



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Generolo Jono Žemaičio Lietuvos karo akademijos
STUDIJŲ PROGRAMOS "ŽMONIŲ IŠTEKLIŲ VADYBA"
(*valstybinis kodas – 621N60002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "PERSONNEL MANAGEMENT" (*state code -621N60002*)
STUDY PROGRAMME
at General Jonas Žemaitis Military Academy of Lithuania

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Žmonių išteklių vadyba
Valstybinis kodas	621N60002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Žmonių išteklių vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Ištęstinė (2)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žmonių išteklių vadybos magistras
Studijų programos įregistravimo data	2002

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Personnel Management
State code	621N60002
Study area	Social studies
Study field	Human Resources Management
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	90
Degree and (or) professional qualifications awarded	Master in Human Resources Management
Date of registration of the study programme	2002

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The Centre for Quality Assessment in Higher Education

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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.	Results of the questionnaire on the reasons of dropping out from master programme
2.	Recent changes made in the programme (after October 2016)
3.	31-03-2016 Action plan on implementation of students proposals (order No V-2231)

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

Master's Degree Study Programme Personnel Management is supervised and delivered by the by General Jonas Žemaitis Military Academy of Lithuania (MAL). The programme under evaluation is one out of 3 other master's degree studies provided by the Academy. Language of instruction is Lithuanian, but students have to use English for some courses.

Personnel Management programme was first registered in 14 June 2002 and the previous evaluation took place in 2010 with the result of accreditation for 6 years. For the new round of accreditation, Self-Evaluation Report (SER) team was established in 15 March 2016 comprising of seven members.

The expert team visited the School of Economics and Business on 16 May 2017 participating in several meetings organised by the School and SKVC. During the site visit the team members had the opportunity to speak with the representatives of all stakeholders, to discuss teaching and learning conditions with the students and faculty members and to become acquainted with the infrastructure of the School. All necessary materials related to the assessment of the programme were provided upon request.

The team is thankful for this support.

1.4. The Review Team

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

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Programme objectives and intended learning outcomes are well-defined, clear, and publicly announced. The definition of the receivers of the programme is very precise: *officers and specialists of the Lithuanian Armed Forces and national security institutions having practical experience of management*. [SER p7 – Self Evaluation Report, page 7]. The aim of the programme is linked with the mission of the academy [SER p7; Meeting with senior management] and is well known by students and teachers [Meeting with students; Meeting with teaching staff]. However, students are not familiar with the term ‘learning outcome’ but they know the aims of the programme and courses. [Meeting with students; Meeting with alumni]

The programme contains 5 learning outcomes divided into 5 groups: Knowledge, Research Skills, Special skills, Social skills, and Personal Skills [SER p12]. The learning outcomes are well connected with the programme aim. The learning outcomes are well transferred into the course level [Meeting with SER staff]. Students confirm the structure of the programme and courses is clear for them [Meeting with students].

The main strength of the programme is the direct link with the societal needs and the main stakeholder – the Ministry of National Defense (MND) – confirmed during by all interviewed groups [SER p7; Meeting with senior management; Meeting with SER staff; Meeting with students; Meeting with alumni; Meeting with social partners]. Completion of the programme has impact on the career paths of the graduates. However, the degree could be appreciated even more in the military system [Meeting with alumni; Meeting with social partners].

The title of the programme, intended learning outcomes, the content of the programme and the qualification to be obtained are well-tuned [Meeting with senior management; Meeting with SER staff]. The programme is regularly updated – based on students, teachers, and the main stakeholder needs (MND) [Meeting with SER staff; Meeting with teaching staff; Meeting with students; Meeting with social partners].

