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LIETUVOS SPORTO UNIVERSITETO
STUDIJŲ PROGRAMOS *TAIKOMOJI FIZINĖ VEIKLA*
(612B30001)

VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *ADAPTED PHYSICAL ACTIVITY* (612B30001)
STUDY PROGRAMME**

at LITHUANIAN SPORTS UNIVERSITY

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Taikomoji fizinė veikla</i>
Valstybinis kodas	612B30001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Reabilitacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4 m)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Reabilitacijos bakalauras, neįgaliųjų reabilitologas
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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Adapted Physical Activity</i>
State code	612B30001
Study area	Biomedical studies
Study field	Rehabilitation
Kind of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full time (4 years)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of rehabilitation, Rehabilitologist of the disabled
Date of registration of the study programme	Order of the Minister of Education and Science of the Republic of Lithuania No 1187 of 2 August 2001 Repeatedly registered by the Order of the Minister of Education and Science of the Republic of Lithuania No V-635 of 3 May 2010

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The Evaluation team was composed of six members from four different countries. These assessed the Master study programme of Adapted Physical Activity (APA) held at the Lithuanian Sports University. The centre for Quality Assessment in Higher Education of Lithuania nominated an Evaluation Team (ET) constituting Dr. Mark Sacco, (University of Malta, Malta) as the team-leader and the following members Prof. Arnd Krüger (University of Göttingen, Germany), Assoc. Prof. Dr. Berta Paz Lourido (University of the Balearic Islands, Spain), Assoc. Prof. Dr. Milda Žukauskienė (Vilniaus kolegija/Vilnius College, Lithuania), Dalia Janušauskienė (Social Partner Representative, Senior Physiotherapist at Valakupiai Rehabilitation centre, Lithuania) and Kristina Mendelienė (Student representative, Lithuania).

The Evaluation Team (ET) assessed the study programme of *Adapted Physical Activity (APA)* held at the *Lithuanian Sports University*. The awarded degree and professional qualification – Bachelor of Rehabilitation, Rehabilitation specialist for persons with disabilities. The programme is registered by order of the Minister of Education and Science of the Republic of Lithuania No. 1187 of 2 August 2001; repeatedly registered by the Order of the Minister of Education and Science of the Republic of Lithuania No. V-635 of 3 May 2010. It is implemented in the Faculty of Sports Biomedicine and it is a full-time study course. All the legal requirements are met.

The course has been previously evaluated in 2010 and accredited for three years. Most of the previous recommendations have been met; however, the discussions with the Ministry about the status of APA have not come to a positive end yet. There is the theoretical demand of this first level APA study programme, directly related to the developmental perspectives and the obligations of Lithuania as a member of the United Nations and the EU.

APA is therefore still an unregulated field. Although such academic courses have a value in themselves and can react efficiently to a changing labour market, the job profile of the graduates is quite vague. Non-academic exercise instructors and coaches with a very short preparation of only weeks, people with non-academic vocational training, the APA Bachelors and the APA Masters all cater to the same market. This is not really fair to the highly motivated and inspired graduates of the course evaluated here. The ET was therefore slightly disappointed in that no progress had been reported towards getting the profession recognised and regulated by the State as had been suggested in the previous course evaluation.

According to the *European Federation of Adapted Physical Activities (EUFAPA)* about 45.540 students have special needs in Lithuania. 13.400 of them are students with physical, visual, hearing and mental retardation disabilities. About 4650 of them are educated in special

schools. These students have to attend theoretically, but in reality only 54,4 % of them participate in regular PE classes, 23,9% participate in Special PE classes, 20,3% are excluded from PE at all and for 1,4 % of all students in regular schools is prescribed physiotherapy. Inclusion in sports and physical activity has not really arrived for Lithuanian disabled, attending organized physical education practices are about 2600, which makes up 1,2 % of all Lithuanian disabled. The disabled are brought together for sports activity by 40 sport clubs for disabled, counting more than 4300 members (at all levels - elite, organized and recreational sport). The Lithuanian Blind, Deaf and Invalids sports federations and the Special Olympic Committee develop 20 sports. Every year it organizes 35-38 national championships, which include more than 1400 disabled, more than 25 other sport events for the disabled - games, cups, international competitions, health-promoting and other events). The Lithuanian disabled sport organizations are members of international disabled sport organizations.

