STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SPORTO UNIVERSITETO

STUDIJŲ PROGRAMOS *EDUKOLOGIJA*

(valstybinis kodas – 621X20005)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *EDUCOLOGY* (*state code – 621X20005*)

STUDY PROGRAMME

at *LITHUANIAN SPORTS UNIVERSITY*

1. **Prof. dr. Pertti Kansanen (team leader)** *academic.*

2. **Prof. dr. Ilze Ivanova***, academic.*

3. **Prof. dr. Fuensanta Hernandez Pina**, *academic.*

4. **Dr. Marian McCarthy**, *academic.*

5. **Ms. Žaneta Savickienė,** *social partners' representative.*

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Išvados parengtos anglų kalba
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<p style="text-align: center;">DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ</p>

Studijų programos pavadinimas	***Edukologija***
Valstybinis kodas	621X20005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2 metai)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programos įregistravimo data	2001 m. rugpjūčio 2 d., Nr. 1187

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<p style="text-align: center;">INFORMATION ON EVALUATED STUDY PROGRAMME</p>

Title of the study programme	***Educology***
State code	621X20005
Study area	Social sciences
Study field	Educology
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2 years)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Educology
Date of registration of the study programme	2 August 2001, No. 1187

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of the on-going study programme is based on the **Methodology for the 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 (further – 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 following stages: *1) self-evaluation and self-evaluation report (further – SER) prepared by the Higher Education Institution (further - HEI); 2) visit of the expert team at the higher education institution; 3) production of the evaluation report by the expert panel and its publication; 4) follow-up activities.*

On the basis of the external evaluation report of the study programme SKVC takes the decision to accredit the 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 the 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 SER and the annexes, the following additional documents were provided by HEI during and/or after the site-visit:

No.	Name of the document
1.	None

In addition to the SER the evaluation is based on the field visits and meetings at the institution:

- Meeting with administrative staff of the University and of the Faculty
- Meeting with the staff responsible for the preparation of the SER
- Meeting with teaching staff
- Meeting with students
- Meeting with graduates
- Meeting with employers of those who have graduated from the programme
- Visiting and observing various support services (classrooms, library,computer services, staff developments, laboratories, etc.)
- Familiarisation with students' final works, examination material.

At the end of the field visit, the initial impressions of the panel were presented to the programme staff and administration.

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

The second cycle study programme in Education Studies (further – *Programme*) is delivered by the Lithuanian Sports University (hereinafter LSU or the University). The University delivers research-based studies of all cycles in the areas of biomedicine and social science in the fields of education and pedagogy, medicine and health, life sciences, business and management. There are two faculties: the Faculty of Sport Biomedicine and the Faculty of Sports Education in the University.

The implementation of the *Programme* is coordinated by the Faculty of Sports Education, and the majority of teachers belong to the Department of Health, Social and Physical Education.

The University structure ensures a close relationship between education and research and is suitable for the education of degree holders in Education Studies. The scientific research in the field of health and physical and social education conducted by the University scholars is closely related to the research topics of the *Programme*, such as personal and community empowerment, education environment, physical education and sports, healthy lifestyle environments, education management, leadership and career training.

The *Programme* underwent external evaluation in 2010 and was given 3 years accreditation. The recommendations of the previous review panel were taken into account when carrying out the external evaluation of the *Programme* in autumn 2014.

The review panel was completed according to the *Description of experts' recruitment*, approved by order No. 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The Review Visit to the HEI was conducted by the panel on *16th October, 2014.*

1. **Prof. dr. Pertti Kansanen (team leader)**, *Professor Emeritus of Education, Department of Teacher Education, University of Helsinki, Finland.*
2. **Prof. dr. Ilze Ivanova**, *Head of the Department of Education at Faculty of Education, Psychology and Art, University of Latvia, Latvia.*
3. **Prof. dr. Fuensanta Hernandez Pina**, *Professor of Methods of Research and Diagnosis in Education at the University of Murcia, Spain.*
4. **Dr. Marian McCarthy**, *Senior lecturer in Education, Co-director of the Teaching and Learning Centre, University College Cork, Ireland.*
5. **Ms. Žaneta Savickienė**, *Director of Vilnius Educational Information Centre, Lithuania.*
6. **Mr. Andrius Ledas**, *Student of Vilnius University study programme English Philology, Lithuania.*

