



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių universiteto  
**STUDIJŲ PROGRAMOS**  
**TAIKOMOJI KŪNO KULTŪRA**  
*(valstybinis kodas – 621X20030)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF APPLIED PHYSICAL EDUCATION**  
*(state code – 621X20030)*  
**STUDY PROGRAMME**  
at Siauliai University

**Expert team:**

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Išvados parengtos anglų kalba  
Report language – English

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Taikomoji kūno kultūra</i>
Valstybinis kodas	621X20030
Studijų sritis	socialiniai mokslai
Studijų kryptis	edukologija
Studijų programos rūšis	universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (2), iššęstinė (2,5)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	edukologijos magistras
Studijų programos įregistravimo data	2004 m. birželio 7 d.

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Applied Physical Education</i>
State code	621X20027
Study area	Social Sciences
Study field	Education Studies
Type of the study programme	University studies
Study cycle	Second cycle
Study mode (length in years)	Full-time (2), part-time (2,5)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Education Studies
Date of registration of the study programme	June 7, 2004

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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 the study programme either for 6 years or for 3 years. If 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.	Final theses for years 2013-2014
2.	List of teachers providing the programme, indicating holders of doctoral degrees

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

The second cycle programme of Applied Physical Education (hereafter – APE) is implemented at the Department of Health Studies of the Faculty of Social Welfare and Disability

Studies of Šiauliai University in cooperation with other departments of the faculty (Special Education, Social Pedagogy and Psychology).

A self-evaluation report of the study programme (hereafter – SER) was provided to the review team in order to prepare for the site visit. To develop the SER a special team was assembled in 2014. The meetings of the group took place from February 2014 till November 2014. This report was prepared and structured according to the rules expressed in the Methodological Guidelines developed by SKVC. The SER was informative and detailed. One additional document and the final theses prepared by graduates of 2013-2014 have been given to the review team during the site visit (see above).

The visit to Šiauliai University, Faculty of Social Welfare and Disabilities Studies was held on the 28th of April 2015, following the agenda which was developed before the visit. The meetings took place in an open and very friendly atmosphere. The evaluation team received answers to all questions and was pleased about the climate of cordiality and transparency.

#### **1.4. The review team**

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 28 April 2015.

- 1. Dr Christiana Rosenberg-Ahlhaus (team leader)**, *lecturer and researcher at the Department of Sports Science and Physical Education of the University of Konstanz (Universität Konstanz), Germany.*
- 2. Prof. Dr Francisco Carreiro da Costa**, *professor at the Faculty of Physical Education and Sport of Lusophone University of Humanities and Technologies (Universidade Lusófona de Humanidades e Tecnologias), Portugal.*
- 3. Dr Frances Murphy**, *Senior Lecturer in Education (Physical Education) at St Patrick's College Dublin, Ireland.*
- 4. Dr Dalia Lapėnienė**, *head teacher of Kaunas Jonas and Petras Vileišiai Lower Secondary School, lecturer at Lithuanian Sports University, Lithuania.*
- 5. Ms Olga Stremauskaitė**, *undergraduate student in Psychology at Vilnius University, Lithuania.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

This report was prepared and structured according to the rules expressed in the Methodological Guidelines developed by SKVC. The main source for preparing for the evaluation was the SER which was delivered by the Faculty. The SER states that *the second cycle study programme “Applied Physical Education” (APE) is implemented at the Faculty of Social Welfare and Disability Studies of Šiauliai University. It is hosted by the Department of Health Studies of the Faculty of Social Welfare and Disability Studies in cooperation with other departments of the faculty (Special Education, Social Pedagogy and Psychology), centres (The Disability Research Centre, Disabled Persons’ Sports and Health Promotion Centre, Health Promotion and Consulting Services centres and Hippotherapy centre of the university, Public Health Research Centre) and staff of academic and administration divisions in the structure of the university.” (see SER , p. 5)*

Generally speaking, the learning outcomes of the programme are described in an adequate and very detailed way (see SER, p. 7, table 2). They are presented clearly and consistently. It is obvious that the recommendations of the last evaluation a) to specify the learning outcomes and b) to enhance the research conditions have been implemented. All learning outcomes are published on the website of the institution.

