



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETAS
STUDIJŲ PROGRAMOS "*KŪNO KULTŪRA IR SPORTAS*"
(*valstybinis kodas – 6211MX010*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "*PHYSICAL EDUCATION AND SPORTS*" (*state code -*
6211MX010)
STUDY PROGRAMME
at LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūno kultūra ir sportas</i>
Valstybinis kodas	6211MX010
Studijų sritis (studijų krypčių grupė)*	Ugdymo mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ugdymo mokslų magistras
Studijų programos įregistravimo data	1997 m. gegužės 19 d.

* skliaustuose nurodomi nauji duomenys, kurie pasikeitė nuo 2017 m. sausio 1 d. įsigaliojus Studijų krypčių ir krypčių grupių, pagal kurias vyksta studijos aukštosiose mokyklose sąrašui bei Kvalifikacinių laipsnių sąrangai.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Physical education and Sports</i>
State code	6211MX010
Study area (Group of study field)*	Education sciences
Study field	Pedagogy
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Education
Date of registration of the study programme	19 May 1997

* in brackets new data provided, valid from 1 January, 2017 after List of study fields and groups of study fields Framework of qualification degrees came into force.

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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

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

Following the Resolution of the Senate and the Order of the Rector No. 1-122 of 29 December 2005, the Faculty of Sports and Health (hereinafter - FSH) was established 1 January 2005 and such structural changes were conditioned by a striving to provide bachelor programme

graduates of Vilnius and Vilnius district (partially those of other regions in the country as well) with broader possibilities for gaining the qualification of Master in Sports, which meets the contemporary level of scientific research, technologies of formal and non-formal physical education, culture and personal abilities.

The Lithuanian University of Educational Sciences now makes a positive stride here to address the students' cognitive and self-expression needs in a more qualitative way, to enable them to acquire new professional competences that are necessary for their professional career, actualization of life and perception of the contemporary world.

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 20th November, 2017.

1. **Prof. dr. Terence Clifford - Amos**, l' Université Catholique de Lille, France, International Consultant, European Commission Expert
2. **Prof. dr. Frances Murphy**, Institute of Education Dublin City University, Ireland.
3. **Prof. dr. Manuel J Coelho-e-Silva**, University of Coimbra, Portugal.
4. **Prof. dr. Vello Hein**, University of Tartu, Institute of Sport Sciences and Physiotherapy.
5. **Dr. Inga Gerulskiene**, Adviser, Department of Physical Education and Sports under the Government of Lithuanian Republic.
6. **Mr Tautvydas Šimanauskas**, Master Research Student, Kaunas University of Technology

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims of the second-cycle study programme in Physical Education and Sport are clear and well defined comprising five generic categories of competency which have been subdivided into 13 broad learning outcomes designed for the study programme. The programme aims and learning outcomes, set at the Bologna Second Cycle are designed to prepare a graduate who is universally educated, ethically responsible, creative and able to conduct research independently as well as possessing the competency to analyse new knowledge of technologies and convey these to an academic audience. [SER, 2.1, p.5] The focus on both sport and physical education, reflecting the title of the study programme, is clear throughout the expression of the intended learning outcomes.

The study programme Physical Education and Sport encompasses theoretical and practical aims and learning outcomes to equip students with knowledge and research skills using

interdisciplinary knowledge of education and sports science enabling them to design programmes of physical education and sport. [SER, 2, p.6] Furthermore, graduates will be able to present strategic proposals in educational sport settings to specialists in physical and sport education [SER, 1.1, p.8] as well as developing their personal abilities related to their capacity for continuous lifelong learning. Interdisciplinarity is seen as the core of the study programme. Students should be able to define their own outcomes progressively, towards, and culminating in, their exit qualification. Teachers should ensure this.

The objectives and intended learning outcomes are available on the AIKOS website www.aikos.smm.lt, and on the website of LEU at: https://leu.lt/lt/ssf/ssf_priemimas/ssf_studiju_programos/programs/100480.html [SER, 2, p.7]. This information is also available at career-related events.

With reference to the State, the study programme has been revised in accordance with the Description of the General Requirements for Master Study Programmes approved by Order of the Minister of Education and Science of the Republic of Lithuania No. V-826, 3rd June 2010, consolidated 9 July 2015. [SER, 2, p. 7] The five groups of competences cited in this order: knowledge and its application; research skills; special abilities; social abilities and personal abilities are satisfied by this Master programme. The study of the specialty options is important to meet the changing demands of the labour market. Highly qualified specialists are needed [SER, 2, p.8] as leaders in sports education, as strategists, as sport researchers and in educational activities. These positions demand innovation, application of new knowledge and managerial abilities that are the focus of this study programme. During interviews with the teaching staff, the Review Team noted the possibility for graduates to combine specialisations as researchers and sports educators thus, meeting academic and labour market needs.