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The Lithuanian Sports University (further – LSU) is a specialised university for sport and healthy life style related activities where the study programme *Educational Studies* is offered for students intending to seek management positions in the field of education or intending to continue to doctoral studies in education. The *Programme* is one of the most attractive Master's degree programmes at the University.

The aim of the *Programme* is to educate students possessing "(…) modern educational management and leadership knowledge and skills for education, management, consulting and research activities, and capacity to use research findings in (…), making proposals to improve Education policy." Master's graduates are expected to work as leaders in the Education system. The requirements are demanding in a dynamic Education system, consequently independence and analytical skills in decision making are required along with scientific knowledge. The *Programme* aims follow the official documents and build a solid basis for defining the detailed learning outcomes of the *Programme*.

The description of the learning outcomes, with all related characteristics, is presented with the utmost rigor: the set of competences, learning outcomes and courses or modules are connected with the methods of instruction and the evaluation methods are presented in the text and in four tables. The presentation of the system of learning outcomes demonstrates high expertise. On the other hand, sometimes it is highly complicated and requires very careful reading. Although the curriculum design is logically connected to the aims and learning outcomes in the SER, the interpretation and application of the system is problematic; it is probable that the system is very difficult to use. Furthermore, the terminology needs redefining (module, course, subject) and the disposition of the aims and learning outcomes needs restructuring in order to be more easily understood and applicable. This task would offer an opportunity to the Department and also to the Faculty to carry out empirical research on how the system of the aims and learning outcomes are functioning in practice, not only how the teachers and stakeholders evaluate the results of this system but also how it is actually possible to achieve these intended learning outcomes in reality.

In general, the *Programme* aims and intended learning outcomes are well defined, clear and publicly available. Information on the second cycle study programme in Education Studies aims and learning outcomes is publicly available on the University's website (www.lsu.lt/studijos/studiju-programos/sporto-edukologijos-fakultetas/magistranturos-studijos/edukologija) and AIKOS database (Open Information, Consulting and Orienteering System). The *Programme* aims and intended learning outcomes are written according to the standards presented in the educational literature and are based on the academic requirements. According to the SER, they are revised every year on the basis of survey results. The panel agrees that the name of the *Programme*, its learning outcomes, content and qualifications are compatible. The panel also became convinced (having become acquainted with the information provided in the SER and during the site visit to the HEI) that the *Programme* complies with the University's mission and is needed in the labor market.

To sum up, in general, the aims and intended learning outcomes are well defined, clear and publicly accessible. They are based on academic and professional requirements, as well as on the needs of the labor market; they are in line with the requirements for second cycle university studies and are regularly reviewed and updated. The area of the aims and learning outcomes fulfils the legal requirements for second cycle study programmes and the evaluation criteria presented in the *Methodology* (58.1; 58.2; 58.3; 58.4).

Strengths:

- The system of the *Programme* aims and learning outcomes provides a detailed set of competences, learning outcomes and courses or modules connected with the methods of instruction and the evaluation methods articulated.
- The *Programme* aims and intended learning outcomes are easily accessible.

Areas for improvement:

- Although the system of *Programme* aims and learning outcomes is strong, sometimes it is too complicated and needs clarification.
- The terminology of the system of *Programme* aims and learning outcomes needs revising.

2. Curriculum design

The panel notes that the *Programme* complies with the Law on Higher Education and Research No 54-2140 approved in 2012, with the general requirements for master degree study programmes approved by the Order of the Minister for Education of the Republic of Lithuania No V-826 in 2010, and with the descriptor of the full-time mode of study approved by the Order of the Minister for Education of the Republic of Lithuania No ISAK–1023 in 2009.