The programme was last evaluated in 2009, when the title of the programme was *Applied Physical Training*. By changing the title to *Applied Physical Education (APE)* a different emphasis emerges as the focus changed from training to education. If this change is not only based on the fact that the programme is located in the study field of Education Studies, this change should have visible consequences for the programme. While reading the programme contents and talking to different groups during the visit (senior management, staff, students, graduates, social partners) these consequences were not fully evident. The programme offers specialisation in APE management and coordination of health education. Both branches obviously belong to socio scientific fields (see SER, p. 16). But the field of education encompasses more than coordinating and managing courses. It is related to pedagogical and educational processes that reflect the possibility of changing behaviour by learning. Looking at the programme contents there are no courses offered that deal with these topics. As far as learning outcomes are concerned also there one finds a focus on coordination and managing health and applied physical education. They do not cover the field of education in an explicit

way. For instance on page 48 it is written that students “are able to apply obtained knowledge providing specialised professional support, to implement innovations following the interdisciplinary point of view and international experience, attracting both national and international human and financial resources”. The main focus obviously lies on aspects such as coordination, management and deepening the knowledge about special need groups (see SER, p. 61). But what is missing are contents and outcomes which emphasize pedagogical qualifications. Even if it is pointed out that the two specialisations (coordination of health education and management) guarantee the distinctiveness of the programme (see SER, p. 10): if this leads to a disregard of educational topics the APE programme does not hold what the title promises.

The Team also discussed the labelling “applied” physical education. As the Team could learn during the site visit, there is a research project at the department analysing posture and posture problems of pupils of the region. As the Team found out during the visit students can and do participate in this project. This project perhaps could be one belonging to a programme called “Applied Physical Education”. However, the main part of the programme are courses and projects about physical activity with disabled people.

As stated in the SER the Faculty of Social Welfare and Disability Studies of Šiauliai University has a long and strong tradition in Lithuania of offering programmes in the areas of “*social, special and health education, in research on social, psycho-pedagogical, special and special educational needs of the persons, who are in disability or social exclusion risk situations, and on meeting those needs.*” (see SER, p. 4)

The Team asked why this unique and outstanding aspect is not pointed out in the SER in a clearer way. On page 6 of the SER one finds a very general description of the programme aims that does not emphasize the strength of the programme which is to work with groups with special needs. When talking to the social partners it was obvious that the labour market in the region of Šiauliai is asking for well educated specialists in this particular field of physical activity. It seems imaginable to focus on physical education for special need groups instead of dividing the programme into different fields. In this way the APE at Šiauliai would become a unique programme really different to other universities.

On the other hand, the aspect of “applied physical education” may in fact be relevant if it is meant in a sense of implementing physical activity with disabled and non-disabled people at the same time. This idea of “inclusion” which is discussed internationally leads to the idea of doing

physical activity together: people with and without special needs. If master students of Šiauliai are able to create and evaluate activity programmes for inclusive groups the uniqueness of the programme would even increase. Though there is still a lot of (research) work to be done in order to accomplish this idea Šiauliai University has the potential of being one of the places where exactly this work could be developed.

It should also be mentioned that the English version of the website of the department is using the term “Adapted Physical Education” which is not equal to “Applied Physical Education”. While “Adapted Physical Education” clearly refers to special need groups, “Applied Physical Education” points out the focus of application instead of a pure theoretical approach. If this is only a question of translation it has to be cleared in order to avoid severe misunderstandings.

As a summary one may say that the title of the programme refers to the fields of “education” and “application”. But reading the contents and the outcomes there is a focus on facts about special needs (like biomechanics, neurorehabilitation and nutrition) or about coordination and management. While talking to students and social partners the Team got the explanation that developing and evaluating physical activity programmes for people with disabilities is the main focus. This leads to misunderstandings and should be clarified.

