the implementation of the programme (except student feedback questionnaires), and staff members were giving different viewpoints related to the topic.

Feedback is collected from students after every course by filling in the questionnaires, but it is not clearly defined if or how the feedback is used to improve the programme. Also, data about feedback analyses are not provided in the SER. Based on interviews, a bigger improvement will be made in the coming academic year in the implementation of student feedback, but the interviewees could not define any concrete action for that.

The quality assurance of the study programme is ensured by the programme partners as they participate in its development, evaluation and improvement of the programme. Based on stakeholders' proposals, changes have been made in the programme, which are mostly associated with the society's need to ensure the national security. However, it was not possible to define to exactly to what extent the stakeholders were involved in the improvement of the programme.

There is no evidence of clear and well-functioning system for internal study quality assurance in the Academy. There is lack of statistical analyses related to the study quality assurance issues as well as the evident identification of the person/unit responsible for conducting the analyses. In many cases, the recommendations of institutional accreditation have not been used for the improvement of the programme.

In conclusion, the Academy is well-functioning higher education institution, which is able to continue the implementation of the Master's Degree Study Programme in Public Security and Defence. Still, there are several areas of improvement, which are described in the report and listed above as recommendations to the management and staff responsible for the programme development.

V. GENERAL ASSESSMENT

The study programme *Public Security and Defence* (state code – 621S20001) 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	2
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	**15**

*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:	Ms. Krista Haak
Grupės nariai: Team members:	Prof. Dr. David J. Galbreath
	Mr. David Klemmensen
	Mr. Julija Stanaitytė

GENEROLO JONO ŽEMAIČIO LIETUVOS KARO AKADEMIJOS ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *VISUOMENĖS SAUGUMAS IR GYNYBA* (VALSTYBINIS KODAS – 621S20001) 2016-06-02 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-123 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Generolo Jono Žemaičio Lietuvos karo akademijos studijų programa *Visuomenės saugumas ir gynyba* (valstybinis kodas – 621S20001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	**15**

* 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

Programos bendras tikslas atitinka pagrindinius akademijos tikslus, o programos turinys – profesinius karinės sistemos reikalavimus ir visuomenės poreikius. Vis dėlto studijų programos tikslas neatsispindėjo ekspertams pateiktoje programoje, be to, skirtingose SS dalyse tikslas yra aprašytas skirtingai. Nėra ir programos bendrųjų studijų rezultatų įrodymų, jie nėra viešai skelbiami.

Apskritai studijų programa sudaryta pagal Bolonijos proceso principus ir kitas Europos aukštojo mokslo erdvės nuostatas. Programa padalyta į modulius, dalyko apimtis apskaičiuojama mokymosi valandomis, aprašytas dalykų tikslas ir apibrėžti bendrieji studijų rezultatai. Studijų programos įvairių modulių kokybė ir stilius varijuoja. Kai kurie moduliai yra aiškiau suformuluoti kaip rezultatais grindžiami moduliai ir apima „studijų programos rezultatus", kiti – aprašyti labiau kaip temos nurodant tik „studijų programos tikslus". Studijų programoje labai neapibrėžtai apibrėžiami ir vertinami studijų rezultatai.

Visų modulių studijų rezultatai aprašomi skirtingu stiliumi. Kai kurie moduliai yra apibrėžti kaip veikla vartojant tokius veiksmažodžius, kaip „įvesti", kituose aprašomi kaip kažkieno bendros žinios arba kaip gebėjimai kažką atlikti. Sunku suprasti skirtumą tarp prie modulio tikslo

nurodytų rezultatų ir lentelėje toliau esančių studijų rezultatų. Be to, neaišku, kas nurodant kiekvieno modulio rezultatus turima galvoje vartojant „studijų programos rezultatai", kai tuo pat metu šalia pateikiami „studijų modulio rezultatai". Programoje nėra ir aiškaus privalomų ir pasirenkamųjų modulių paskirstymo.

Kiekvieno modulio bendroji vertinimo strategija yra aprašyta trumpai, modulio vertinimo kriterijai yra pagrįsti Įstatymu, kad studentų žinios vertinamos pagal dešimtbalę vertinimo sistemą. Elementarūs modulio vertinimo kriterijai yra tenkinami, tačiau visiškai nėra pateikiama kiekvieno studijų rezultato vertinimo kriterijų. Dėl šios priežasties neįmanoma užtikrinti, kad kiekvienas studijų rezultatas gali būti pasiektas, o galutinis modulio įvertinimas atrodo netikslus ir subjektyvus.

