



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegija
STUDIJŲ PROGRAMOS *SPORTO VADYBA*
(valstybinis kodas - 653N20025)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SPORTS MANAGEMENT* (state code - 653N20025)
STUDY PROGRAMME
at Kaunas College

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Sporto vadyba
Valstybinis kodas	653N20025
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji pakopa
Studijų forma (trukmė metais)	Iššęstinės (4metai) Nuolatinės (3metai)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2012/05/30 (No. SV1-198)

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Sports Management
State code	653N20025
Study area	Social Sciences
Study field	Management
Type of the study programme	College studies
Study cycle	First cycle
Study mode (length in years)	Full time (4 years) Part time (3 years)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	30/05/2012 (No. SV1-198)

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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	Samples of theses produced by students who have graduated from the programme
2	Minutes of the meetings of SM study programme’s quality assurance team

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

Kauno kolegija/University of Applied Sciences (hereinafter referred to as KK) was founded in 2000 and was granted the status of a Public Enterprise in 2011. In 2014, KK was accredited by international external evaluators for the maximum 6-year period.

KK implements first cycle collegial studies of technological, biomedical, humanitarian and social sciences as well as arts. It provides 51 Professional Bachelor study programmes and expands application of artistic and scientific research. KK has 6,973 students, a staff of approximately 1,000 and has graduated over 25,000 students. In 2016 KK was ranked second in Lithuania in the ranking of higher education institutions providing collegial studies.

KK has four faculties:

- The Faculty of Management and Economics
- The Faculty of Technologies and
- The Faculty of Medicine
- The Faculty of Arts

It also has three regional divisions.

The programme being evaluated is located within the Faculty of Management and Economics, which in turn has seven departments, one of which is The Department of Sports Management, established in 2013. This programme is one of ten programmes in the Faculty of Management and Economics. The main structural unit of the Faculty is the Department which implements study programmes, conducts applied research, employs staff and has the responsibility of ensuring the quality of ongoing study programmes.

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 13/12/2016.

- 1. Prof. James Wrynn (team leader)** *Head of Dublin Institute of Technology, Ireland.*
- 2. Assoc. Prof. Iveta Ludviga** *Professor, Riga International School of Economics and Business Administration, Latvia.*
- 3. Anna Maria Ranczakowska** *Professor, School of Humanities, Tallinn University, Estonia.*
- 4. Mrs. Virginija Klimukienė** *VšĮ "Psichikos sveikatos perspektyvos" programme director, Lithuania.*
- 5. Mr. Simonas Valionis**, *student of Tilburg University, The Netherlands.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The implementation of this study programme commenced in 2012.

The principal stated aim of the programme is ‘to train a qualified management specialist for the occupation in the specialised segments of both national and international sports markets...’. The aim is to reflect local and regional needs and to reflect the needs identified through a consultation process.

The aims of the programme are publicly available at [Http://www.kaunokolegija.lt](http://www.kaunokolegija.lt). The research process used in arriving at this aim included formal research and informal discussion with sporting organisations, visits to schools etc. While this information gathering appears effective, it would be more helpful if activities designed to promote the programme were treated as a separate activity from actions specifically designed to establish need. It is important that in future, research on the evolving needs of sports organisation is rigorous and separate from activities such as promotion to schools. It would be better if precise details and documentation were provided to verify the general assertion in relation to market needs.

The programme only has a small number of alumni because of its recent development. The employment destination and the quality of that employment needs to be carefully monitored in the years ahead to test the validity of the asserted market need. The self-evaluation study itself rightly identifies as a weakness of the proposal ‘non-systematic research of the professional field’.

The programme has a stated aim of developing qualified personnel for operating with international sports markets. These international markets are very different in scale and complexity from that pertaining in the management of national organisations, local/regional organisations and in volunteering. There is little reference in the learning outcomes as to how this capacity to operate in an international environment is to be achieved and content of individual modules that would relate to achieve learning outcomes with an international dimension is not particularly evident on a significant scale. It is noted that the self-evaluation work incorporated as part of the consultation process, discussions with a number of international HEI partners and this is commended. Hopefully further discussion can help provide the opportunity for crystallising how delivery of the international dimension can be enhanced. Alternatively, the team might scrutinise the extent of possible employment that will require an international dimension/expertise and review whether this objective should continue to be pursued.