In general the Team believes that the programme aim and learning outcomes meet academic and professional requirements and meet the needs of the society and labour market. Regarding the academic qualification which is offered the programme includes three courses to prepare for research and scientific work. The last semester is devoted to the master thesis. So in comparison to first cycle programmes there is a clear shift with regard to scientific research which meets the requirements for a second cycle programme.

## ***2.2. Curriculum design***

In general the structure of the curriculum and the given credits meet legal requirements. The subjects of the main study field amount to 60 ECTS (50% of the programmes’ scope), specialisations amount to 30 credits and the preparation and defence of the Master Thesis is worth another 30 ECTS. (see SER, p. 12, table 3).

The programme is implemented in full-time and part-time study modes. The duration of the full-time studies is 4 semesters, while the duration of the part-time programme is 5 semesters. The



volume of ECTS per year for the full-time students is 60 and 45 for the part-time students. This number of credits meets the requirements of a master programme.

The Figure on page 14 of the SER provides a solid overview over the key components of the study programme. Unfortunately it is only done for the specialisation in “Management of Applied Physical Education” and not for “Coordination of Health Education” which would have been helpful. There are also mismatches between this matrix and the annex 8 of the SER. There the course “Applied Sports Engineering” belongs to the specialisation of “Coordination of Health Education”. In the matrix it is related to the other specialisation. The course “Management of Public Health” can be found as an offer in the main study field. In Annex 6 it belongs to “Management of APE”.

Research methods and research work are offered in each semester of the programme which is certainly a strength of the curriculum design. In this way students become prepared for the final master thesis and for scientific activities. The ECTS volume of each course is calculated with regards to the balance of contact work and individual studies which make up from 67,5 to 73,7% depending on the course (see SER, p.12). During the visit students indicated they received support and special tasks also during self studying time.

The study subjects in general are spread evenly and are not repetitive (see Annex 1). The course “Methodologies of APE for the Disabled” is divided into parts I and II, which is very understandable looking at the subject contents. The same is true for “Scientific Research Work” (see Annex 1). As students and graduates assured during the visit the curriculum and the timetable of the programme is challenging but manageable.

Generally speaking the curriculum design reflects latest developments in science as far as research activities in the field of physical activity with disabled people are concerned. What the Team is missing are achievements in science in the field of education.

Because the number of students is small the department does not offer both specialisations for each cohort which is not clearly said in the SER and in Annex 1. The SER group informed the review team that during the admission period students are asked which specialisation they prefer and the majority of choices influences the decision. This regulation is comprehensible but again leads to the question if these forms of specialisations are reasonable in an educational programme. The question occurs if instead of two specialisations which cannot be offered at the

same time, one with emphasis on pedagogical topics would meet the programme title in a better way.

Another consequence is that besides the specialisations there are no optional courses in the programme. It is worth reflecting if maybe offering such courses in cooperation with other departments could replace a specialisation. This way, there could be an interdisciplinary exchange of knowledge which certainly is a benefit for students and teachers.

In general the curriculum meets legal requirements but does not fulfill the entitlement of an educational programme. Because the contents of the curriculum are linked to the aims of the programme, the same problem as before emerges: the curriculum design and the contents do not offer courses with focus on pedagogical and educational questions. Instead, the focus is lying on understanding which adaptation is necessary in physical activity with special need groups, managing these activities and doing research about these topics. If education is the focus of APE there should be courses about pedagogical and educational topics.

### **2.3. Teaching staff**

As described in the SER there are 11 teachers who are implementing the study programme, 4 professors, 3 associate professors and 4 lecturers (see SER, p.18). The teacher-student-ratio is good and the number of teachers can ensure the achievements of the learning outcomes. *“Students prepare final theses under the supervision of 4 Doctors of Science, professors and 3 Doctors of Science, associate professors. One teacher supervises on average 2-3 Master theses. Such teacher-student ratio is rational and creates all prerequisites for appropriate preparation of Master theses.”* (see SETR p. 19.) During the visit this fact was proved by students who underlined that they get sufficient support in order to meet the requirements of the programme.