So there is a “market” for graduates of such a degree course inside of Lithuania and also outside.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

It should be stated that the first cycle study programme Adapted Physical Activity offered at the Lithuanian Sports University is unique and is the only rehabilitation programme of its type for undergraduate studies in Lithuania. The need to help society to manage people with special needs is very real and tangible, hence the course in APA. Especially as the impression amongst the social partners is that physiotherapists only work in hospitals, yet graduates from the APA course work in any environment.

The aim of the study programme is “*to prepare Bachelors of rehabilitation and qualified rehabilitation specialists for persons with disabilities on the grounds of international level, fundamental and applied interdisciplinary science and achievements in modern technology; train specialists who would be able to work with persons with different types of disabilities (mobility, vision, hearing, intelligence, etc.) in the areas of their physical, psychological and social rehabilitation using special aids and methods of physical activity in order to reduce the social exclusion of people with disabilities and improve their quality of life*“. These aims appear to have been realised and the Evaluation Team (ET) would like to congratulate all the staff who contribute to the education of students following the Adapted Physical Activity course at the Lithuanian Sports University. The ET comes to this conclusion following the assessment of the documents previously presented by the University, following the meetings that were held by the staff and finally collaborated by the meetings with the graduates and

social partners. Students described the course as being new and one that has met their expectations.

Nevertheless, despite the satisfaction of students, social partners and staff regarding the course, and admitting the need of professionals that use the methods of physical activity to reduce social exclusion of people with disabilities, there is a lack of clarity in the professional role of these graduates in society. The general aim of this programme is laudable and clearly focused on disabled people needs but the outcomes are described in such a broad way and cover so many areas that it is difficult to see what finally makes this bachelor different from other bachelors in the area of rehabilitation. The words of the graduates describing their profession as "We are three professionals in one" highlights this confusion, particularly when at the end many of the graduates seem to work as masseurs, or in other areas of wellbeing not clearly based on the competences acquired in this bachelor. Indeed, the professional development of this bachelor seems to be based on the restrictive perception of other professions, when in fact, there is still a scope to describe the APA profession based on the needs identified in the population, which undoubtedly exist as was evident in the meeting with the social partners, even if they are not sufficiently recognized by public and private institutions.

This bachelor has been described during the meetings as essential for developing adapted physical activity, but it should be better justified why it should be like this and not as in many other countries, where generally these topics are considered a part of a physical activity programme or implemented only at a Master level.

In the SER it is stated that the programme was developed according to Standard of Adapted Physical Activity (APA) specialist university training, set by The European Thematic Network (THENAPA I) *Vocational training in adapted physical activity* (2004). This paper refers to vocational training and university studies. This ambiguous position was also visible in the discussion with the staff which mentioned "teaching assistant in school to help teachers with inclusion" as a possible professional venue for the graduates. As much as these occupations are important, it is highly doubtful that a university study is necessary for it. The same is the case with the coaches positions described as European level 2 and upward in the European paper. Is it really necessary to prepare a university graduate when elsewhere in Europe it is performed by a vocationally trained instructor? The same can be said about some of the jobs found by the graduates: Should they really do an important APA BA when they work eventually more like a masseur?

Learning outcomes of the programme are oriented towards the field of rehabilitation and include knowledge, skills and development of practical skills necessary for rehabilitation

specialists for persons with disabilities. Although some learning outcomes are not formulated in a proper way (“to know”, “to understand” are not measurable; learning outcomes 4.2 and 5.1 are totally the same), they are quite clear. Learning outcomes are very wide in general. According to them, the prepared specialist is able to replace many other specialists – physiotherapist, social worker, special educator, coach and in some cases occupational therapists. As much as a general knowledge of the field is helpful to find a place in a changing labour market, it is doubtful that (1) sufficiently deep knowledge for a replacement of the actual specialists can be achieved, and (2) needs to be achieved. Some topics and content of final theses of APA are very similar to what would be expected from other specialists. For instance “*Adjustments of the environment of persons with physical disability in terms of access to public spaces, home and services*” would be typical for *Occupational Therapists*, “*The effect of massage on shoulder pain reduction in older people*” for *Physiotherapy graduates*, and the topic “*The analysis of the system of social services provision to persons with disability*” would be good for *social workers*. The ET wonders whether the quality of the theses in APA in such fields that are the domain of other professions are of similar quality as when such a thesis was written by a specialist, and in case of different quality whether this is reflected in the grade(s) given.