The *Programme* is implemented only in a full-time mode. Starting from 2011 there is no admission to part - time studies.

The total volume of the *Programme* is 120 credits (4 semesters, 30 in each): 70 credits are for the speciality subjects, 10 credits for the scientific research placement, 10 credits for elective subjects and 30 credits are devoted for the preparation of the final Master's thesis.

The panel would like to draw attention to the unclear usage of terms such as module, electives, subjects, courses and competences in the *Programme* that sometimes makes the text of the SER hardly readable and causes misunderstandings. For example, the concept "module" is used as an elective course in some places of the SER, sometimes as an explanation to some other course (SER, p.11- 12, Table 5).

The revision of the *Programme* was done in 2012 and ECTS credits were introduced, alongside a module-based *Programme* structure and a student-centered teaching and learning approach. The panel wants to point out that the period of changes is short and that this might be

the reason why the staff do not always have a clear understanding of the concepts "module" and "competences", an opinion based on the panel's discussions.

The panel notes that the sequence of subjects in the *Programme* is logical and ensures the successful achievement of the learning outcomes. The subject themes are not repetitive. The panel states that the remarks from the previous accreditation are taken into account regarding the sequence of the course.

Different learning/teaching methods are used in the study subjects, such as: group discussion, case analysis, projects, individual or group work, reviews, scientific papers etc.
It is worth mentioning that a great variety of methods of assessment of learning outcomes are also used: oral assessment methods (presentation assessment); written assessment methods (research papers, case studies, essays, examinations using open-ended, closed or combined questions); integrated assessment methods (written and oral) projects (individual or group), master thesis assessment and others.

However, having analysed the course descriptors, the conclusion was made that greater attention should be paid to the description of the learning outcomes, the forms of assessment and their criteria;   more contemporary literature could be used in the study subjects and more references to the information sources in foreign languages could be used (also in the final thesis). Furthermore, the courses could be broadened by foreign experiences or good examples of practice from other countries.

The panel notes that elements of the research work are integrated in all study modules. In the research tasks, master students investigate, analyse, and assess the Education system/institution or process from different aspects. Nevertheless, greater attention should be paid to students' scientific activities (e.g. participation in the students' scientific association's activities).

The requirements for the final Master's thesis are prepared, easily accessible and clear to the students (http://www.lsu.lt/studentams/norminiai-dokumentai). The final Master's thesis is an analytical task independently performed under the guidance of the teaching staff. The students can get additional points for their Master's thesis evaluation if the data obtained during the writing of the final thesis are published in a recognised national scientific journal (-s) (the article must be accepted for publishing). During analysis of the Master theses provided on the site, the inference was made that greater attention has to be paid to the use of foreign literature, especially contemporary literature. The summaries of the theses in the foreign language should be prepared more thoroughly. The internationalisation of the study process is really only in the very beginning; the *Programme* is not offered in English.

The panel notes that the University has started to develop a procedure for recognising the competences acquired in non-formal and informal contexts. Since 2012, the University is a partner in the project Formalis (No VPI-2.1-ŠMM-04-K-03-003) aimed at developing the system of formalising the competences acquired in non-formal education.

To sum up, the curriculum of the *Programme* is in line with the requirements of the legal acts. The volume of the *Programme*, number of study subjects and credits per semester meet both national and international requirements. The sequence of the study subjects is logical; the content of the courses is consistent with the type and level of the studies. The scope of the *Programme* is sufficient to ensure the achievement of the learning outcomes. Teaching methods are appropriate and diversified. However, more attention should be paid to the usage of international experiences in the *Programme*; strengthening foreign language skills (e.g. by reading some courses in foreign languages); using more scientific literature sources in foreign languages. It is necessary to work more on the development of the proper usage of the following concepts: module, course, electives and competences; more attention should also be paid to the students' scientific activities.