The Master study programme is closely related to the goals of the Lithuanian University of Educational Sciences with particular reference to aspects such as the desire of the institution to prepare professionals for the education sector and to develop applied research. The concept of specialist training is stated in the University Strategic Plan. [SER, 2, p.7]

The SER states that first-cycle programmes provide university education and a teacher's qualification [SER p. 8] while the Master programme seeks to train specialists in physical education and sport. The activities within this study programme focus on research, on becoming strategists or leaders in sports education and on development of highly-qualified specialists. [SER 2, p.8] Interviews by the Review Team with teaching staff and alumni, noted that professional requirements can demand links between education and sports as well as those between educational and sport sciences and other sciences.

The objectives and intended learning outcomes correspond to the regulations for study at second cycle and a list of 7 legal relevant documents is provided in support of this [SER, 2, p.8]. The purpose of the programme meets the provisions of European strategic documents of education and sports, and such documents are referenced in the SER [p.8]. The content of the study programme is matched to Level 7 of the Lithuanian National Qualification Framework.

The title of the programme reflects the learning outcomes which are focused on the study of Physical Education and Sports. The argument is made within the SER [2, p.9] that this programme focuses on what a Master graduate will be able to do, rather than on the content of the study programme. Reference is made throughout the discussion of aims and learning outcomes to educational and sports research, sport policy and policy on education. The learning outcomes emphasise the links between education and sports, educational and sport sciences and other sciences [SER, 2, p.9]. The learning outcomes are reviewed at the end of each semester following consultation with students, consideration of the labour market and of changes in social, cultural, economic and political conditions. The Review Team found very strong, powerful and sophisticated understanding of Master-level competences amongst staff in developing the efficiency and decision-making skills of students.

The programme learning outcomes correspond to the advanced and higher learning required for second-cycle studies. Reading samples from the Master theses made available to the Review Team further confirmed the appropriateness and level of the learning outcomes of this study programme.

The Review Team considered that both the programme and module aims and learning outcomes are well structured and have features that are distinctive to this programme.

2.2. Curriculum design

The structure of the study programme Physical Education and Sport is in line with the legislative requirement for higher education study programmes in the Republic of Lithuania as featured in the General Requirements for the Master Study Programmes approved by Order of the Minister of Education and Science of RL No. V-826, 3rd June 2010, consolidated version of 9 July 2015 and as well in Order the Minister of Education and Science “The Description of the Group of Study Fields of Education” (No. V-1264 of 10 December 2015) and LEU documents (The Description of Study Procedure of LEU (the Resolution of the Senate No. 507, 05 04 2017). Also, international recommendations regarding the duration and other organization issues were followed. This Master programme is consistent with the main aims of the Lithuanian University of Educational Sciences and leads to the award of a Master degree based on the achievement of 120 ECTS which is in line with the legal requirement that the volume of the programme should

be no less than 90 ECTS and no more than 120 ECTS and is in accordance with Lithuanian Qualification Framework (level 7).

The Master study programme, Physical Education and Sport, is composed of study subjects in the study field and elective subjects. Subjects are not repeated over the two-year' duration of the study programme. The study subjects in the study modules consist of 100 credits, 18 credits out of them are assigned to elective study subjects and 20 credits to the subjects of the other study fields: 6 credits - to Biology of Sport, 6 credits - to Movement Control, 3 credits – to Academic Foreign Language, and 5 credits – to Applied Statistics [Annex1]. Theoretical courses are taught during the first three semesters, focusing on the newest and most relevant theories and methodologies of educational and sport sciences. The following subjects are taught in Semester 1: Systems and Technologies of Physical Education, Technologies of Athlete Training, in Semester 2: Contemporary Didactics, Modern Psychology, Sports Education, Movement Control, Modelling of Programmes of Health Promotion, Management of Educational and Sport Projects, in Semester 3: Biology of Sport, Recreation Strategies. The balance of theory and practice in the curriculum is appropriate. The interdisciplinarity of the curriculum design allows the synthesis of educational and sport subjects with certain subjects from elective study fields to obtain special competences that are necessary for addressing of complex challenges.