Programos turinys yra itin teorinis ir daugeliu atvejų studijų rezultatai susiję su kažkieno „žiniomis". Mažai dėmesio skiriama praktiniam darbui, susijusiam su naujų įgūdžių įgijimu. Nors modulių turinys yra pakankamas, moduliui dėstyti reikėtų naudoti platesnį dėstymo / mokymosi metodų spektrą. Dabartinė praktika yra paskaitos, seminarai ir diskusijos. Be to, modulyje yra nurodytos įspūdingos savarankiško darbo valandos, tačiau savarankiško darbo turinio ar vertinimo nėra aprašyta jokiame dokumente.

Akademinis personalas yra labai patenkintas akademija, kolegomis ir studentais. Studijų programą dėsto teisinį reglamentavimą atitinkantis personalas (daktaro laipsnį turinčių dėstytojų skaičius, profesorių procentinė dalis ir kt.), be to, dėstymo procese dalyvauja ir užsienio dėstytojai. Vis dėlto socialiniai partneriai dėstymo procese dalyvauja labai mažai, o alumnai nedalyvauja visiškai.

Remiantis pateiktais gyvenimų aprašymais, nuolatinio akademinio personalo kvalifikacija yra tinkama studijų krypčiai, jis turi reikiamos mokslinės, pedagoginės ir praktinės patirties. Visi personalo nariai turi ilgametę profesinę patirtį: dėsto 10–25 metus. Vis dėlto, turint galvoje reikiamų įrodymų ribotumą, socialinių partnerių ir alumnų kvalifikacijos nebuvo įmanoma įvertinti, nors pareigos ir kategorijos atitinka reikalavimus.

Skiriama dėmesio dėstytojų profesiniam tobulėjimui, įskaitant dalyvavimą mokslinėse konferencijose. Yra šiokių tokių įrodymų, kad aukštoji mokykla sudaro sąlygas akademinio personalo profesiniam tobulėjimui, tačiau nėra pateikta įrodymų apie rezultatais grindžiamam studijų turiniui skirtos metodikos mokymų kursus. Nė vienas iš dalyvių nepatvirtino, kad dalyvavo su studijų rezultatų rengimu ar vertinimu susijusiuose mokymuose.

Akademinio personalo tiesiogiai su studijų programa susiję moksliniai tyrimai ir dalyvavimas mokslinių tyrimų veikloje yra pakankamos apimties. Dėstymas ir moksliniai tyrimai yra aiškiai susieti – akademinis personalas, ypač su kariuomene susijusiose srityse, rengia naujus vadovėlius, mokslinių tyrimų rezultatus integruoja į studijas. Studentai taip pat užsiima mokslinių tyrimų veikla.

Akademija turi tinkamus dėstymo materialiuosius išteklius ir biblioteką studijų programai vykdyti. Studijoms skirtų patalpų yra tinkamas tiek dydis, tiek kokybė. Biblioteka aprūpinta ir reikalinga moksline medžiaga, ir elektronine medžiaga, kurios studentams reguliariai reikia. Vis dėlto reikia pažymėti, kad studentai, kurie iš esmės lieka aktyvioje tarnyboje, akademijoje praleidžia nedaug laiko ir su pertraukomis, todėl neaišku, kiek studentų vienu metu šiomis erdvėmis naudojasi.

Dėstymo ir mokymosi įranga yra gera studentų rezultatams siekti ir akademiniam personalui naudoti. Yra įrodymų, kad tradiciškai naudojamasi virtualiosiomis mokymosi aplinkomis (VMA), tačiau ekspertų grupei didelį susirūpinimą kelia tai, jog nepavyko įsitikinti, kad visa mokymosi medžiaga būtų pateikta internete tiek buvusioje VMA (ILIAS), tiek dabartinėje „Moodle" sistemoje. Be to, akademinis personalas nėra išmokytas naudotis „Moodle", kad iki galo išnaudotų jos teikiamas galimybes.

Akademijos biblioteka yra gerai aprūpinta, studijų medžiaga, įskaitant vadovėlius, knygas, duomenų bazes ir periodinius leidinius, yra tinkama ir prieinama studentams tiek elektroniniu būdu, tiek pačioje bibliotekoje. Vis dėlto ekspertams nerimą kelia gausus fotokopijų naudojimas, kuris gal ir netrukdo studentams, tačiau kelia tam tikrų teisinių klausimų dėl autorių teisių pažeidimų. Susirūpinimą kelia ir tai, kad akademija turi dideles mokslinių tyrimų duomenų bazes, tačiau studentai nėra mokomi, nevykdoma jokių informacinių sesijų, kurių metu jie būtų supažindinami, kaip tomis duomenų bazėmis naudotis.