Annexes 2 and 3 provide the academic CV's of the lecturers. It is remarkable that more than 50% of the lecturers also publish in English or participate in English-language conferences. But it is also obvious that this number should increase in order to make the programme internationally visible. Using literature in foreign languages and teaching in English is necessary without doubts for the programme and its teachers to become part of the scientific community. Annex 2 shows that research interests of the lecturers are related to the study programme.

Following the documents the teachers' qualifications in general are adequate to the programme. For example the Team could learn about a project dealing with posture problems of pupils which

is part of the actual programme. Several lecturers already published research results on the topic of risk factors influencing the posture of Šiauliai City primary school-students.

More evidence on this was be given by the positive comments of students and social partners during the visit.

In addition to analysing the information of the SER the review team could meet a few staff members during the visit. The Team was informed that the teaching workload, time for preparing for classes and research work comprise 33% each, per week. This percentage should be as flexible as possible in order to compensate times of intensive research which are necessary to develop higher qualifications. During the visit it was not clear if this is really guaranteed. All teachers are evaluated by the university every 4 years which guarantees a control over teacher's development.

During the visit it also turned out that the possibilities for lecturers to participate in international conferences are getting smaller at the moment. Teachers have to wait in queue in order to go abroad, there were no clear reasons for that provided during the visit. As travelling and visiting conferences is extremely important to hold international contact, the department should create better conditions for the development of the teaching staff.

The students described the teaching staff as very motivated. They obviously support students' development. Students have confirmed receiving feedback from teachers on their achievement level orally or in a written form depending on the teacher or curricular unit.

As written in the SER (see p.19) the teaching staff consists of various age groups and the turnover takes place naturally. Because the Team only met a small number of staff members this can not be proved directly but students did not complain about this point.

#### ***2.4. Facilities and learning resources***

During the visit at Šiauliai University the review team visited the library, several laboratories and special rooms for special teaching methods, such as group work and problem based learning. Students reported consistently that they were very satisfied with their programme facilities.

Pages 21 and 22 of the SER show an impressive list of new and up-to-date diagnostic instruments which are used in the programme and which the Team was able to see during the

visit. 80 computers were bought in 2013 and can be used in new and modern classrooms. All rooms are barrier-free. In addition several computer working stations have adaption for students with special needs or can be used as a model during classes. Teachers and students have excellent equipment and materials to implement the study programme.

Also the library is new and modern. It can be used by all faculties and also by the residents of Šiauliai. Beside the books there are various databases. Students can also use scientific literature of Šiauliai Region P.Višinskis library. Both libraries are annually supplemented. The Team could see that for students of the APE programme there are special books and databases which can be used and which lead to stronger research activity in the field of special education. (see SER, p.23).

In general the review team could see during the visit that the university offers excellent facilities and premises suitable for students' practice and research, adequate both in their size and quality.

It is obvious that the recommendations of the 2009 evaluation to improve facilities and to expand the capacity of the laboratories have been fulfilled.

### ***2.5. Study process and students' performance assessment***

In the SER the admission requirements are well explained: *“Persons who had completed university studies, graduated from non-university studies of the same field and had a Bachelor degree in the profession, and those who had completed supplementary studies and had one year's practical work experience, were admitted to studies. The competitive score of university graduates consists of arithmetic mean of marks in the diploma supplement.”* (see SER, p. 23). But visiting the English version of the university's website it is very difficult or even impossible to find the description of the programme. If the university wants to attract students from abroad this has to be changed.

The SER says that assessments in classes are announced at the beginning of the course and are clearly defined. *“Students' achievements are assessed using the summative assessment system, decomposing the final mark into constituents usually of varying value.”*(see SER, p. 29). During the visit there were no negative comments on this statement.

The programme shows a good variety in teaching methods which was confirmed during the visit by students and teachers. In Annex 6 of the SER different teaching and study methods and

assessments are related to different courses. Beside the “classical” lectures there are problem based learning situations, discussions, case studies, workshops, group tasks etc.

The quality of the master theses is good as could be proved during the visit. The review team was concerned that the chapter “discussion of findings” is not mandatory in theses based on empirical studies. In this case, the department could be more strict as far as the correct form of a thesis is concerned.