Strengths:
- Logical sequence of study subjects in the curriculum.
- Balanced distribution of the study subjects and credits along the semesters.
- Appropriate teaching methods.

Areas for improvement:
- Usage of the following concepts: module, course, electives, competences.
- Internationalisation of the curriculum.

3. Teaching Staff

The *Programme* is delivered by 10 qualified teachers: 7 professors and 3 lecturers. According to the SER, Annex 3, which holds faculty members CV's, the competence of the staff is adequate. The formal qualifications of the teachers and lecturers meet legal requirements. All academic staff hold Ph. D. degrees and exceed the requirement that not less than the 80% of all faculty members have a doctoral degree.

The great majority of teachers of the *Programme* are experienced researchers having sufficient teaching experience. The majority of teachers (70 %) have at least 10 years teaching

experience.

60% of teachers are more than 50 years old. Younger teachers should be involved in teaching in order to ensure the sustainability of the *Programme*.

Teachers are recruited through a competitive admission process, taking into consideration their qualifications in Education Studies or related fields, and the specific needs of the *Programme*. The requirements are set forth by the Senate following the procedure for teacher and research - fellow certification and selection of candidates for teaching jobs.

All teachers are full-time employees at the University and their workload is governed by the procedure for teacher workload planning and accounting. According to the SER, the division of the *Programme* lecturers' workload is as follows: 66; 31% for research and methodological activities and 33.6% for teaching. It is recommended that faculty keep the balance between teaching and research loads by increasing teaching contact time with the students.

The panel notes that the teaching staff turnover is moderate and isn't an obstacle for ensuring an adequate provision of the *Programme*.

The student - staff ratio has changed from 1:9 in year 2008-2009 to 1:8 in year 2012-2013. It is worth mentioning that the above stated ratio ensures the quality of different types of teaching activities such as lectures, seminars and laboratory work and proves that the student-to-supervisor ratio is reasonable.

The proportion of regular and visiting teachers has not changed during the period under evaluation; two visiting teachers from foreign institutions were invited in order to present a variety of learning material and methods, one from the University of Birmingham (UK) and the other from the University of Tartu (Estonia). The number of incoming teachers has been increased with the support of the Science Council of Lithuania.

The professional development of the University teachers is governed by the Procedure for Academic Staff Accreditation and competitive hiring. All teachers have equal conditions for professional development and are encouraged to conduct research. Professors, who deliver the programme modules, are specialists in their fields and have written significant research papers. According to the SER, the teaching staff is actively involved in several national and international research projects, including EU projects. The number of teachers involved in scientific activities has increased recently from 6 to 10 teachers attending international conferences, and from 1 to 6 teachers participating in research fellowship programmes.

The panel notes that the number and competence of the teaching staff are adequate to ensure successful achievement of the learning outcomes. 70 % of the teachers have at least 10 years teaching experience at HEI level and some of them have over 30 years of teaching experience at

HEIs. Many teachers have a significant teaching experience in the subject-related fields of the *Programme*.

The University provides conditions for the teachers to improve their foreign language skills, and their didactical and research competences. For example, every semester there are foreign language courses for teachers according to their level of competency. However teachers should improve their qualifications more actively. Furthermore, even though the analysis of the CVs shows a sufficient number of publications corresponding to the staff's scientific interests, international publications in high impact journals should be promoted.

To sum up, the *Programme* is delivered by qualified and motivated teachers who improve their professional qualifications on a regular basis, and who carry out research related to the subjects they teach. However, there are still some areas for improvement.

Strengths:

- The competences of teachers delivering the *Programme* meet the requirements for the second cycle studies.
- Teachers develop professionally in internships abroad and participate in international conferences to enhance their linguistic, didactic and research qualifications.

Areas for improvement:

- Need for a younger teaching staff.
- Efforts should be made to have more visiting teachers coming for longer periods.
- Keeping the balance between the teaching load and the research load.
- A strategic plan for the teachers' professional development.
- International publications in high impact journals should be promoted.