A strong emphasis is placed on research-related subjects in the first semester (Theoretical Fundamentals of Master's Thesis, Methodology for Educational Research, and Methodology for Physiological Research in Sport). The completion of the Master thesis in the curriculum includes 'Scientific Research Practice' (12 credits) and 'Master's Thesis' (30 credits). The Master degree student has an opportunity to model a part of the study programme, choosing problems and methods that meet his/her research interests. The structure of contact work (proportion of lectures and seminars) is flexible, based on study content and methods foreseen by the teacher and combining them with the student's needs, where possible.

During the assessed period, several corrections and amendments were made in curriculum. The programme was improved significantly. Due to responding to teachers' suggestions regarding deepening of students' knowledge and abilities to analyse conceptions and theories of sport science in a critical and systematic way and to combine interdisciplinary knowledge of sports science, the study subject 'Movement Control' was included into the study programme. Also, with the aim to improve students' foreign language skills enabling students' internationalisation and to promote their mobility, participation in scientific events, conferences, the study subject 'Academic Foreign Language' was moved from the group of elective study subjects to the group of obligatory ones. To improve students' competences in the field of statistical analysis the study subject 'Applied Statistics' was introduced in Semester 3.

The Review Team, in supporting the research interests and emphasis of the programme, believes, in this respect, that the programme, could benefit from the inclusion of Movement Control and Applied Statistics as important subject in this study field.

In general, the content of subjects corresponds to the type and cycle of Master level. The content of the modules equips alumni of the programme with highly specialized knowledge in the programme's field. [Annex1]. The Review Team also found that high-knowledge acquisition was greatly valued by both alumni and employers (during meetings with alumni and social partners). This erudition influences original thinking, independence at work, in understanding business matters and the wider context of ethics. A strong knowledge base is also essential for the students who have intention to continue doctoral studies. At the same time, the content of subjects stimulates specialized problem-solving skills required in research and innovation.

Special attention is turned on the subjects related to research methods during the first, second and third semesters. It allows to create a foundation for successful research work not only for Master students, but also for doctoral studies in the future. Overall, the content of subjects of the Master programme is in line with local and international recommendations for the type and level of the studies.

The content of study subjects and the study methods are appropriate to achieve the intended learning outcomes. [SER, 3, p.12,13] The programme offers graduates the opportunity to become competent in sports education, coaching, or the organisation of physical-exercise programmes. Various study methods: lectures, practical classes, seminars and student's self-dependent work are used to achieve the learning outcomes.

During meetings with students and teaching staff, the Review Team found that practice through seminars with work-related issues help students develop more knowledge in real work situations. It was also acknowledged that the students feel that their teachers' behaviour is very supportive and that they appreciated the reflection method very highly.

The total volume of the programme is 120 credit points. There is a requirement in the legal acts in Lithuania that at least 50% of the volume of studies should be students' independent work. The proportion of contact and independent work in the Master study programme Physical Education and Sport is as follows: 30 % of contact work with a teacher (lectures, seminars, practical classes, laboratory works, and consultations) and 70 % of independent work of a student. Independent work embraces completion of independent work assignments, scientific research work, studying of scholarly sources and writing of Master's thesis. The volume of obligatory study subjects in theoretical studies equals 78 ECTS (77 % of all credits assigned to theoretical studies), elective study subjects – 18 ECTS (23 % of all credits

of theoretical studies). This enables the Master degree student to model a part of their study programme, choosing problems and methods that meet his/her research interests. The team meeting with students showed that the programme is very popular as it enables to combine the study and work, especially in the second year.

The content of the programme very largely corresponds to the latest academic achievements in the fields of Education and Sport Sciences [SER, Appendix 1]. In the curriculum design of the Master programme, the focus is on the students' preparation to act as members of organisations as well as independent researchers. They have their own activities in education as creators of educational environments, and are able to project and implement educational strategies, based on newest scientific knowledge and research under the conditions of new educational challenges in communities. Thus, learning is at all levels and in various forms. The MOODLE system is widely applied in the study process together with interactive consultations and individual or group discussions. However, there are always up-coming themes waiting for scientific description and practical development in curriculum design. The digital environment of work is one such area programme leaders should consider for development.

The Review Team generally found this a very well-proportioned curriculum of good academic direction and purpose.

2.3. Teaching staff

The second-cycle (120 ECTS) entitled Physical Education and Sport is served by 17 teachers and with a single exception, all teaching staff members have attained a PhD degree. [Annex 4). The legal requirements were reached: more than 80% of all teachers have a scientific recognized degree; more than 20% of major study field subjects' volume is taught by Professors; from all teachers, more than 60% perform research activities that comply with their study subjects and, compared to past evaluation, the trend is positive and consistently focused in the scope of the programme.