The role of volunteering as a destination/role for graduates was discussed. The inclusion of that domain even further widens the range of opportunity but if so, it raises consequential issues in terms of curriculum discussed in the next section.

In discussion, some team members said the programme could provide opportunities in the area of production of sports goods. This is a very wide broadening of the definition of the field of employment, again requiring specific skills. Event management was also mentioned as a possible area of employment.

Overall the evaluation team were of the view that the programme will fulfil established needs, but that a clearer focus on the programme aims and consequently on learning outcomes and module content could greatly enhance the programme. The programme currently seems to include every possibility for employment which may result in a very diffuse programme.

The programme aims and learning outcomes are moderately well defined and are based on academic and labour market needs. They are appropriate to a Professional Bachelor in Management and the programme and its LOs, content and qualifications are broadly compatible with each other. However programme aims and market needs need further reflection.

2.2. Curriculum design

The programme content is organised for full-time students over six semesters in three years, each of which yields 30 ECTS, giving a total of 180 ECTS. The overall design conforms to the general requirements of first cycle degree awarding with 30 ECTS in general study subjects, 135 ECTS in the study field area and 15 ECTS in electives.

Part-time students take the programme over 4 years.

The evaluation team commends the modular approach being pioneered in KK by the programme. It also notes with satisfaction the development of an 'Integrated Sports' approach to participation in sport.

The overall programme has a logical sequential structure. The documentation provides very detailed syllabi of modules and individual modules spell out the relationships between learning outcomes of the study programme, module learning outcomes, module study methods and module assessment. Table 2 in the self-evaluation study provides a general framework of the relationships between modules and learning outcomes. The connection between modules and learning outcomes could be enhanced by clearly identifying key elements of a module that contribute to achieving a learning outcome.

Some modules appear admirably ambitious in content but occasionally they raise questions on the possibilities of achieving those ambitions. In addition, one might query if the theoretical level of the ambition is appropriate. For example, the philosophy component of the

Careers and Sports module (section 36-40) constitutes a big demand on students in a Professional Bachelor Degree.

Reading references are probably over ambitious with too many texts and references that students are expected to access. While later in this evaluation, reference is made to encouraging better use of the library facilities, a more modest, better focussed, achievable list of references might be a more practical way of encourage intensification of use.

While it is not stated in the aims of the programme that employment or engagement in the voluntary sector is part of the programme objectives, it is clear from discussions that the team have a strong view that there is an important role in the voluntary sector through volunteering for graduates. The dynamics of a role in a volunteer capacity are very different from that of a fully employed position in a professional organisation. It is not evident from the syllabi content that students on completing the programme will have received specific training appropriate to a voluntary sector role.

Sustainable development is itemised as an important learning outcome. Discussions with staff indicated a certain ambiguity about the issue. There was a lack of clarity as to the interpretation of the concept in the context of sports management. In addition, it was not clear how the learning outcomes for sustainable development can be achieved with some mentioning specific modules and others believing appropriate learning objectives could be achieved because of concepts diffused throughout the curriculum.

Earlier mention has been made in section 2.1 of the area of international sport not being strongly represented in the curriculum. In particular language studies do not appear in the list of subjects related to learning outcomes. Under 'social skills', capacity for representation at international level is cited, but no language module is designated in the list of related modules. Current and graduate students reflected this concern about the language issue and stated a preference for more English language.

The programme team are very clear that this programme is very different from university based programmes in the area of sport/sports management. The practical skills element is emphasised and the curriculum design in general reflects this orientation with a less theoretical emphasis than university programmes.

Elective availability is very constrained at the moment and it is important that mechanisms be developed to ensure that the full spirit of the concept of free electives be put in place. Delivery of free electives may of course require structural change across the college and appropriate new forms of cooperation across departments and faculties.