Studentai yra motyvuoti ir patenkinti programa ir jos nauda, nes programa yra unikali, susijusi su visuomenės ir darbo rinkos poreikiais. Priėmimo reikalavimai yra suprantami ir viešai prieinami. Priėmimo reikalavimus galima nesunkiai rasti Priėmimo taisyklėse, kurios skelbiamos pagrindinėje svetainėje.

Studijų eiga yra padalyta į dvi egzaminų sesijas, per kurias studentai laiko egzaminus ar atlieka kitas užduotis. Pasak studentų, tvarkaraštis paprastai yra skelbiamas svetainėje arba ILIAS (dabar – „Moodle"). Daugeliu atvejų studentai yra patenkinti tvarkaraščiais. Dėstytojų priėmimo laikas yra paskelbtas, aiškus ir žinomas studentams. Studentai iš akademinio personalo gauna tinkamą akademinę ir socialinę paramą. Studijų metu studentai gali konsultuotis internetu, elektroniniais laiškais arba per asmenines konsultacijas, organizuojamas prieš egzaminus arba dėstytojų priėmimo valandomis. Šiuo metu aukštoji mokykla vis dar neturi karjeros konsultanto, bet, pasak studentų ir alumnų, magistro laipsnio studijos yra dalis jų karjeros kelio, studentai yra susipažinę su karjeros galimybėmis su kariuomene susijusiose srityse.

Pokalbio metu daugelis studentų minėjo, kad jie yra apkrauti įvairiomis pareigomis ir trūksta laiko. Kadangi programa yra ištęstinė, darbas, pareigos ir studijos yra visų studentų karjeros dalis. Dėl šios priežasties studentams sunku rasti laiko ir aktyviai dalyvauti papildomoje veikloje. Kol kas, be magistro baigiamojo darbo, studentai nėra aktyviai skatinami dalyvauti papildomoje mokslinių tyrimų veikloje. Jie taip pat nėra skatinami dalyvauti ERASMUS+ programoje ar kokioje kitoje studentų mainų programoje. Studijų metu studentams leidžiama vykti į užsienio misijas, tačiau jie privalo grįžti egzaminų sesijai arba imti akademines atostogas. Visi absolventai daugiausia dirba su kariuomene susijusiose ar panašiose srityse ir programa yra jų tolesnės karininko karjeros dalis. Daugumos absolventų profesinė veikla atitinka programos vykdytojų lūkesčius. Vis dėlto nėra aišku, ar absolventai turi kokių nors karjeros galimybių ne karinėje sistemoje.

Savianalizės suvestinėje atsakomybė už sprendimų priėmimą ir programos vykdymo stebėseną yra aiškiai paskirstyta. Deja, sunku suprasti kelias su programos sandara susijusias problemas, jei kokybę stebi skirtingi asmenys ir padaliniai.

Atliekamas kompleksinis studijų programos kokybės vertinimas remiantis studijų programų vertinimo metodika. Programos tikslai ir studijų rezultatai aptariami su dėstytojais, programos vykdymo duomenys reguliariai analizuojami remiantis SS. Vis dėlto ekspertams nebuvo pateikta

jokių rašytinių įrodymų apie tai, kad renkami ir analizuojami programos vykdymo duomenys (išskyrus studentų grįžtamojo ryšio klausimynus). Personalo nuomonė šia tema skyrėsi.

Studentų atsiliepimai renkami po kiekvieno kurso užpildant klausimynus, tačiau nėra aiškiai apibrėžta, ar grįžtamasis ryšys naudojamas ir kaip jis naudojamas programai gerinti. Be to, SS nepateikiama grįžtamojo ryšio analizės duomenų. Remiantis per pokalbius pareikštomis nuomonėmis, didesnio pagerėjimo studentų grįžtamojo ryšio panaudojimo srityje galima tikėtis kitais akademiniais metais, tačiau kalbintieji negalėjo nurodyti jokių konkrečių veiksmų, kaip tai bus padaryta.

Studijų programos kokybės užtikrinimą lemia programos partneriai, nes jie dalyvauja rengiant, vertinant ir tobulinant programą. Atsižvelgus į socialinių dalininkų pasiūlymus, programoje buvo padaryti pakeitimai, kurių dauguma susiję su visuomenės poreikiu užtikrinti nacionalinį saugumą. Vis dėlto nebuvo įmanoma nustatyti, kokiu mastu socialiniai dalininkai dalyvauja programos tobulinimo procese.