In general, the teaching staff are well qualified to ensure the learning outcomes, have been participating in diverse teaching and research programmes and have sufficient number of publications. From the 17 PhD teaching staff members, 7 teachers obtained their academic titles in Biomedicine (39%) and 9 teachers attained the PhD in Social sciences (53%). The numbers demonstrate a balanced composition of teachers to act in the Master programme combining Physical Education and Sport [Annex 4]. Meantime, several teachers have authored manuscripts in international journals with a good impact factor. A portion of written research outputs in the form of manuscripts were also visible in local and regional contexts, and this commitment with the community was positively evaluated in the meeting with social partners.

The number of teaching staff is adequate to ensure learning outcomes. The section “Staff” (pages 15-18 of the Self Assessment Report provides information reporting the mean age of the teaching staff and other aspects. It is believed that 17 teaching staff members would adequately supervise a 2-year Master programme. The programme is balanced regarding the number of teachers needed to supervise the number of students. The ratio of students per teacher engaged in this Master programme favours tutorial activities. It was gratifying to observe the positive opinions expressed by students and partners about the investment of effort and also time in the supervision of in-service activities. The visit confirmed a good social climate around the programme under evaluation, including enthusiastic and positive feedback provided by social partners. The average volume of contact work of teachers in the study programme is 680 hours on average, and approximately 188 hours are allocated to contact work with Master degree students. [SER, p.15]

Teaching staff turnover reveals that there were new lecturers involved in the programme and the turnover ensures an adequate provision for the Master programme. The number of professors (n=10) and associate professors (n=6) is impressive and represents an investment from the University. In 2010-2011, the number of teachers was 15 and this volume increased to 18 in the most recent academic years. Teachers were partially renewed in that 6 new teachers have started working in the study programme.

The University ensures reasonable conditions for professional upgrading of staff necessary to implement the programme. During the period 2013- 2017, it was possible to account 19 incomers from various foreign universities; this extraordinary input is considered most valuable. Moreover, in Table 9 of the Self-Assessment Report (page 23), there is also mentioned several outgoing missions. The aggregation of teachers involved in thematic-research topics provides updates for curriculum development. In general, both students and alumni were satisfied with the style and quality of teaching, specifically mentioning good relationships with staff and their eagerness to provide feedback and facilitate open-door policies.

2.4. Facilities and learning resources

The Review Team assessed facilities for the programme implementation as excellent in number and quality for the programme delivery: eleven classrooms, three of them renovated and two newly established, three laboratories (Laboratory of Sports Physiology and Biochemistry, the Training Laboratory of Psychophysiology and Biomechanics and the Laboratory of Sport Pedagogy) appropriately designed for the development of students’ competences in the field of the research. [SER, 5, p.18-19] There are a large number of workplaces in library (720), 67 of them computerised; study literature and information sources

are also provided in the other reading rooms within the Faculty of Sport and Health and the Reading Room of Humanities). [SER, 5, p.19] It was found by the Review Team that students' opportunities to access more in number and greater variety of literature sources are expanded by using two units of the University (Studentų str. 39 and T. Ševčenkos str. 31). [SER, 5, p.19] The Review Team found, and which was also asserted by the teachers, the particular value of the Laboratory of Sport Pedagogy. This facility offers students the opportunity to conduct simulation activities both in research as well as in pedagogical work and also carry out individual assignments. [SER, 5, p.18-19] The Review Team considers the openness of the laboratories for schoolchildren, sport school attendants, elite athletes and their provision with scientific conclusions of the testing and recommendations for sport-related improvement as useful facilities both for the development of students' competences in research and good social partnership.

The Review Team assessed teaching and learning material as excellent for the programme implementation. There is multimedia in all classrooms, constant renovation of equipment in laboratories, offering over 50 different names of up-to-date specific sports equipment as well as digital systems. [SER, 5, p.18-19] Expansion in the application of digital technologies and e-learning environment, in line with the emphasis of the foreign language learning, is seen by the teachers as a tool providing more future possibilities for students to foster positive changes in contemporary schools. The Review Team considers positive the fact that stronger emphasis on the pedagogical aspect rather than pure biomedical approach is given regarding the nature of equipment and facilities used for the laboratory work. This is with particular regard to the Laboratory of Sport Pedagogy [SER, 5, p.19]. According to the University Librarian, the new library is still under construction and the old one is still used; however, many workplaces within it are computerised and access to the Internet and wireless Internet is provided. The students are highly encouraged to use e-technologies in search for information during special training. [SER, 5, p.19] As presented by the library staff, settings were found to be suitable for disabled students; there is a high-level of reading equipment for the students with visual and hearing impaired disability (Braille printer, Balabolka apparatus, Magnifier, Jaw for Windows computer software).