4. *Facilities and learning resources*

27 classes with multimedia facilities and a variety of seating are provided for Education Studies, together with the University's other study programmes. Students also have access to the facilities and services of the Institute of Sport Science and Innovations, as well as to other departments and units of the University. There is a library and 3 computer classes. Students can use computer rooms for group exercises and independent study. Students have access through the Library online subscription databases to almost all journals on Education, including journals on education management and leadership. Even though the SER states that the Library has a

sufficient number of books and textbooks, the visit to the Library did not convince the panel members of the usage of contemporary scientific literature in foreign languages. The panel considers that the wider usage of virtual environments could serve as a support system for developing the study process and increasing the number of students.

In 2012, the refurbishment of the library was completed with the upgrading of basic equipment and better adaptation to the needs of University students. Wi-Fi connection is available in the central and instructional buildings, as well as in the Library reading room and in the dormitory, so that students can conveniently use the electronic resources and databases of the library.

The students and teachers of the *Programme* frequently use the services of the former Social Problems Research Laboratory that was integrated into the Institute of Sport Science and Innovations, i.e. social research instruments (questionnaires, tests, observation protocols etc.) accumulated by social resources and also avail of consultations on research papers.

The internship and research placements of the students of the programme in Education Studies are held in universities, secondary schools, sport clubs, sport schools, sport centres and other institutions related to physical education and sport. The panel notes that the adequate conditions for student research placements are created.

The teachers of the *Programme* have published 3 monographs, 28 student books, and 5 methodological publications. The publications mentioned above are used in the classes and are included into the lists of mandatory and optional course materials. Although these publications are related to the subjects or modules of the *Programme*, however, the teachers should publish more international articles in high impact journals.

Following the Rector's Order No ĮSAK_15/S of 28 October 2013, the learning materials of the lectures, practical sessions and methodological material are placed in the Moodle system and are made available to students and administrative staff. However, the Moodle system could be used more actively during the studies.

To sum up, the premises for studies are adequate both in their size and quality; teaching and learning equipment is also adequate both in size and quality, and the teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. However, the number of contemporary books in foreign languages should be increased; references to the information sources in foreign languages should be used more actively when writing papers and in the final thesis. The virtual environment should be used more widely to support students in their study process.

Strengths:

- Adequate classrooms in size and quality.
- Wifi, different data bases.

Areas for improvement:

- More contemporary scientific literature in foreign languages is needed.
- The usage of the virtual environment should be extended.

5. Study process and students' performance assessment

The admission requirements are clear and score calculation formula is the same and known in advance since 2009.

The students of the *Programme* are involved in scientific research and scientific conferences; some of them write articles, and that demonstrates the successful building of student research skills. According to the SER, the most active year was 2012 when the programme students gave 8 presentations in scientific conferences and 8 articles were published in scientific journals. But the students' scientific work has become weaker in recent times. Measures should be taken to promote the scientific and research activities of the students.

Students' participation in international exchange programmes is weak. Only three students (5%) had international experience in 2008-2013. The students usually are not able to use exchange opportunities because of their jobs and the other responsibilities they have. This fact should be analysed and new ways should be sought to encourage international mobility.

The panel considers that the weak participation in international programmes and low usage of foreign literature in the study process is a result of poor foreign language skills.

The allocation of scholarships is governed by the procedure for granting scholarships according to which the best students receive university scholarships. Scholarships are allocated in accordance with the academic achievements of the previous exam session. Students may also receive benefits or social scholarships, in the case of financial difficulties. For outstanding achievements in scientific areas, students may be awarded memorial scholarships. All University students are eligible for bank loans to cover their accommodation and subsistence costs or tuition fees. The loan procedures are governed by the State Studies Foundation. The University students have a right to be accommodated in the University's dormitory located on the campus close to the instructional buildings. It can be stated that an adequate level of academic and social support is ensured.