Having read the course SER, the actual learning outcomes do not clearly describe the potential profession and the reader realises that there is a lot of overlap between the APA graduates and other complementary professions mainly occupational therapy and physiotherapy and jobs of non-academic vocational training; for example a study-unit titled ‘Therapeutic massage’ (described during the meeting with the responsible staff for the preparation of the SER as “applied massage” and by the students and graduates as “therapeutic massage”). This is also a source of confusion as the aims of the APA course do not mention the profession as one that treats the people with special needs but looks after their requirements. A comment by a member of staff during the meeting with the ET was that “*our aim is not to cure people*” hence the question by the ET recurs regarding the stated learning outcomes.

The descriptions and some of the information of each module are well written and demonstrate to the ET that the suggestions given by the previous Evaluation in 2010 have been noted and acted on. It was stated by the staff who prepared the SER that the Learning outcomes were written following the attendance of staff at conferences, and together with the help of foreign partners and the relevant social partners. However, the styles in which the learning outcomes have been written are all very generic and are not specific to the APA course in question. As a result on paper the course appears to be of a lower academic standing than it really is. It is therefore being recommended that: these Learning Outcomes are rewritten and

reviewed by an English speaking person who is familiar with academic writing and relates them to Level 6 of the European Qualifications Framework document.

It was stated that the entry qualifications for the course have been raised and this has resulted in better more motivated students. This can be substantiated in what was told to the ET by the staff, current students and the fact that there are no drop outs from the course.

2. Curriculum design

The Programme's curriculum design meets the legal requirements as laid down by the State. The duration of the APA programme is of 4 years for full-time students. The curriculum design takes into consideration the needs to educate APA students to work with people with special needs and to help integrate this section of society into the public main stream. While the curriculum works very well for work with people with physical disabilities and Paralympics, special needs for sensory deficits and the Special Olympics need yet more attention. Inclusion will be a major challenge for the APA graduates in the future. On a theoretical level "inclusion" is part of the course work; but it has reached neither the practical application nor the research level. Only 10 % of the theses deal with social integration. A research oriented pro-active approach to such questions might be considered. The course has, however, the advantage that students with special needs study side by side with their able-bodied fellow students, so the purpose of equal opportunities, inclusion, and the acquisition of informal skills in dealing with people with a handicap as a key qualification of their profession is guaranteed as daily practice without any formal ECTS Credit.

The programme has a number of elective study units that are considered positive and this flexibility allows students to be more adapted to the labour market. As there is no clear profession for the APA graduates yet, 10 ECTS as electives still seem a rather low number, especially as they are mainly in basic theoretical fields. The ET is aware that the choice of the place for the Internship and the preparation of the thesis are the only other individual forms of an individual specialisation. Although an excellent 20 hours of individual counselling of the students by the full time staff of the LSU are provided for the advice of the thesis, from the curriculum it is not obvious how the students learn to formulate research questions and how they can find a supervisor for questions that are not directly related to only one particular teaching area.

Additionally, as has been stated previously, the need to get a more international aspect to the course is considered essential by the ET. The students confirmed that foreign languages including Latin are an integral part of the course but they also stated that a deeper understanding of the language is required and that they were willing to take such additional courses voluntarily.

This will help the graduates both in their education, their research, their possible further education, and would be an asset should they wish to work overseas.

It might even be considered that foreign language skills get a weighted coefficient of its own in the admission procedure of the “Basic criteria and weighted coefficients” where thus far the Biology, the Lithuanian language, Chemistry and Math have a proper weight. Alternatively, foreign language certificates might be considered to be added to the list of “Additional points” that are so far only given for winners of national and international contests and competitions. This emphasis of language skills to enter the APA course will make it easier later on to use the language during the course and in the long run to keep up to date in the field.

The students also expressed a desire to have more practical sessions and clinical exposure included in the course. It was also stated that certain study units were too long and considered superfluous to the course. The example in question was Gerontology. The ET recognises the fact that students might not always appreciate certain topics but a better explanatory / communication process will make such subjects better appreciated. THENAPA II mentions explicitly work with the frail and elderly as a future venue for APA graduates. It would be helpful, if this is better communicated to the students and should be included in the SER.

There are some instances when the contents of some study units appear to be included in modules that do not appear to have direct relevance almost as though being included to meet the request of the previous evaluation.