Students' practice is included in the preparation of the Master thesis as 'Scientific Research Practice' (12 credits) [SER, 3, p.11]. The main forms of study organisation include: lectures, practical classes, seminars and student's self-dependent work. [SER, 3, p.13]. Such study forms are fully offered by the University facilities: library, laboratories, classrooms and other venues [SER, 5, p.19], which, according to the teachers, and agreed by the students and

alumni, are available for students to carry out individual assignments in the research field. Innovative technologies and e-learning environment are also favourable to attain the goals of the programme. [SER, 3, p.14]

It was revealed to the Review Team, as asserted by the social partners (Lithuanian Olympic Academy, Lithuanian Olympic Sports Centre, Vilnius City Public Health Bureau, schools and others) that students are prepared to act as future researchers and producers of new ideas in investigating topics urgent for social partners and providing scientifically-based conclusions and recommendations. Students supported this view. [SER, 3, p.14] Strong partnership was reflected by alumni in 'being a part of University community both then and now'. The Review Team noticed positive changes in the strong persuasion of the University towards internationalisation, which was reported by the teachers and confirmed by the students, thus highlighting increased enrolment into international mobility programmes. There is also rather frequent participation in international venues – conferences and meetings - as well as the preparation of publications in collaboration with international scholars. The Review Team considered arrangements for students' practice as excellent and well purposed.

The Review Team found teaching and learning materials to be fully adequate and accessible to satisfy the needs of students. It was discovered by the Review Team and asserted by the Librarian that the majority of the literature in the library consists of teaching literature that corresponds to the purpose of the programmes. [SER, 5, p.20] More than 1500 sources are devoted to physical education. [SER, 5, p.19] The ongoing supply of the library with new learning material is evidenced by 25 963 full-text journals and 288 676 e-books via 30 subscribed international databases, including specialised sport bibliographic databases such as EBSCO, Medline, Sportdiscus and others [SER, 3, p.14], accessed in the library via free wireless Internet; the widely used web proxy server EZproxy is also available [SER, 5, p.19]. The Review Team noticed the technological improvement of the University by the introduction innovative forms and methods of learning during the last years, based on information technologies - such as the MOODLE system, interactive consultations, discussions via Skype and popular social networks - now made available during the study process. [SER, 3, p.14]

Satisfaction with learning resources for the programme implementation was reported by the administration, teachers' staff, as well as students; however, ongoing efforts in participation in project activities towards purchasing more and better equipment, or foreign literature was highlighted by the teachers and also suggested by the Review Team. [SER, 5, p.21] For Physical Education and Sport, constant and fruitful efforts of the University in striving to increase and the improve the quality of the learning resources, also facilitating the process of access to them in the preparation of real and excellent preconditions for qualified physical

education and sports specialists, shows the University's valiant search for perfection with regard to modern challenges. Satisfaction with learning resources for the programme implementation was reported by the administration, teachers' staff, as well as students.

The Review Team found the University facilities, teaching and learning material, now as excellent, completely satisfying the needs for the successful implementation of the programme.

2.5. Study process and students' performance assessment

Admission requirements to the Physical Education and Sport Masters degree programme can be found on the University webpage (http://leu.lt/lt/stojantiesiems/stoj_magistro_studijos/stoj_mag_studiju_programos/programs/100480/priemimosal.html) in Lithuanian. The programme generally is designed for graduates of LEU. Graduates from other universities can apply for this study programme but they must have fundamentals of speciality of physical education and sports. [SER, 6, p.21] If students do not fulfil the recent requirements they must list additional courses. The competitive score is calculated by marks obtained during bachelor studies. Graduates of the study programme have the possibility to continue studies by applying for doctoral degree.

Students learn separate study subjects in cycles and their duration depends on the volume of a particular study subject. [SER, 6, p.21] Teachers attempt to combine theoretical and practical classes. During the meeting with students the Review Team found that students were satisfied with the distribution of study load, the amount of practices time and the skills they gained during the study years. Nevertheless, they noticed that study programme could be more flexible by teaching how to work with preschool children, youngsters. Overall graduates feel confident about themselves after their studies, the majority essential competences having been achieved before entering the labour market. This is a very popular programme with all participants; there are approachable, knowledgeable alumni and staff, and the teaching focus is now turned towards reflection. Students recognise teachers' supportive behaviours towards them.