Student learning achievements are evaluated during exam sessions. Evaluation scores are based on clear evaluation criteria associated with the study course and module outcomes. The learning outcomes are assessed by the module teacher or group of teachers. The final evaluation of learning outcomes is done at the end of the semester. A cumulative grade point average system is used at the University. The weighted averages of examination grades indicate reasonable results with only a few failures during 2008-2012.

In 2013, the Competence and Career Development Centre was established to help students in career planning and to mediate with employers in job seeking. The analysis of employment rates over the last five years showed that 50 % of the *Programme's* graduates are employed in line with their speciality.

The panel notices that detailed information about the learning progress, module descriptions, aims, learning outputs, prerequisites, learning methods, topics and themes, semester timetables, and lists with semester and session grades are collected in the LSU IS database. This database is easily accessible to teachers and students.

To sum up, admission requirements are well articulated and students are encouraged to participate in research activities; however this area still needs to be promoted. Students are reluctant to use the opportunities of international mobility programmes and their English language skills should be improved. The adequate level of academic and social support is ensured and the assessment system of students' performance is clear. The Moodle system could be used more actively in the study process, however.

Strengths:
- Various forms of support for students are in place.

Areas for improvement:
- International mobility of students should be encouraged.
- Development of the variety of tools to strengthen students' foreign language skills.
- The promotion of students' scientific work.
- The virtual environment should be used more widely in the study process.

6. Programme management

After the Office of Quality Management and Accreditation was established in the University in 2012, the quality management system has been developed on the basis of ISO 9001 and implemented in the University since September 2013.

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The panel notes that the main responsibility for the achievement of the *Programme* aims and learning outcomes, as well as ongoing monitoring of its quality, lies within the responsibility of the Programme Committee. The Committee collaborates with the Dean, the Board of Studies, with education and research units and with the overall academic community of the University. The Committee submits proposals to the Senate; performs self-evaluation of the *Programme*; discusses the quality improvement in response to the results of the surveys; implements the internationalisation of the *Programme* by encouraging student mobility and evaluates students' proposals and requests regarding the organisation of studies. All stakeholders are invited to the meetings of the Committee. Nevertheless, the panel states that the work of the Programme Committee should be more effective in the field of the management of the internationalisation process of the studies and in establishing closer links with similar programmes in the neighbouring countries and in Lithuania.

The *Programme* Director is appointed by the Rector of the University. The Director, together with the Committee members, is responsible for the delivery and development of the *Programme*. At the end of each year, the Programme Director invites all programme teachers to give their opinion on the matters related to the quality of studies.

In addition to the Programme Director, there are two coordinators appointed by the Rector and the Dean: Course Coordinator and International Coordinator. The Course Coordinator's responsibilities are to monitor the Programme and regularly collect student feedback on the learning experience. The responsibility of the International Coordinator is to assist the Faculty Dean, the Director and University International Relations Office in the development and implementation of the faculty's international strategy. The panel considers that greater personal responsibility has to be raised as to the functions of the Coordinators in the programme, because different aspects of the *Programme* have to be improved (for example, usage of concepts such as module, course, electives and competences has to be clarified, more contemporary literature is needed, wider usage of virtual environment is necessary, as is the development of foreign language skills, and the internationalisation of the study process).

The panel noticed that the Centre for Academic Quality Supervision is of great importance in the implementation of the *Programme*. It collects and stores data about student surveys in which the quality of the curriculum and programme delivery is assessed. The survey results are analysed by the Department and Study Programme Committee. The results of the student surveys are presented to the teachers and they improve their subjects accordingly. The feedback from the employers' is also gathered.

The continuation of study quality assessment is also ensured by quality surveys (at the end of spring and autumn semesters); regular accreditation of programme modules is done every year. Programme administration and quality assurance documents are regularly evaluated.