The content of the study course and expediency of some modules is questionable. For instance – there is a module “Fundamentals of Physiotherapy”. Why then is there not a module titled “Fundamentals of Occupational Therapy”? In ET understanding, *Occupational Therapy* has more interfaces with the APA profession than it can be found with *Physiotherapy*. The APA course should not just collect classes for which there are already specialists at the LSU, but should be geared more precisely towards the need of the study programme.

Also the ET considers that a greater emphasises on research methods ought to be encouraged even though this is a programme that is considered of “more practise”. In the directive from the Minister of Health Care of the Republic of Lithuania (2012) it is stated that it is necessary to give priority to private activities of independent contractors, to develop outpatient rehabilitation services. The APA programme is not geared yet towards private practice. It might be helpful to develop such modules in the future, as more and more graduates will have to combine different single jobs instead of having just one employer with one job. “Career planning” appears already in the modules and should thus be enlarged. In this context it will also be necessary to shift the emphasis of the course from a study programme that addresses

health/handicap/old age problems to people problems. APA is a form of emotional labour and this should be reflected in the curriculum design.

With respect to the thesis, it was noted that the same credit value of 30 ECTS was assigned to it as for the Masters course, on asking the reason why to the staff the reply was that “*it takes students longer to reach their outcome*”. Taking into consideration that the Masters course ought to be research orientated, the thesis at undergraduate level might have a lesser ECTS value.

It was noted by the ET that not all the theses had an English “summary”. The ET would like to recommend to the course director that a change in terminology should occur. The term “abstract” should be used instead of “summary” especially as we are dealing with a research paper and not a summary of a chapter for example. It is hence being recommended that an abstract in the English language be included in all the theses / projects submitted by the students at the end of the course that should also include a paragraph on the research methodology used during the study.

In terms of teaching methodology, teachers indicated that use Problem Based Learning (PBL) in the programme, although this was not confirmed in meetings with the students, who could hardly describe this procedure in practice.

3. Staff

Currently, in this first cycle APA programme the staff complement consists of 34 lecturers, out of whom 4 (12%) have a professor’s post, 18 (50%) are associate professors and 12 (38%) are lecturers. These first cycle APA programme academic staffs participate in scientific projects in Lithuania, however only a few of them have participated in international projects or events. The existing Erasmus exchanges are beneficial for the staff, but seldom lead to international research cooperation and/or publications. The ET is recommending that the APA programme ought to engage in more academic exchange but recognise the difficulty that this course is not widely offered in Europe.

APA programme teachers actively participate in Lithuanian and international scientific conferences, internships and seminars. Since 2008 the number of participating teachers only increased – highest number of participants is in 2012. In SER table 12 shows the variety of the themes that teachers participated for the professional development.

The average age of the programme staff is 46 years and staff appears to be consistent; hence staff change does not play an important role in this programme. All the staff are very highly experienced and dedicated to their goal of ensuring a good education for the APA students. 79% (27 of 34) have more than 10 years of experience teaching in the area of the

subject and 76% (26 of 34) have more than 10 years of practical experience in the area of the subject. All the stakeholders commented positively about the staff and their enthusiasm to teach the subject.

During the meeting with the staff, teachers expressed the feeling of very high motivation to teach in this programme, but it was evident that some isolation in terms of cooperation with other international institutions existed. Nevertheless, the strong point is the close relationship of the faculty members with social partners, what is a relevant aspect to make learning more meaningful for students.

4. Facilities and learning resources

Laboratories, classrooms and other material facilities are adjusted for the disabled moving with the wheelchair, except the swimming pool – there was no evidence of any lifting device for people with the wheelchair to get to the pool.

In SER mentioned that there is a specialised APA Department classroom with 32 workplaces in a separate building on the first floor for people moving the wheelchair –It must be noted that this building was not shown during the visit and the person who showed us the environment did not know about this classroom.

The library is renovated and adapted to the needs of persons with disabilities. It is recommended to upgrade sidewalks to make it easier to get to the library with the wheelchair. Laboratory equipment which is used during lectures and shown during the visit is sufficient and adequate; however, the ET did not find any equipment for evaluating the blind, the deaf people, or people with mental disabilities (bike adapted to the blind [tandem] and goal ball balls are used for sports).

Students can choose clinical practice in different institutions – centre for visually impaired, adapted schools for all kind of disabilities, retirement homes, sport clinics. Students also do participate in summer camps for the people with the wheelchairs. The students have the possibilities to participate in the events for the disabled organized by other institutions. In addition to the formal course the students are thus socialized into an APA environment.