2.2. Curriculum design

The programme structure is in line with legislative requirements. [SER pp10-13 & Table 6] The curriculum includes 12 subjects and a master-level thesis. [SER p10 & Table 7] The programme is designed to provide students with specialised human resource management skills (knowledge

deepening), interdisciplinary understanding, conceptualisation and problem solving skills (knowledge broadening) and critical analysis and evaluation skills through undertaking a research-based thesis. [SER pp10&11]

The programme is delivered through self-study, supported by two four-week study blocks each semester and distance learning. [SER p11] Students and alumni commented favourably and were appreciative of the support provided by staff during the self-study periods, and in thesis preparation in particular. [Meeting with students; Meeting with alumni] Students noted that the Academy's virtual learning environment (Moodle) is used solely as a learning material storage facility and has no interactive functions for students. [Meeting with students] However, while staff confirmed that this was the case, it was noted that previous student cohorts had stated a preference for all interactive learning activities to be undertaken face-to-face during the study blocks and not virtually through the virtual learning environment. [Conversation with teaching staff]

An appropriate range of second-cycle study methods are used during the study block periods including, lectures, individual assignments, presentations and practical exercises. [SER Annex 1] Similarly, an appropriate range of assessment instruments are in use including, time-constrained examinations, case studies, report writing and self-study and group work, which enable students to demonstrate achievement of learning outcomes. [SER Annex 1, Sample of masters thesis] Students confirmed that they are made aware of programme and module aims and objectives and relevant assessment methods at the start of each semester. This information is also available on the Academy's virtual learning environment. [Meeting with students]

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

According to the table of curriculum of the study program [SER p10], the number of credits for master thesis is 18. Adding to research projects I and II provides us the sum 24 credits which is lower than requested by law – 30 points. MAL explained it is a mistake because Social Research Methodology is included – 6 credits [Meeting with SER team]. However, the expert team recommends to review the distribution of credits among thesis.

2.3. Teaching staff

The teaching staff that is involved in the implementation and development of the HRM programme meet the requirements regarding staff composition and qualification. The programme is delivered by 10 teachers and six of them are full professors, which exceeds three times the minimum requirement. Only one person (10%) does not hold doctoral degree. The student-lecturer ratio 4:1 is extremely favourable to students [SER Table 10; SER p14]. Staff is responsive and accessible to master students. [Meeting with teaching staff; Meeting with students].

The scientific research field of all teachers is compatible with the subjects taught and SER proves that they are highly productive researchers and fulfil remarkable service roles on both national and international arena, e.g. NATO Science and Technology Board, European Defence Agency [SER p14; Annex 3]. However, the main scientific outlet of research are locally published journals such as Journal of Security and Sustainability Issues (although expert team commends its high quality), Journal of Business Economics and Management or conference proceedings [SER p16; Annex 3]. Given the experience and qualification there is potential for increasing the international scientific visibility of MAL staff.

The age structure of teaching staff is favourable for implementation and development of the programme. The majority of teachers are from the age group 41-60 years and expert team agrees that more lecturers of younger generation are needed [SER p14]. It would be an asset of the programme to work with 1-2 visiting professors or hiring some professors from abroad: MAL organises lectures by foreign speakers, but these tend to be outside the curricula and not fitting the time-schedules of master students [Meeting with students]. The expert team was pleased to see that this is the very priority of the new administration of MAL [Meeting with senior management].

MAL has deeply rooted and wide cooperation with Lithuanian universities, extending from staff and student exchange to inviting reviewers and members to the defence committee from other HEI-s. [SER p17, Meeting with Alumni]. But for the HRM programme it would be beneficial to co-operate with the industry as well. Direction of improvement would be to involve

representatives of business and professional associations as short-term guest speakers in the courses. HRM students have not encountered guests, but they would welcome it. Practical examples from business or professional associations are perceived highly relevant, because master students think of their careers much more broadly than in the military context alone. [Meeting with students; Meeting with social partners].

Regarding pedagogical skills the students and alumni were happy with the staff delivering the programme. Special appreciation was given to members who work in other universities as well because they bring new and inspiring perspectives into the study. [Meeting with students; Meeting with alumni] Such teachers seem to form the majority of the programme staff and are considered as one of the main strengths of the programme. Every year members of staff are supposed to visit one colleagues' lectures and invite someone to visit in return. Collegial discussion on what could be improved not only helps to improve teaching methods, but facilitates co-operation among teachers in general. [Meeting with SER team, Meeting with teaching staff]. To conclude, it was evident that MAL allocates sufficient resources to develop staff pedagogical skills and students' evaluations matter when selecting and allocating courses to the teachers.