Students are encouraged to participate in scientific researches, conferences by responsible teachers and student organisation called "Studentų mokslinė draugija". Students usually participate in local and international conferences. During the period of 2013 – 2017, 24 students of the study programme Physical Education and Sport participated in the international conference of the Baltic Sport Science and delivered presentations in the section for 'young researchers'. [SER, 6, p.24] As was found during the meetings, 4 students participated in research activities last year. (2016). The Review Team noted that the number of students who are in active in scientific activities could be larger.

During the meeting with students was found that they are well informed with opportunities for mobility programmes by teachers and the Dean's Office. Also, all information is accessible on University webpage (http://leu.lt/lt/studentams/stud_studijos_uzsienyje.html) in Lithuanian. Only one student during the assessment period was abroad. As said in the SER [SER, 6, p.23], students know about the possibilities but refuse to take it because of intensive studies, work and sports. The situation has not improved since the last evaluation. Nevertheless, management staff have tried to compensate for lack of students' mobility by inviting numbers of foreign lecturers to teach students. This is really useful for them.

Students can obtain all their needed methodological material for studies and use faculty facilities. During the first days of studies, they get to know the study programme and curriculum design. All the information about timetables and consultations can be easily found on the website. During the meetings, it was noticed that students and teachers have good relations. Students are satisfied with the support from management and staff. Students can obtain different kind of scholarships and can access accommodation in student dormitory. Furthermore, students are provided with the opportunities to realise themselves in different kinds of sports activities.

Students become familiar with the system of achievements assessment at the beginning of the studies. A cumulative grade system is used to assess the study process and learning outcomes, which consists of marks of mid-term tests and examinations. The structure of assessment of study subjects is similar but, the weighting of separate components can be different; and it is conditioned by the specifics of a particular study subjects. All assessment criteria are in the public domain.[SER, 6, p.22].

Over the period of evaluation, 51 students graduated from the study programme. During the period of evaluation, the numbers of employable graduates are quite large, and, for example, last year, 100% of graduates found jobs after graduation. [SER, 6, p.25] Graduates usually realise themselves in different sectors: schools and sport institutions. Students are also used to creating workplaces by themselves and therefore can establish sport clubs and companies.

During the meeting with social partners it was found that employers are satisfied with the competences of graduates. Graduates are described as well prepared, skilled young professionals with an outstanding variety of different competences which are essential for specialists working in the sports.

Different forms of collaboration between social partners and University have been found. Employers provide students with opportunities to undertake internships based on mentorship methods. Social partners meet with the staff of the University once a month and provide feedback about graduates they have recruited in their companies. This way, they make

their contributions to the improvement of study quality. The collaboration can be described as formal and informal. In informal ways, opinions are being discussed more often, for example every 3 months. Moreover, social partners also lead seminars for students and teachers.

Graduates can realise themselves in different sectors: schools, different sport institutions and have an influence on society. Graduates are able to change the understanding of the importance of healthcare and physical education, methods and lessons.

As employers mentioned, the country needs good specialists prepared by this programme, in both ways: not only in sports, but also in the academic areas.

Fair studying is regulated by LEU Statute and The Code of Academics Ethics of Research and Study Institutions. [SER, 6, p.24] The University prefers discussions with students about their marks for assignments; after every examination, there are individual discussions about the results. There is an agreement of academic honesty which students sign. The University applies an anti-plagiarism system.

Students are encouraged to give feedback about their studies. The University generates general feedback systems; nevertheless teachers additionally organize processes to receive extra opinions at the end of each semester. During the meeting with students, the Review Team noticed that students had no experience of making complaints or lodging appeals, because usually they have opportunities to discuss the results directly with teachers and resolve any issues.

The Review Team were pleased with the quality of this field.

2.6. Programme management

The Programme Study Committee is the hub of quality assurance management and relates to thirteen separate but interrelated entities. [SER, 7, fig 2] There are four levels of operation, University, Faculty, Department and Study Programme Committee, the last of which is the main management and decision making body for the Study Programme. The functions of renewal, monitoring and self-assessment are within its brief, as are recommendations for renewal and improvement of the Study Programme. Principally, The Committee is responsible for the quality implementation, monitoring and analysis of the Study Programme, self-assessment documents and recommendations for the future. The committee, comprising of researchers, students, alumni and stakeholders, takes a leading role in the relevance of learning outcomes, improvement of the study plan, outlines of the study subject and various participant surveys including stakeholders, data analysis, feedback and proposals. The committee also deals with teacher competence and the quality of learning facilities. [SER, 7, p.27] Teachers also express their opinion about their satisfaction across a range of professional matters including academic and research load, and

professional development. Teacher-satisfaction data is also collected at the level of University as well. [SER, 7, p.30]