It is recommended to expand the possibilities of clinical practice. The LSU sports facilities (games halls, gymnasium, athletics hall, stadium, gym) are used for practical sessions.

In the library modern literature is mostly in English. Students expressed a desire that they wanted a larger amount and variety of books in the national language, also specific information about visual, hearing or other disabilities. For the implementation of the APA study programme 11 books have been published in Lithuanian, and there are 100 copies available to satisfy the APA students' needs. These 11 books have been produced by the APA staff in the

past. It might be helpful to update them and increase the scope of problems and conditions dealt with. As international journals are expensive, cooperation and coordination (plus inter-library loan) with other institutions in Lithuania that are dealing with people with a handicap might be considered to increase the scope and open the possibilities for the further education of the staff and of the graduates.

The LSU is developing an e-learning system (Moodle), which contains a number of lecture materials, tasks for practice sessions and seminars. International cooperation with other universities that have special skills in particular fields underrepresented at LSU might be helpful to make use of their expertise. This might require translations and / or better language skills of the students.

5. Study process and student assessment

The course of APA at the Lithuanian Sports University is popular. The admission procedures are well formulated, easily available and conform to Lithuanian admission regulations. The student numbers on the programme are approximately 50 students.

All staff stated that they have moved on to new teaching methods and an adapted form of Problem-based learning seems to be very popular with the staff. The comment put forward by the staff regarding student numbers is that since the “profession” is not so attractive to the younger generation hence the student intakes are of a smaller number. The programme works on a policy that quality is better than quantity; hence students following this course are highly motivated. However, some students told the ET that in their opinion the standard of the course has dropped recently as opposed to the past; alumni however, were of the opinion that the course has got better as the staff themselves are improving and travelling (e.g. with Erasmus exchanges) and thus are getting more new experiences.

The student to staff ratio is good and this has been collaborated by the students, graduates as well as the staff themselves. Good student support and careful academic monitoring has ensured that the number of drop-outs is non-existent, however the ET was concerned about the following issues. Foreign language is considered a barrier by the students and this could hinder them from participating in student-exchanges and possible eventual employment. This was reinforced by the students who told the ET that an English language course that was to be offered by the University got cancelled, and has not been replaced to date. One also ought to take into consideration that in a country with a Russian speaking minority elective courses in Russian could also be helpful.

The students also made the ET aware that there were instances that some of the books or journals were difficult to find however students also innocently told the ET that they got around this

problem by scanning the literature and sharing it amongst themselves. This brings up a question of copyright issues.

There were also instances that the management of the course, hence the University let down the students, for example the ET was informed about a Pathology course that was stopped abruptly as the students were told that there were not enough students attending the module and informed that “*they ought to look it up on their own*”. ET considers this shouldn’t be organised in such way.

The students are totally unaware of the course document, hence the ET find it difficult to understand how students could empower themselves to carry out self-directed learning if they were unfamiliar with basic terms like ECTS. For example, students could not tell the ET the number of study units allotted to the thesis. ET expresses a desire that EU credits system should be introduced to the students.

However, all students stated that they were satisfied by the methods of assessment for the course and that a system did exist whereby a student can contest a given grade or mark. Students’ progress over the four years of study was, however, not evaluated. The amount of students getting Erasmus exchange places abroad could be increased. This is, however, quite difficult, as more and more exchanges are expected to be reciprocal and the LSU courses are all offered in the Lithuanian language.

6. Programme management

The programme follows a biomedical model and it is being suggested that it needs a greater input of the social psychological side of well-being introduced into the course. As the programme is organised by the *Faculty of Sports Biomedicine* and the *Applied Biology and Rehabilitation Department* this shift in emphasis might even mean a structural reorientation. The programme management is experienced and has been managing such courses since their beginning after Lithuanian independence. Generational changes and handovers seem to be well in place. Modules are well organized according to what LSU has to offer. The recently established Consortium of four Lithuanian higher education institutions of which LSU is a part could be helpful to provide a broader perspective for the APA BA.

The Management has been very successful in attracting European funds for the decrease in barriers for physically handicapped students and staff at LSU and are a great asset for the University. It is recommended that the management continues to play a significant role in the European and the International Federations of Adapted Physical Activity to keep up to date with more recent developments and particularly (the non-biomedical) research in APA and encourage more English language publications, e.g. in the *European Journal of Adapted Physical Activity*.