The theses contain only an abstract in English. To enhance the international visibility of the programme the theses could be bilingual and also more international references should be used.

The master students also get the opportunity to present papers or their master thesis at national conferences often organized by the university itself. In this way students are encouraged to participate in research activities.

Students can take part in international mobility programs and also get academic and social support. For instance there are individual meetings with teachers. During studies students become informed about all possibilities to reduce fees or learn about possibilities to get scholarships and funding (see SER, p. 27). During the visit the master students explained that it is difficult to study a complete semester abroad because most of them are already working. Here it could be helpful to organize more international meetings at Šiauliai University. International contacts should stay important for master students and they should use all possibilities to visit other universities even if only for a weekend conference or a short internship. Also more international lecturers could be invited. Even long distance learning and video conferences could be implemented. These video conferences could be considered as a possibility of scientific research exchange.

It is worth mentioning that master students already work which leads to special adjustments concerning the study schedule. In general the Team got the impression that the professional activities of the majority of graduates meets the programme providers’ expectations. But this statement cannot be proved by exact data.

According to the data provided in the SER, student numbers are decreasing at the moment. This seems to be a fact which several institutions have to face because of demographic developments. Given the situation, international visibility of the programme is even more important, in order to

attract students from abroad. But this can only be possible if adequate international contacts are developed.

## ***2.6. Programme management***

The responsibilities of decision making are clearly allocated. At the university level the senate is the first institution to reach a decision. Altogether there are five levels of responsibility: senate, faculty, department, teachers and students. *“At the institutional level of ŠU, key decisions on the programme are made by the Senate, rector’s office and vice-rector for studies (see Fig. 1). Many internal parts of the study process are managed by university services and departments. Their activities supplement each other...” (SER, p. 31).*

Whereas the senate considers and approves study programmes, the faculty has to ensure the quality of these programmes. Therefore there are several groups for special issues (committee for quality, committee for assessment etc.) Programmes are implemented and monitored on the department level. Teachers are responsible for the quality of subjects taught. Students are responsible for their learning outcomes, for choosing subjects and planning self studying.

When meeting the different groups during the visit the review team got the impression that this system works well because the members of different groups were able to answer all questions about the programme and were fully aware about their tasks in this management process.

As far as the offered specialisation of management of APE is concerned, attention should be drawn to the fact that Šiauliai University is offering a similar specialisation in the study programme *Physical Training and Sport Education*. It is true that this programme is implemented by another faculty of the university but nevertheless it seems imaginable to share classes in order to save teaching and researching capacities. As written in the SER there is cooperation between the Faculty of Social Welfare and Disability Studies and other divisions of the university (see above) and it could be worth thinking about this special cooperation in the field of sports management as an important task in the field of programme management.

The university periodically collects data related to the implementation of the programme from students in the form of questionnaires or meetings on this topic. Though the exact frequency could not be found out during visit, the review team discovered that this information is supplemented by information from social partners who help to improve the programme whenever necessary. Judging from the SER the programme management seems to be very well

developed and clearly structured. During the visit it became evident that it is not really the clear structure but the close relationship that ensures the commitment of the social partners to the programme.

Teachers keep contact with the different institutions of the social partners and take the role of an adviser if necessary. Numerous students do their internships in regional institutions or even work voluntarily there. As the stakeholders assured data from social partners are taken into account when the programme is evaluated by the different groups of quality management. For example the Team learned about the improvement of internship situations or of finding more relevant topics for the master theses. Therefore the review team considers the management system as a system that really works in practice. The outcomes of internal and external evaluation are indeed helping to improve the programme.

### **2.7. Examples of excellence**

The APE programme has a long tradition in the region of Šiauliai and the University has much experience in research on teaching people with disabilities. This makes the programme unique. The facilities underline this emphasis because they respect in a perfect way the needs of people with disabilities.

There is a great number of institutions and social partners who support the programme. This leads to the fact that students not only find placements during their studies but also jobs after finishing the programme.