To sum up, the distribution of the responsibilities and monitoring are well allocated, the information on the implementation of the programme is collected regularly, the evaluation and improvement processes involve stakeholder input. However, more attention should be paid to wider international orientation, to the establishment of both national and international networks and to the development of the teaching staff.

Strengths:
- Different levels of responsibility are clearly distinguished.
- Feedback is formally and informally collected and used in quality assurance processes.
- Stakeholders are involved in the development of the *Programme*.

Areas for improvement:
- Internationalisation of the *Programme*.
- Development of the strategic plan for the teachers' professional development and the recruitment of younger teaching staff.
- Establishment of closer links with similar programmes in Lithuania and neighbouring countries.

III. RECOMMENDATIONS

1. To make the aims and learning outcomes of the *Programme* more understandable and distinct.
2. To clarify the usage of the concepts – subject, course, elective course, module.
3. To recruit younger teaching staff, lack of which may threaten the future sustainability of the *Programme*.
4. To facilitate the mobility and exchange of students with national, EU-ERASMUS and foreign universities (at least for short,intensive courses).
5. To invite more visiting teachers to come for longer periods and increase the level of internationalisation in terms of international contacts, visitors and conferences.

6. To promote international publication in high impact journals.

7. To develop a strategic plan for teachers' professional development.

8. To encourage students to use more learning materials in foreign languages during their studies and especially when preparing the master's thesis.

9. To keep the balance between teaching and research loads by increasing teaching contact time with the students.

10. To make greater use of the virtual environment (Moodle or some other) in the study process.

11. To develop closer links with similar programmes in Lithuania and neighboring countries.

IV. EXAMPLES OF EXCELLENCE*

There are no examples of excellence.

V. SUMMARY

The *Programme* as a whole is systematic and compact, following the legal requirements; it also fits well into the mission of the University and is popular among the students. The *Programme* is transparent and easy to access through different information channels. Its aims and learning outcomes are systematically presented and their connections to the subjects, methods and assessment procedures are clearly presented. However, in some cases, the aims and learning outcomes should be clarified, the terminology used in the descriptions needs revising accordingly.

The curriculum design of the *Programme* complies with the legal requirements; it is thoroughly prepared; the sequence of the study subjects is logical. However, the content of the subjects needs continuous updating and alternatives for required reading, also in English, should be considered regularly. The description of the curriculum structure is thorough and systematic; it is, however, quite complicated and needs clarifying. Also the terminology in the system of the programme aims and learning outcomes needs revising; this concerns the central concepts (module, course, electives, and competences).

The University emphasises the principle of the multidisciplinary in its future projections. The panel considers this a good principle but it needs to be developed further.

The teaching staff are competent and their research is directly related to the subjects they teach. Nevertheless, in order to ensure the sustainability of the *Programme,* the younger teachers should be more involved in the teaching. Also the increasing requirements to publish in international journals call for better language skills. According to this requirement, the University provides foreign language courses, the continuation of this activity is needed and recommended.

The facilities and learning resources are adequate and available for the University's community. However, more contemporary books in foreign languages are needed.

The study process is organised smoothly. The students are provided with various forms of support. However, the international mobility of the students should be encouraged and new forms of internationalisation at home should be sought. The Moodle environment could be used more actively in the study process as well.

The internal quality assurance system makes the improvement and development of the *Programme* possible. The responsibilities for the *Programme*'s implementation are clearly distinguished and stakeholders are involved in the development of the *Programme*. However, the *Programme* team may wish to consider tools for the internationalisation of the *Programme*, for the establishment of closer links with Lithuanian and international partners, and for the development of the teaching staff.

VI. GENERAL ASSESSMENT

The study programme *Educology* (state code – 621X20005) at Lithuanian Sports University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**18**

*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:	Prof. dr. Pertti Kansanen
Grupės nariai: Team members:	Prof. dr. Ilze Ivanova
	Prof. dr. Fuensanta Hernandez Pina
	Dr. Marian McCarthy
	Ms. Žaneta Savickienė
	Mr. Andrius Ledas