Social partners in the field of physical handicaps seem to be well represented and happy with the programme, sensory deficits are far more difficult (and expensive) to organize in the programme and seem to need more consideration. The Evaluation Team was impressed how a student with a hearing problem could participate in the discussions with the help of simultaneous sign language translation.

The programme schedule is accessible for all students on the website of the LSU, the new semester schedule is always announced early enough. What is desirable is a better organisation of the formal quality management procedures, including students and a wide selection of social partners in order to gather all the information needed from all perspectives, to take the best decisions that is the necessary step for continuous improvement.

Based on this Report, the programme has strengths and weaknesses, but at any case a firm commitment by the university to this programme can facilitate the staff responsible for the programme to embrace the necessary changes.

III. RECOMMENDATIONS

1. Include more social and psychological teaching and research in the programme.
2. Include in the programme of study more emphasis towards people with sensory needs.
3. The programme aims of each course should explain in greater detail a clearer description between the different job profiles for which vocational training, the APA Bachelor, and the APA Master are necessary.
4. Try to negotiate a government agreement for the APA graduates to assure a proper acknowledgement of the graduates and APA as a profession.
5. Shift the emphasis of the course from a study programme that is based on the old fashioned medical model addressing health problems to one that addresses people as a whole, as individuals with their personal problems and needs.
6. Provide more skills necessary for independent contractors to be involved in the curriculum design to develop APA services further and actively contributing to the teaching.
7. Encourage more students to take part in the formal quality improvement activities.
8. Improve the language skills of the course by including English and/or Russian language as a prerequisite for entrance to the course. The programme itself should offer the choice of foreign languages, especially medical English to the students as a top-up during the initial stages of the course.

IV. SUMMARY

In 2014 the bachelor study programme of Adapted Physical Activity (APA) offered by the Lithuanian Sports University was assessed by External Evaluation Team (ET).

It was stated that there is a “market” and the logical demand for a first level APA study programme, directly related to the developmental perspectives and the obligations of Lithuania as a member of the United Nations and the EU. The BA is, however, thus far not the qualification for a “profession” acknowledged by the government of Lithuania, but a valuable academic degree. From the expectations of the future employment of the graduates an unclear job profile arises, as for some of the future occupations a coaching/instructor’s licence, vocational training, the APA BA, and the APA MA seem to be necessary.

Academic degrees that are not regulated as a “profession” tend to have a relatively large amount of electives, as they offer the chance to react quickly to changes in the labour market. The present APA is, however, quite restrictive in that individual specialisation related to the potential work place is mainly done in the choice of the internship and the selection of the thesis. The other electives are in basic courses which provide little if any job perspective. The APA students are highly motivated, the teachers are excellently qualified and engaged in their work, the social partners support the programme, positively evaluate the APA graduates and agree with the APA programme and the demand of specialists in the field. As there are very few self-employed persons in the field yet, but will most likely be in the future (as in other European countries) “Career planning” which appears already in the modules should thus be enlarged. It is recommended that the foreign language skills of the students be more emphasised by including them in the admission requirement and/or the BA course.

The learning outcomes of the programme are rather general, making use of physiotherapy, occupational therapy, and social work. In this multidisciplinary course the biomedical perspective is dominating. As much as this is understandable by the tradition of the APA as taught in the LSU, a more people oriented approach seems to be the way for the future. The course has an emphasis on people with physical handicaps. As there will be more and more inclusion of people with handicaps into the mainstream of society, special needs in the sensory and learning fields will become more important in the future and should receive a greater emphasis in the course.

The academic staff uses appropriate teaching/learning methods. The majority of the teachers is involved in research, but should attempt more international research cooperation and foreign language publications. The pedagogical, scientific qualifications of the coordinator(s) of the study programme do not raise any doubts.

All the auditoriums, laboratories and other present learning facilities of the subdivisions of the LSU are used for the APA studies according to the objectives and goals of the APA studies. The Department responsible for the course has been very successful in attracting external (mainly European) funding for the benefit of the course and the whole LSU. This has resulted in a programme without barriers. It is also highly laudable that the course starts to use elements of e-learning. This will eventually provide the possibility to use external material of particular special needs not sufficiently represented at LSU. The students have their practice in the institutions which represent where and how sports and physical activities for disabled people are organized in Lithuania. The students have the possibilities to participate in the events for the disabled organized by other institutions. In addition to the formal course the students are thus socialized into an APA environment.