### **III. RECOMMENDATIONS**

1. Programme title, programme aims and contents should be reflected upon and clarified with regard to the terms “education” and “application”.
2. The programme may consider if the existence of the two specialisations of the programme is justified. Curricular units in these specialisations should be reflected upon.
3. The programme should continue to develop an internationalisation strategy with regard to teacher and student mobility. Teachers should get more possibilities to participate in international conferences.
4. The programme should consider cooperation with other departments which also offer courses on physical activity, educology, public health, training or management. It should also be possible to cooperate between different faculties.
5. The programme team should also consider the possibility for teachers and students to publish bilingual or in English and in accordance to international standards. Therefore it is important that students use more international literature and databases.



#### **IV. SUMMARY**

The Applied Physical Education (APE) programme is a second cycle programmes implemented at the Faculty of Social Welfare and Disability Studies of Šiauliai University and hosted by the Department of Health Studies of the Faculty of Social Welfare and Disability Studies.

##### **Strengths:**

The programme is well known in the region and there are several cooperations with different centres ( e.g. the Hippotherapy centre of the university).

One big strength is the department's long experience in research in the field of disability. This master programme offers very good possibilities to go deep into research on the topic of adapted physical activity. This is strengthened by courses on research methodology offered in the curriculum.

It should be underlined that research questions are often developed in cooperation with social partners which gives a clear focus to applied research. Relationships with social partners are extraordinarily strong. These partners do not only help to improve the programme but also offer different internships and even jobs after studies. The programme meets the requirements of the regional labour market very well. The timetable allows studying and working at the same time.

The facilities are very good and offer excellent study conditions. The library is light, modern and barrier-free. Several rooms and computers for individual learning are available.

##### **Weaknesses:**

Some clarification should be made in the published programme aims and the curriculum design. The programme belongs to the field of education but educational aspects are not the main focus of the programme. None of the two specialisations offered in the programme (“Management of Applied Physical Education” and “Coordination of Health Education”) emphasises educational topics, both deal with coordination or management which is a contradiction to the title of the programme. The same is true with the designation “applied”. The programme has a clear focus on adapted physical activity and this should be pointed out in the title, in the aims and in the curriculum design.

Because student numbers are small, the department should consider if cooperation with other departments who also offer similar specialised classes could be helpful. It seems imaginable to share classes with other departments in order to save teaching and research capacities.

The international strategy of the programme must be developed. If traveling and participating in international conferences is not possible more international lecturers could be invited. Even long distance learning and video conferences could be implemented. The language used in classes, in the master thesis and in published articles could be more international by writing longer summaries and abstracts in English, using foreign literature or speaking in different languages if the topic allows to do so. In this way international lecturers and students may be attracted and the number of students could increase.

## V. GENERAL ASSESSMENT

The study programme *Applied Physical Education* (state code – 621X20030) at Siauliai 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	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
	<b>Total:</b>	<b>17</b>

\*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:	Dr Christiana Rosenberg-Ahlhaus
Grupės nariai: Team members:	Prof. Dr Francisco Carreiro da Costa
	Dr Frances Murphy
	Dr Dalia Lapėnienė
	Ms Olga Stremauskaitė

**ŠIAULIŲ UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS  
TAIKOMOJI KŪNO KULTŪRA (VALSTYBINIS KODAS – 621X20030) 2015-06-19  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-161 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Šiaulių universiteto studijų programa *Taikomoji kūno kultūra* (valstybinis kodas – 621X20030) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
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
	<b>Iš viso:</b>	<b>17</b>

\* 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)

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**IV. SANTRAUKA**

Studijų programa *Taikomoji kūno kultūra* yra antrosios pakopos (magistrantūros) programa, kurią vykdo Šiaulių universiteto Socialinės gerovės ir negalės studijų fakulteto Sveikatos studijų katedra.

**Stiprybės:**

Ši programa yra gerai žinoma regione, bendradarbiaujama su keliais centrais (pvz., universiteto Hipoterapijos centru).

Didelė stiprybė yra ilgalaikė katedros patirtis atliekant mokslinius tyrimus negalės srityje. Ši magistratūros programa suteikia puikią galimybę nuodugniai tirti taikomosios fizinės veiklos temą. Galimybę sustiprina šioje programoje dėstomas mokslinių tyrimų metodologijos dalykas.