In general, the curriculum design meets legal requirements. There is a good spread of modules that do not overlap and that are consistent with the course level. The module content reflects recent thinking in the field.

The content of the programme reflects newer trends and activities in sports management with modules such as Management of Sports Media and Analysis of the Data of Sports Activities.

Content of subjects is appropriate for a Bachelor in Professional Management and content and methods are appropriately related to LOs. The programme is relatively new and with appropriate interaction with social partners and related reflection can adapt to the latest development in the field of sports management.

2.3. Teaching staff

The teaching staff is well qualified and in general more than satisfies minimum legal requirements. In addition, of the total number of academic staff teaching on the programme, 32 percent are scientists in the field as against the minimum requirement of 10 percent. All of the staff have practical work experience of 3 years or more.

The qualifications of the teaching staff are more than adequate to ensure learning outcomes. All members of academic staff have acquired Master degrees. There is a good age distribution of the academic staff with an average age of 46 with 10 of the 26 staff under the age of 40. This ensures that the staff cohort is being renewed in an appropriate way to ensure a cohort of more recently qualified personnel.

Staff numbers have increased as students numbers increased, with staff growing from 10 to 26. The ratio of academic staff to students complies with the *Methodology of Evaluating Real Resources of a Higher Education Institution*

The age distribution of staff earlier referred to indicates a measured renewal of staff and an acceptable level of staff turnover.

There is a very well developed programme of professional development with good levels of participation to ensure currency in the respective fields of staff. The college has supported 3 staff members pursuing doctoral studies. Each year over 1,000 hours on average per annum for the five years 2011-15 have been devoted in-service training. The work of the competence centre on Moodle, teaching methods and related activities is obviously adding considerably to the clear professionalism of the staff. Over 80% of staff actively use Moodle. Good levels of Erasmus staff mobility are noted and this can be an important element of professional development.

There is a strong collegial culture and a high level of enthusiasm among the staff that met the panel. This partly results from the role of research and the encouragement of research. Staff cited encouragement to engage in relevant research on topics of their choice and to utilize the thesis work by students for collaborative research work. Other examples of research related activity include joint research with a partner institution in Latvia and the publication of 27 articles in publications of the Research Council of Lithuania. The conference on economics and business is an example of good practice in creating a research climate and culture among the staff. The Department has defined areas of applied research, including sports management and volunteering in sports and sports management. Thus the research includes research related very specifically to the programme, for example, research on volunteering with a stakeholder partner.

2.4. Facilities and learning resources

The evaluation panel visited the teaching resources including class rooms and computer rooms. All of these are extremely good in terms of size and quality.

Equipment in computer rooms is of a good technological standard. Moodle is widely used by staff and classrooms are equipped with interactive smart boards supporting the latest technology in smart board type support for teaching. The IT facilities in particular are very good and help develop 'hands-on' capacity.

In discussion with students satisfaction was expressed by students about the organisation of work practice. Employers also expressed satisfaction from their perspective on work practice arrangements.

The library has a comprehensive catalogue of hard copy texts and on-line access to very wide range of journals and texts. Library staff are enthusiastic and very committed to continuous improvement of the facilities. They work co-operatively with teaching staff in encouraging library use. The evaluation panel formed a view that this very good facility may be underutilised, particularly in the context of the thesis work. The library is one of the best physical resources of the college. Databases, stock of textbooks, periodicals, on-line materials and other teaching materials are really good. The evaluation panel formed a view that this very good facility may be underutilised. A range of measures can improve the use of this facility. Careful design of assignments and project work by the full lecturing staff in their own module area, general reading requirements and in particularly the creation of high expectation for the theses in relation to literature reading can stimulate increased use of library resources. The library is one of the best learning resources of the college.