2.4. Facilities and learning resources

MAL has a good study infrastructure for delivering the programme (e.g. library, auditoriums, computer labs, sports facilities etc.), although part of campus was under construction at the time of the visit [Visiting study facilities]. The auditoriums are equipped with modern multimedia teaching facilities. The Library of MAL is in the campus and is relatively well-equipped, but students are also encouraged to visit other allied libraries in Vilnius if needed. There is also reading room located in the Library building. [SER p18, Visiting study facilities]. The Library offers an access to the majority of internationally well-known electronic databases (EBSCO, Emerald, Taylor & Francis etc). Library regularly asks the teachers to order new books and journals: no major restrictions are applied [SER p18; Meeting with teaching staff]. There has never been a shortage of study materials and these are up to date [Meeting with students; Meeting with alumni]

MAL uses general policy of checking all final theses against plagiarism and this procedure is automatic. To reduce the risk of plagiarism there is a guideline to use only recent i.e. last 5 years literature in the master thesis [Meeting with SER team]. For course papers, such check is missing, however, academic integrity is believed to be high due to good student-teacher ratio and the code of ethics in military [SER p20; Meeting with SER team; Meeting with

students]. If the case of cheating is confirmed the consequences are severe: for the first time, the student fails the course immediately, and for the second time (s)he will be expelled [Meeting with students].

For distance learning studies it is eminent to get support for individual learning and self-study. HRM master students seem to have all the support they need, including remotely accessible study materials, individual consultations by professors, free accommodation for those living outside Vilnius etc. [SER p18; Meeting with students]. Teachers use either Moodle or Google to share study materials, but it appeared during the visit that the platforms are not used for interactive purposes to their full potential for creating forums, submitting assignments, completing tests or the like, which is enabled by the platforms [SER p18; Meeting with students]. Therefore, the expert team was not convinced that prescribed hours for independent work were fully met as studying predominantly concentrates only for the sessions (except writing master thesis). It is hence recommendable to analyse the correspondence of students' actual self-study load to the credits allocated.

2.5. Study process and students' performance assessment

The programme is designed for the servicemen and employees from the National Defence System (NDS) and the permission from the Ministry of National Defence (MND) is required in order to apply to the Master studies in the Military Academy of Lithuania (MAL). Furthermore, the number of applicants usually exceed the number of places determined by the MND, although all servicemen get selected during the time span of several years. [Meeting with senior management] Additional competitive scores are given for the participation in the international missions, although the rank is not considered during the admission process. All in all, the strict and demanding admission process ensures that students of high motivation, good professional record, and with as much international experience as possible are accepted.

All master programmes, including Human Resource Management, are conducted as part time studies, because all students are in active military service. Nevertheless, the schedule is fully compatible with the professional occupation of students, and is also approved by their service commanders, ensuring that the study process might be interrupted only in rear occasions and in case of extraordinary tasks and missions. [Meeting with students] The contact hours take place in the mornings and consists of lectures and seminars, were students work in small groups of up to 15 students. [SER, p21] Various methods are applied including work in groups, analysis of case studies, various individual assignments and presentations. [SER p21; Meeting with teaching staff] The Military Academy also ensures the fair learning environment with a

transparent and appropriate assessment of assignments. [Meeting with teaching staff; Meeting with students]

Even though there is a huge difference between the amount of contact and self-study hours, it is compensated by decent academic support. In addition to the consultations that are included in the schedule, students confirmed that they can also address any professor for any study related questions and receive a consultation from them. [Meeting with students; Meeting with alumni] This is the overall policy of MAL and the expert team commends its efficient functioning. The size of the Academy and of student groups is particularly beneficial for close and cooperative relation of students and academics, what ensures that students are fully supported during their study process. The google drive and Moodle e-learning system are used mainly to upload materials and is not employed as a communication channel, and students had to bring the printed assignments instead of uploading it through the electronic system. [Meeting with students; Meeting with teaching staff]

The students of this programme are really tight on time and it is hard for them to additionally participate in the scientific or cultural activities. Furthermore, the students select the human resource management programme in the military academy to receive military related knowledge as opposed to the scientific part of it. However, the master theses of the graduates showed a high quality of research methods and techniques applied and gives no reason to doubt about the scientific side of the programme.