Reikėtų pabrėžti, kad su moksliniais tyrimais susiję klausimai dažnai nagrinėjami kartu su socialiniais partneriais, taip užtikrinant didesnę dėmesį taikomiesiems moksliniams tyrimams. Ryšys su socialiniais partneriais ypač tvirtas. Šie partneriai ne tik padeda tobulinti programą, bet ir suteikia galimybę atlikti praktiką ir netgi gauti darbą baigus studijas. Programa labai gerai tenkina regiono darbo rinkos poreikius. Paskaitų tvarkaraštis suteikia galimybę dirbti ir studijuoti vienu metu.

Materialieji ištekliai labai geri, užtikrina puikias sąlygas studijuoti. Biblioteka šviesi, moderni ir pritaikyta neįgaliesiems. Savarankiškam mokymuisi skirtos kelios patalpos ir kompiuteriai.

#### **Silpnybės:**

Reikėtų šiek tiek paaiškinti paskelbtus programos tikslus ir programos sandarą. Programa priskiriama edukologijos sričiai, bet didžiausias dėmesys joje skiriamas ne edukologiniams aspektams. Nė vienoje iš dviejų programos specializacijų (Taikomosios kūno kultūros vadyba ir Sveikatos edukologija) neakcentuojami edukologiniai klausimai; jos susijusios su koordinavimu ir vadyba, o tai neatitinka programos pavadinimo. Tą patį galima pasakyti apie žodį „taikomasis“ pavadinime. Programa aiškiai orientuota į pritaikytąją fizinę veiklą ir tai turi atsispindėti pavadinime, tiksluose ir programos sandaroje.

Kadangi studentų yra nedaug, katedra turėtų apsvarstyti, ar nebūtų naudinga bendradarbiauti su kitomis katedromis, kuriose skaitomos panašios specializacijos paskaitos. Būtų visai natūralu, jei, tausoiant mokymo ir mokslinių tyrimų išteklius, vyktų su kitomis katedromis bendros paskaitos.

Turi būti sukurta šios programos tarptautiškumo strategija. Jei nėra galimybių keliauti ar dalyvauti tarptautinėse konferencijose, būtų galima pasikviesti daugiau dėstytojų iš užsienio. Galų gale galima organizuoti nuotolinį mokymąsi ir vaizdo konferencijas. Paskaitų, baigiamųjų darbų ir publikuojamų straipsnių kalba dažniau galėtų būti tarptautinė – galėtų būti pateikiamos ilgesnės santraukos ir anotacijos anglų kalba, naudojamosi užsienio literatūra arba kalbama įvairiomis kalbomis, jei tai leidžia temos. Tai gali pritraukti tarptautinių dėstytojų, padidėtų studentų skaičius.

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### **III. REKOMENDACIJOS**

1. Reikėtų apmąstyti programos pavadinimą, tikslus ir turinį ir paaiškinti sąvokas „kūno kultūra“ ir „taikomoji“.
2. Galbūt reikia apsvarstyti, ar pateisinamos dvi šios programos specializacijos. Reikėtų apmąstyti šių specializacijų programos sandaros elementus.
3. Reikėtų toliau plėtoti tarptautiškumo strategiją, turint omenyje dėstytojų ir studentų judumą. Dėstytojams turėtų būti suteikiama daugiau galimybių dalyvauti tarptautinėse konferencijose.
4. Įgyvendinant programą reikėtų bendradarbiauti su kitomis katedromis, kuriose taip pat dėstomi fizinės veiklos, edukologijos, visuomenės sveikatos, ugdymo arba vadybos dalykai. Be to, turi būti užtikrinama įvairių fakultetų bendradarbiavimo galimybė.
5. Programos grupė taip pat turėtų apsvarstyti galimybę dėstytojams ir studentams skelbti straipsnius dviem kalbomis arba anglų kalba ir laikantis tarptautinių standartų. Todėl svarbu, kad studentai skaitytų daugiau užsienio literatūros ir naudotųsi tarptautinėmis duomenų bazėmis.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)