2.5. Study process and students' performance assessment

Clear admission policies are in place for the programme. Overall the programme is organised in a manner that provides for students to achieve the learning outcomes with the caveats earlier identified. Students are encouraged to engage in research through the thesis process. The thesis process seems well structured and monitored. The quality of the theses is of a good standard. Perhaps a wider range of issues for thesis topics could be considered including sustainability and ethical issues. The thesis is the main vehicle for developing research and applied research skill by the students. While some elements of research are required for certain project work, there is not a very strong orientation to research and developing research skills by students. This is an area for enhancement.

While Erasmus exchange is built into the programme design, delivery has been uneven from year to year, largely due to external factors outside of KK control. While these externally imposed financial constraints are probably not amenable to change, the college should still seek to develop alternatives mechanism to increase participation. If an international dimension remains an aim of the programme, this issue becomes even more important.

There is strong academic and social support. Academic support arises through good orientation at the commencement of the study programme and through the appointment of tutors and mentors. There is strong input into developing social support, particularly through the Students Representative Council. Students gave a positive assessment of the work of the career centre.

Assessment regimes in subjects are clearly set out. Staff has a good practice of exchanging ideas and information on alternative assessment methods. There is a good mix of assessment method, including end of semester examinations, continuous assessment and presentation both oral and written. Many staff have worked actively at seeking to ensure a more practical focus on assessment in order to ensure learning outcomes are achieved.

For this programme, the admission requirements are clear, the study process is well organised, students are encouraged to undertake research through the thesis process. There is limited student mobility currently. Academic and social support is good. Assessment systems are clear, appropriate and publicly available. As it is a new programme with very few graduates to-date, it is not possible to comment on employment destinations.

2.6. Programme management

The programme management structures in place are generally appropriate and conform to patterns found in many HEIs internationally. KK has developed a comprehensive system of quality assurance with responsibilities devolved among various units and layers of the

organisation. These are an important part of the structure of any quality assurance system and provide the necessary framework.

The general KK quality assurance mechanism for student evaluation and feedback is implemented. It is an optional on-line system. In addition, some lecturers supplement this feedback through their own written format feedback from students and through end of semester discussion with students. It is difficult to judge the effectiveness of this student involvement part of quality assurance. It would be helpful if quantitative data was provided. For example, what percentage responds on-line? How are ratings changing from year to year? What quality improvements took place as a result of the process over a 3-5-year period? Some form of benchmarking is required.

Often the most important determinant of quality assurance is the Head of Department or programme manager. The Department head is the person who drives quality in conjunction with teaching staff in terms of the delivery of everyday activities. In the case of Sports Management, it is clear that there is a committed leader to quality assurance.

The evaluation team note the leadership provided in this way and its responsiveness to student issues.

There is reasonably good involvement with stakeholders in the design of the programme, the thesis work and involvement for ongoing evaluation. Internships are of course an important part of stakeholder involvement. The programme team acknowledge the need for wider involvement with municipalities as key providers of sporting facilities/activities.

The programme management system is good, with information collected on performance. However, as the programme is very recently introduced, it is difficult to comment on ongoing quality assurance and implementation of results of same. No previous external evaluations have taken place. A longer time scale of implementation is needed to fully evaluate this area.

However, the programme fully implements KK's internal quality assurance procedures.

III. RECOMMENDATIONS

The evaluation team is satisfied that this new programme is in general a well organised programme. There have not been sufficient cohorts of graduates to test the validity of the need identified by the research conducted by the team. Overall there are clear learning outcomes relevant to those needs that have been identified and a programme structure to deliver those learning outcomes has been put in place.

The following recommendations are made to achieve further enhancement of a very solid programme.