By nature, it is almost impossible to provide students with international mobility opportunities, because they have professional occupation and the programme is organised as part time studies. However, the level of internationality is maintained by encouraging students to use worldwide materials. [Meeting with teaching staff] Students also have the professional language assessment held once in three years and alumni showed very good command of English indeed. [Meeting with senior management; Meeting with alumni] Furthermore, the versatility of the programme is enhanced by having professors who also have lectures in other universities or come from the business environment and we received very positive remarks from students about them. [Meeting with alumni; Meeting with students].

The alumni were fully satisfied with the content of the programme and the knowledge they received. They named a willingness to seek higher career opportunities as the main driver for them to choose this programme. At the same time, they were able to provide examples from their professional life, where the knowledge and skills acquired from this study programme had to be applied in practise and were used to provide recommendations and improvements. [Meeting with alumni] It suggests that the programme corresponds to the state economic, social, cultural and future development needs. The social partners confirmed that the students from this

programme are competitive, prepared, and fully fulfil their expectations. Social partners made a remark that university study provides more academic education, and less practical knowledge, but the students are quick to adapt. [Meeting with social partners].

2.6. Programme management

The programme perfectly fits into the National Defence System, having clear mission of educating students (officers and specialists of the Lithuanian Armed Forces, who command military units at present), strengthening HR management skills, broaden managerial competencies and preparing them for future career advancement in the Lithuanian Armed Forces [SER p7; Meeting with senior management; Meeting with SER team; Meeting with students; Meeting with alumni; Meeting with social partners].

The programme management is very systematic, and meets the standards. The programme development and design have been supervised by the Department of Management, at the programme level the responsibility for the quality assurance and maintaining the academic standard lies primarily with the Study Program Committee [SER p26]. The processes of quality assurance are well defined, the roles and responsibilities of the different bodies, committees and positions are well-described (the Statute, Regulations of the Study Program Committee and Study Quality Assurance Committee, Rules of Procedure, job descriptions, etc.), and they are being improved under the feedback of the staff [SER pp26-27]. The Study Quality Management Committee is responsible for the quality assurance, the Division of Studies – for internal study quality monitoring [SER p28].

Integration into the National Defence System as integral part of military officer career paths is implemented very well. The advantages for the career in the Ministry of National Defence, including career motivation system, requirements of master degree for some job positions, etc., ensures high motivation of the students [SER p20, Meeting with senior management; Meeting with SER team; Meeting with students; Meeting with alumni; Meeting with social partners]. The focus of the programme is directly related to present and future job functions of the officers [SER p8] and as stated by the stakeholders [Meeting with social partners]. The skills, learning outcomes and programme content are being reviewed annually after the Master's theses defence, and updated regularly [SER pp 8, 28; Meeting with SER team; Meeting with students], involving stakeholders. The clear system, clear objectives and united student needs are helpful for the lecturers [Meeting with teaching staff].

Students understand the need of HR management knowledge and skills in their current and future jobs in the National Defence System, and their motivation is very high [Meeting with

students]. Students see the master studies as a natural step in their career planning [SER p28; Meeting with students; Meeting with alumni]. However, a little disappointment was felt that careers not advancing so quick as expected the by alumni graduates [Meeting with alumni].

The curriculum of the programme was designed and renewed involving stakeholders from the National Defence System [SER p7]. The Academy excellently takes advantage of the stakeholders by directly involving in the evaluation and improvement processes, with regular reviews and discussions in the meetings at least once a month [SER p27; Meeting with social partners]. Stakeholder's experts also invited as guest lecturers, employers give feedback regularly about employed graduates of the Academy [SER p28; Meeting with social partners].

However, as the programme contains general management competence studies the cooperation with external stakeholders from business companies and NGOs is recommended. The interest for inviting guest-lecturers from business to share their experiences, and analyse more real business cases was stressed by both the students and alumni, and the idea was supported by the internal stakeholders from the Lithuanian Armed Forces [Meeting with students; Meeting with alumni; Meeting with social partners]. Visits to business companies also might be beneficial.

The requirement of minimum three years working practice and having experience of human resource management, also student selection process, ensures admitting more mature students for this master programme, who understand the management context – this raises the quality of learning [SER pp13, 20; Meeting with senior management; Meeting with SER team; Meeting with students]. The Academy supports students during the study process in different ways [SER p23]. However, students mentioned having difficulty understanding how to learn more effectively, and the launch of introductory training course for recommendations on writing works, citation, database search, effectivity recommendations, etc. is recommended [Meeting with alumni].