Surveys involving students and teachers happen following each semester, and those concerning social partners are conducted at the end of the academic year. The opinion of students is identified according to, for example opinion given on their own work, assignments, their requests, achievement in learning outcomes, assessment and time allocation to the study period and process. [SER, 6, p.28]

The results of all quality assessment are dedicated to the improvement of the study programme Physical Education and Sport. These for example can initiate changes in teachers' research activity and professional development for development of learning facilities and infrastructure. The teachers systematically renew and create new study programmes, strengthen their research potential and ensure they develop professionally. [SER, 6 p.30] Programme leaders might consider the title of the degree as 'Master in Sport Science' (Physical Education and Sports). The health of the programme should be promoted through the dynamic social partners, who also could provide more technical feedback to address the need for evidence-based results from investigations in certain fields of work being carried out by students and others. All quality development should include social partners as 'full' and 'equal' members as their particular contributions, which the Review Team declared, would be most valuable. There have been significant improvements since the last evaluation, which are reflected in all sections of this report.

Social partners are surveyed annually. They are included in the structure of the Programme Study Committee. [SER, 7, fig 2] Work-related meetings, conferences, placements and teaching practices, professional development courses provide for the opinion of social partners. Social partners take part in defence commissions of final theses and some are part-time teaching members in the Faculty. [SER, 7, p.29]

Internal quality- assurance is steady and careful in all its deliberations without being too overbearing or excessively bureaucratic.

Information can be found at (http://leu.lt/lt/ssf/ssf_apie_mus/all.html).

III. REKOMENDACIJOS*

1. Pasitelkus dinamiškus socialinius partnerius sutvirtinti šios studijų programos stiprybę.
2. Užtikrinti didesnį socialinių partnerių techninį grįžtamąjį ryšį, kad būtų atsižvelgta į įrodymais pagrįstų tyrimų rezultatų reikalingumą tam tikrose darbo srityse, kuriose dirba studentai ir kiti asmenys.
3. Socialiniai partneriai kaip visateisiai nariai turėtų būti įtraukti į visas kokybės užtikrinimo sritis.
4. Pristatyti studijų rezultatus programos pradžioje, kad studentai galėtų laipsniškai nustatyti ir įvertinti, kaip siekia savo rezultatų, kol galiausiai įgis kvalifikaciją.
5. Apsvarstyti įgyjamo laipsnio pavadinimą, kuris galėtų būti *sporto mokslo magistras (kūno kultūra ir sportas)*.
6. Toliau stengtis dalyvauti projektuose, siekiant įsigyti daugiau ir geresnės įrangos ar užsienio literatūros.

*Jei numatoma studijų programą įvertinti neigiamai (neakredituoti), vietoj REKOMENDACIJŲ būtina pateikti pagrindinius **argumentus, kodėl vertinimas yra neigiamas** („neakredituoti“), ir kartu pateikti **sąrašą veiksmų, kuriuos privaloma atlikti** siekiant užtikrinti, kad studentai, kurie buvo priimti į studijų programą iki sprendimo jos neakredituoti, įgytų minimalių žinių ir įgūdžių.

IV. SANTRAUKA

Kalbant apie žinias, studijų programos tikslai ir studijų rezultatai yra gerai suprantami kognityviniu, profesiniu, techniniu ir socialiniu aspektais. Juos sudarė ir jiems pritarė universiteto dėstytojai ir kiti darbuotojai, atsižvelgę į įvairias nacionalines ir tarptautines gaires, jie taip pat atitinka Europos ir Lietuvos kvalifikacijų sąrangos 7 lygį. Dėstytojai puikiai, giliai ir rafinuotai supranta magistro laipsnio teikiamas kompetencijas, tą patį suvokimą jie turėtų skatinti tarp studentų, kurie formuoja išskirtinę antrosios pakopos studijų bendruomenę.

Dalykų turinys atitinka magistrantūros rūšį ir pakopą. Dalykų turinys studijų programos alumnams suteikia galimybių įgyti specializuotą šios srities žinių. Ekspertų grupė nustatė, kad alumnai ir darbdaviai pabrėžia ir vertina aukštos kokybės žinias. Tvirta žinių bazė taip pat svarbi studentams, ketinantiems tęsti studijas doktorantūroje. Tuo pat metu dalykų turinys skatina ugdyti specializuotus problemų sprendimo įgūdžius, reikalingus moksliniams tyrimams ir inovacijoms. Teorijos ir praktikos pusiausvyra studijų turinyje yra tinkama. Studijų programos sandaros tarpdalykiškumas leidžia edukologijos ir sporto dalykus susieti su pasirinkamųjų studijų krypties dalykais; tai būtina norint įgyti specialių kompetencijų, reikalingų sudėtingiems iššūkiams įveikti.