1. Greater clarity need to be achieved on the focus of the programme. Does it for example include preparing graduates for the sports industry in the broadest sense including sports equipment manufacturers/suppliers? The importance of the international dimension and the consequence of that importance for the curriculum also needs clarification.
2. More rigorous focussed research is required on the need for graduates in the sectors for which the programme is designed.
3. Greater clarification and possible module modification is needed to deal with the issue of 'sustainability development' and language competence if the international dimension continues to be pursued.
4. The evaluation team commends the availability of the current offering of 8 free electives and would greatly encourage the development of structures to provide a wider range, while acknowledging the administrative/timetabling complications involved.
5. The issue of volunteering needs to be addressed in terms of ascertaining in greater detail the likely role and importance of volunteering in subsequent employment and in terms of module content.
6. Despite accepted current difficulties, a serious review of possibilities for facilitating greater participation in Erasmus exchange by students should be made.
7. Consideration should be given to providing increased opportunities for improving foreign language capability, particularly if an international dimension remains part of the programme.
8. Additional research tasks and experience should be embedded in a wider range of subjects
9. The evaluation team were particularly impressed with the library facilities and would encourage an approach to assignment giving and various other learning activities that would require the students to further utilise the resources.
10. Stakeholders' involvement should be broadened to ensure the widest level of engagement with appropriate bodies.

IV. EXAMPLES OF EXCELLENCE

The Library constitutes an excellent resource.

V. SUMMARY

The programme aims and learning outcomes are moderately well set out, but a clear focus, less diffuse, and tailored towards a narrower set of market needs would be helpful.

The curriculum conforms to legal requirements and there is generally a good composition of modules. Further consideration needs to be given to issues such as sustainable development and the embedding of research processes in some modules. More recently developing issues in sports management such as Management of Sports Media form a part of the programme.

The teaching staff is well qualified and enthusiastic and research active in areas relevant to the programme. There is an appropriate programme of professional development with good levels of participation.

Resources are excellent including quality classrooms and a superb Library. Equipment in classrooms and computer rooms is of a high standard.

There is strong academic and social support. The thesis process is well structured and monitored.

Erasmus participation for students, while designed as part of the programme, has to date a low level of involvement and requires further work to overcome obstacles to student participation.

The programme management system is good with data gathered and analysed on progress, but as it is a relatively new programme it will take time to fully evaluate its effectiveness which seems good to date.

Overall, this is a new programme undergoing its first evaluation. It is satisfactory in its current format. It is preparing well trained graduates suitable for a supervisory/middle management role in sports management. It has the potential to develop into a very successful programme. Recommendations have been set out to help such a development of the programme.

VI. GENERAL ASSESSMENT

The study programme *Sports Management* (state code – 653N20025) at Kaunas College 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	2
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	17

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

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

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

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

Grupės vadovas: Team leader:	Prof. James Wrynn
Grupės nariai: Team members:	Assoc. Prof. Iveta Ludviga
	Anna Maria Ranczakowska
	Virginija Klimukienė
	Simonas Valionis

KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *SPORTO VADYBA* (VALSTYBINIS KODAS – 653N20025) 2017-05-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-96 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Sporto vadyba* (valstybinis kodas – 653N20025) vertinama teigiamai.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Programos tikslai ir studijų rezultatai yra išdėstyti vidutiniškai gerai, tačiau būtų naudinga nustatyti aiškų siekį, viską pateikti glausčiau ir pritaikyti siauresniems rinkos poreikiams.

Programos sandara atitinka teisės reikalavimus ir, apskritai, modulių sudėtis – gera. Daugiau dėmesio reikėtų skirti tokiems klausimams, kaip tvari plėtra ir mokslinių tyrimų proceso įtraukimas į kai kuriuos modulius. Į programą įeina neseniai atsiradusios sporto vadybos temos, tokios kaip Sporto žiniasklaidos vadyba.

Dėstytojų kvalifikacija yra gera, jie entuziastingi ir aktyviai vykdo mokslinius tyrimus programai aktualiose srityse. Yra atitinkama profesinio tobulinimosi programa, kurioje daug kas dalyvauja.

Išteklių lygis itin aukštas, įskaitant auditorijų kokybę bei puikiausią biblioteką. Auditorijose bei kompiuterių klasėse naudojama aukšto lygio įranga.

Teikiama išsami akademinė ir socialinė parama. Baigiamųjų darbų procesas stebimas, struktūra – puiki.