At the time of evaluation, the study programme, including the description, aims and learning outcomes, is accessible publicly on the website of the Academy. As evidenced by students and alumni, study regulations and rules are clear and transparent to them [Meeting with students; Meeting with alumni]. The Academy has implemented strict student feedback and improvement system. Annual review of the learning outcomes after the Master's theses defence, student surveys run after each semester, focus groups with master students each semester, participation of students' representatives in the Study Programme Committee contribute to the improvement [SER pp8, 27, 28; Meeting with SER team; Meeting with students; Meeting with alumni]. The programme was changed for improvement several times based on students' feedback [SER pp12, 28; Meeting with SER team; Meeting with alumni].

The quality assurance of lecturers' teaching quality and modern methods is also noticed by the student feedback, but the Academy introduced periodical peer assessment of lecturing, which might contribute to sharing knowledge and better self-development. However, the quality mostly depends on the lecturers' self-responsibility [SER p27; Meeting with teaching staff].

2.7. Examples of excellence

1. Strong connection between the students' career path and the aim of the programme (learning outcomes). Learning outcomes into course level are well linked with programmes' learning outcomes. It has positive impact on the motivation level of students.
2. General admission criteria of selection of the students (especially requirement of the practice). Studies are designed for military practitioners.

III. RECOMMENDATIONS

1. Staff research international visibility should be increased. Currently there are only a few people in the programme who have recently published in major international journals, although expert committee commends MAL for issuing high-quality “Journal of Security and Sustainability Issues”. However, this should not be a predominant outlet for MAL scientific work.
2. Moodle system is used in its limited capacity: especially for distance learning increase of study system interactivity would be highly recommendable.
3. More short-term guests involved from business and professional associations to share their experience from non-military field. Field trips to organizations from non-military field (e.g. HR departments in global corporations) should be considered.
4. Need to review the distribution of credits among thesis in order to unambiguously comply with legal requirements.
5. Better support of students in provision the academic skills (research methodology).

IV. SUMMARY

The programme of Personnel Management is a well-functioning programme very well connected with the needs of the main stakeholder – the Ministry of National Defence in Lithuania.

The objectives and intended learning outcomes are well-defined, clear, and publicly announced. The programme is well linked to the state, societal and labour market needs. The title of the programme, intended learning outcomes, the content of the programme and the qualification to be obtained are well tuned. There were identified no weaknesses in the field of programme aims and learning outcomes.

The programme structure consisting of 12 subjects and master-level thesis is in line with legislative requirements. An appropriate range of second-cycle study methods and assessment instruments are used during programme delivery. The content of subjects (modules) and study methods enable to achieve the intended learning outcomes.

The study programme is provided by the staff meeting legal requirements. The qualifications and the number of the teaching staff are adequate to ensure learning outcomes. Teaching staff turnover is able to ensure an adequate provision of the programme. The higher education institution shall ensure (offer) conditions for professional (subject-matter, pedagogical, personal) upgrading of staff necessary to implement the programme. The ratio of international staff should be increased. It is also recommended to increase number of host staff from non-military field e.g. business, NGOs. It could be delivered better support of students in provision academic skills especially e.g. during preparation of master thesis.

The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible in Lithuanian and in English. But Moodle is used as a learning material storage facility and has no interactive functions for students.

Organisation of the study process ensures proper implementation of the programme and achievement of the intended learning outcomes. Students are encouraged to take part in scientific, artistic or applied science activities. Students are provided conditions to take part in mobility programmes but it would be recommended to increase the number of field visits in organisations from non-military field e.g. global corporations. The system of assessing student achievements is clear, public and appropriate to assess the learning outcomes. Students are provided opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures.

Programme management is well conducted. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. Data and other information regarding programme implementation are collected from students and the main stakeholder – Ministry of National Defence – and analysed periodically. The involvement of the stakeholders from non-military field in the programme management could be raised. The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. The information about the study programme is public, relevant and easily accessible.

V. GENERAL ASSESSMENT

The study programme *Personnel Management* (state code – 621N60002) at 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	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	19

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

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

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

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

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Grupės nariai: Team members:	Dr. Krista Jaakson
	Grant Horsburgh
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