Nėra jokių įrodymų, kad akademijoje būtų taikoma aiški ir gerai veikianti vidinė studijų kokybės užtikrinimo sistema. Trūksta statistinių analizių, susijusių su studijų kokybės užtikrinimo dalykais, taip pat nėra aiškiai įvardyta asmens / padalinio, atsakingo už tokių analizių atlikimą. Daugeliu atvejų institucinės akreditacijos rekomendacijos nebuvo panaudotos programai pagerinti.

Apibendrinant galima teigti, kad akademija yra gerai funkcionuojanti aukštoji mokykla, gebanti ir toliau vykdyti magistro laipsnio studijų programą Visuomenės saugumas ir gynyba. Vis dėlto yra kelios tobulintinos sritys, kurios aprašytos išvadose ir pateiktos anksčiau kaip rekomendacijos vadovybei ir už programos vystymą atsakingam personalui.

<...>

III. REKOMENDACIJOS

Akademijai būtų naudinga apsvarstyti ir betarpiškai priimti šias rekomendacijas:

1. Studijų programos Visuomenės saugumas ir gynyba tikslas ir studijų rezultatai turėtų būti suderinti su Visuomenės saugumo studijų krypties aprašu.
2. Į studijų turinį reikėtų įtraukti bendro pobūdžio skyrių, kuriame būtų apibrėžtas konkretus programos tikslas, bendrieji studijų rezultatai, studijų turinio apimtis ECTS ir pagrindiniai priėmimo ir studijų programos užbaigimo reikalavimai.
3. Kiekvieno modulio studijų rezultatai turėtų būti sukonkretinti, turėti aiškią struktūrą ir būti suformuluoti tinkamai, kad būtų akivaizdu, kokių pasiekimų tikimasi iš studijuojančiųjų modulio pabaigoje (ką studentas geba).
4. Į studijų programą reikėtų įtraukti aiškius vertinimo kriterijus, skirtus kiekvieno studijų rezultato pasiekimui įvertinti atskirai, o tai leistų objektyviai įvertinti visą modulį.
5. Aprašant studijų rezultatus reikėtų vartoti Europos kvalifikacijų sąrangos 7 lygmeniui tinkančius veiksmažodžius, kad būtų geriau ugdomi studentų vadybiniai įgūdžiai.
6. Studijų programa turėtų būti atviresnė kitoms nacionalinį saugumą užtikrinančioms statutinėms organizacijoms siekiant parengti specialistus ne tik krašto apsaugos sistemai, bet ir visoms su valstybės saugumu susijusioms institucijoms.
7. Dėstymo procese turėtų aktyviau dalyvauti socialiniai partneriai ir alumnai siekiant studijas papildyti naujausiomis žiniomis ir gebėjimais.

8. Akademiniam personalui reikėtų organizuoti šiuolaikinės pedagogikos ir metodikos mokymus, kurių reikia dėstymui ir studentų vertinimui pagal rezultatais grindžiamo studijų turinio koncepciją.

9. Reikėtų skirti daugiau išteklių „Moodle" sistemai įgyvendinti, taip pat reikėtų sukurti ir patobulinti kitas elektroninio mokymosi formas siekiant sumažinti studentams tenkantį krūvį. Be to, reikėtų organizuoti papildomus mokymus akademiniam personalui, kad šis gebėtų naudotis šiuolaikinėmis el. mokymosi platformomis ir metodais.

10. Reikėtų rasti alternatyvų sprendimą, kaip aprūpinti visus studentus vadovėliais vietoje gausybės fotokopijų – ši praktika pažeidžia autorių teisių įstatymus.

11. Be magistro darbo, studentai turėtų būti remiami, kad aktyviau dalyvautų įvairioje mokslinių tyrimų veikloje, be to, turėtų būti skatinami dalyvauti studentų mainų programose.

12. Reikėtų sukurti oficialią sistemą, skirtą kokybės užtikrinimo veiksmingumui nustatyti visose veiklos srityse (įskaitant vadybą, mokslinius tyrimus ir logistiką). Reikėtų užtikrinti, kad studentai būtų informuojami apie vertinimų rezultatus ir įgyvendintus gerinimo veiksmus.

13. Reikėtų pasamdyti visu etatu dirbantį kokybės specialistą, kuris rinktų ir analizuotų statistinę informaciją, susijusią su visais kokybės užtikrinimo veiksmingumo aspektais visose veiklos srityse.

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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)