Iki šiol studentai menkai dalyvavo Erasmus programoje, nors tai ir yra įtraukta į studijų programą, reikia stengtis pašalinti kliūtis, trukdančias studentams joje dalyvauti.

Programos vadybos sistema yra gera, duomenys apie pažangą renkami ir analizuojami, tačiau, kadangi tai yra sąlyginai nauja programa, norint visiškai įvertinti jos veiksmingumą (kuris iki šios dienos atrodo gana geras) reikės daugiau laiko.

Bendrai, tai yra nauja programa, kuri vertinama pirmą kartą. Dabartinis programos formatas yra patenkinamas. Joje rengiami geri absolventai, kurie gali eiti sporto vadybos priežiūros / vidurinėsios grandies vadovų pareigas. Programa turi potencialo tapti labai sėkminga. Rekomendacijos teikiamos tam, kad padėtų programai tokia tapti.

<...>

IV. IŠSKIRTINĖS KOKYBĖS PAVYDŽIAI (GEROJI PRAKTIKA)

Bibliotekoje gausu puikių išteklių.

III. REKOMENDACIJOS

Vertinimo grupė yra patenkinta tuo, kad ši naujoji studijų programa apskritai yra gerai organizuojama. Dar nepakanka absolventų laidų norint įsitikinti, ar tikrai yra toks absolventų poreikis, koks nurodomas grupės atliktame tyrime. Bendrai, su šiais nurodytais poreikiais susiję studijų rezultatai yra aiškūs, o programos struktūra šiems studijų rezultatams pasiekti yra tinkama.

Toliau pateikiamos rekomendacijos, kaip dar labiau patobulinti šią solidžią programą.

1. Reikėtų aiškiau nurodyti, koks šios programos tikslas. Pavyzdžiui, ar joje rengiami absolventai sporto pramonei plačiąja prasme, įskaitant sporto įrangos gamintojus ar tiekėjus? Taip pat reiktų paaiškinti tarptautinio masto svarbą ir šios svarbos pasekmes programos sandarai.
2. Reikėtų atlikti tikslesnius tyrimus dėl absolventų poreikio tame sektoriuje, kuriam ši studijų programa skirta.
3. Reikėtų labiau išaiškinti ir galimai keisti modulį, siekiant spręsti „tvaraus vystymosi“ problemą ir kalbos kompetencijų klausimą, jei programą ir toliau bus siekiama vykdyti tarptautiniu mastu.

4. Vertinimo ekspertai puikiai vertina šiuo metu suteikiamą galimybę rinktis iš 8 laisvai pasirenkamų dalykų ir labai skatintų tobulinti struktūras, siekiant suteikti platesnį pasirinkimą, tačiau siūlo atsižvelgti į su tuo susijusius administracinius bei tvarkaraščio sudarymo sunkumus.
5. Savanoriavimo klausimą reiktų spręsti siekiant išsamiau išsiaiškinti tikėtiną savanoriavimo vaidmenį bei svarbą po to būsimai darbinei veiklai ir kaip jis gali keisti modulio turinį.
6. Nepaisant šiuo metu esamų sunkumų, reiktų rimtai peržiūrėti galimybes skatinti studentus aktyviau dalyvauti Erasmus mainų programoje.
7. Reiktų apsvarstyti, kaip suteikti daugiau galimybių užsienio kalbos gebėjimams tobulinti, ypač jei programa ir toliau sieks tarptautiškumo.
8. Papildomas mokslinių tyrimų užduotis reiktų įtraukti į platesnį dalykų spektrą.
9. Vertinimo grupei ypač puikų įspūdį padarė bibliotekos ištekliai, ekspertai skatintų taikyti tokį metodą, kai užduodamos užduotys ir įvairi kita mokymosi veikla, kuria atlikdami studentai turėtų daugiau naudoti šiuos išteklius.
10. Socialiniai dalininkai turėtų aktyviau dalyvauti programoje, kad būtų užtikrintas kuo aktyvesnis dalyvavimas atitinkamose struktūrose.

<...>

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)