Bendrai, dėstytojai yra tinkamos kvalifikacijos, kad užtikrintų studijų rezultatų pasiekimą, jie dalyvauja įvairiose mokymo ir mokslinių tyrimų programose, yra parengę pakankamai publikacijų. Keletas dėstytojų yra tarptautiniuose žurnaluose paskelbtų rankraščių, kurie turi gerą cituojamumo rodiklį, autoriai. Vietos ir regionų šaltiniuose taip pat galima rasti keletą rašytinių mokslinių tyrimų rezultatų rankraščių pavidalu. Toks darbas buvo teigiamai įvertintas susitikime, kuriame dalyvavo ekspertų grupė ir socialiniai partneriai. Teminiuose tyrimuose dalyvaujančių dėstytojų grupė teikia pasiūlymus dėl studijų turinio atnaujinimo. Apskritai, studentai ir alumnai buvo patenkinti mokymo stiliumi ir kokybe, konkrečiai nurodė gerus santykius su personalu, dėstytojų norą teikti grįžtamąjį ryšį ir skatinti atvirą politiką.

Ekspertų grupė įvertino studijų programai įgyvendinti skirtą materialiąją bazę – ji yra išpūdinga pagal inventorius kiekį ir kokybę. Ekspertų grupė pastebėjo universiteto technologinę pažangą: pastaraisiais metais įdiegtos naujoviškos mokymosi formos ir metodai, kurie pagrįsti informacinėmis technologijomis, tokiomis kaip MOODLE sistema, interaktyvios konsultacijos, diskusijos per *Skype* ir populiarius socialinius tinklus, kuriais dabar galima naudotis studijų eigoje (savianalizės suvestinė, 3, 14 p.).

Administracija, dėstytojai ir studentai yra patenkinti studijų programos metodiniais ištekliais, tačiau dėstytojai pabrėžė, kad reikia ir toliau stengtis dalyvauti projektuose, siekiant įsigyti daugiau ir geresnės įrangos ar užsienio literatūros. Tai rekomendavo ir ekspertų grupė.

Dėl ženklių studijų programos patobulinimų ekspertų grupė nustatė, kad universiteto patalpos, mokymo ir mokymosi medžiaga dabar yra puikios ir visiškai atitinka poreikius sėkmingai vykdyti studijų programą. Nuolatinės ir vaisingos universiteto pastangos gausinti metodinius išteklius ir gerinti jų kokybę, taip pat palengvinti prieigą prie jų, siekiant sukurti realias ir puikias sąlygas ugdyti kvalifikuotus kūno kultūros ir sporto specialistus, rodo universiteto siekį tobulėti atsižvelgiant į šiuolaikinius iššūkius.

Ekspertų grupė nustatė, kad studentai yra motyvuoti ir aktyvūs, patenkinti studijų procesais ir jiems pritaria. Priėmimo ir siūlomų paslaugų spektras yra tinkamas ir gausus. Tarp dėstytojų ir studentų egzistuoja kolegiali atmosfera. Absolventai pasitiki savimi baigę studijas, nes daugumą pagrindinių įgūdžių būna įgiję dar prieš įsiliedami į darbo rinką. Tai labai populiarī programa tarp visų dalyvių. Alumnai ir personalas yra prieinami, turi žinių, dabar dėstyimas turėtų būti orientuojamas į reflektvųjį mokymą. Studentai pripažįsta, kad dėstytojai stengiasi jiems padėti.

Studijų programa yra labai gerai valdoma, užtikrinama jos kokybė ir patikimas vykdymas. Programos studijų komitetas – kokybės užtikrinimo valdymo centras, kuris susieja trylika atskirų, bet tarpusavyje susijusių subjektų. Nustatyti keturi veiklos lygiai: universitetas, fakultetas, katedra ir studijų programų komitetas, kuris yra pagrindinis studijų programos valdymo ir sprendimų priėmimo organas. Ekspertų grupė nustatė, kad vidaus kokybės užtikrinimo priemonės yra veiksmingos ir tinkamos, nėra pernelyg apsunkinančios ar per daug biurokratinio pobūdžio, nors yra keletas taikymo sričių.

Programos ateitis vertinama gerai. Studijų programos vadovybė parengė gerą savianalizės suvestinę. Rekomenduojama siekti šios studijų programos išskirtinumo.

V. GENERAL ASSESSMENT

The study programme *Physical education and Sports* (state code – 6211MX010) at Lithuanian University of Educational Sciences 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	4
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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