The APA study programme is rightfully proud about the quantity and quality of the new literature in foreign languages, available in the central library and reading room or APA department. 11 study books in the Lithuanian language were issued for APA students by the APA staff in the past. It might be helpful to update them and increase the scope of problems dealt with in them. This might even be done in conjunction with the e-learning facilities. The APA students are highly motivated, interested to work with disabled persons and actively participated in different events related to APA. They are familiar with their limited career possibilities and limited national recognition of APA qualification.

The APA programme is well connected but should make more use of these connections for international research and publications. Teachers are participating in international Erasmus teacher exchange programmes in European universities, foreign teachers delivered lectures for APA students in Lithuania, students also participates in Erasmus exchange programme every year. Due to the language barrier no foreign students come to Lithuania though, making reciprocal exchange difficult.

Students confirmed that they get all necessary information and help concerning their studies from teachers and administration. "Inclusion" is theoretically taught, but the advantage of the course is that students with special needs study side by side with their able-bodied fellow students, so the purpose of equal opportunities, inclusion, and the acquisition of informal skills in dealing with people with a handicap as a key qualification of their profession is guaranteed as daily practice without any formal ECTS Credit.

There are positive relations with (potential) employers, who have generally a favourable impression about the APA graduates. It will be necessary to give priority to private activities of independent contractors in the future and to develop such career perspectives. This will also

change the composition of the social partners. The APA programme is not geared yet towards private practice.

The ET was impressed by the collegiality and personal responsibility of the management of the programme. The decision making process is highly rational and transparent. The staff competence, mobility of teachers and the amount of external funding are very well developed and impressive.

Based on this report, the programme has strengths and weaknesses, but at any case a firm commitment by the university to this programme can facilitate the staff responsible for the programme to embrace the necessary changes.

V. GENERAL ASSESSMENT

The study programme Adapted physical activity (state code – 612B30001) at LITHUANIAN SPORTS UNIVERSITY is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	16

*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. Mark Sacco

Grupės nariai:
Team members:

Prof. Arnd Krüger

Assoc. prof. dr. Berta Paz Lourido

Doc.dr. Milda Žukauskienė

Dalia Janušauskienė

Kristina Mendelienė

**LIETUVOS SPORTO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *TAIKOMOJI FIZINĖ VEIKLA* (VALSTYBINIS KODAS – 612B30001)
2014-06-23 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-373 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sporto universiteto studijų programa *Taikomoji fizinė veikla* (valstybinis kodas – 612B30001) 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	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

* 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

2014 m. ekspertų grupė (toliau – EG) įvertino bakalauro studijų programą *Taikomoji fizinė veikla* (TFV), kurią siūlo Lietuvos sporto universitetas.

Buvo teigiama, kad „rinka“ ir logiška pirmos pakopos TFV studijų programos paklausa yra, ji tiesiogiai susijusi su plėtros perspektyvomis ir Lietuvos, kaip Jungtinių Tautų ir Europos Sąjungos narės, įsipareigojimais. Tačiau šios studijų programos bakalauro laipsnis iki šiol nėra įformintas kaip profesijos, kurią pripažintų Lietuvos valstybė, kvalifikacija, vis dėlto, tai vertingas mokslo laipsnis. Galvojant apie būsimą absolventų įsidarbinimą, iškyla neaiškios darbo

vietos ar pareigybės aprašymo problema, nes kai kurioms būsimoms profesijoms būtina turėti trenerio ar instruktoriaus licenciją, profesinio mokymo kvalifikaciją, TFV bakalauro ir TFV magistro laipsnį.

Studijuojant programas, pagal kurias įgyjami kvalifikaciniai laipsniai (kurie nėra reglamentuojami kaip „profesija“), paprastai siūloma gana daug pasirenkamųjų dalykų, tokiu būdu sudaroma galimybė greitai reaguoti į darbo rinkos pokyčius. Tačiau ši TFV programa yra gana ribota dėl to, kad individuali specializacija, susijusi su galima darbo vieta, daugiausia realizuojama pasirinkus praktiką ir baigiamąjį darbą. Kiti pasirenkamieji dalykai yra iš bazinių dalykų, kas suteikia mažai darbo perspektyvų, jei iš vis suteikia. TFV studentai yra labai motyvuoti, dėstytojai puikios kvalifikacijos ir gerai atlieka savo darbą, socialiniai dalininkai taip pat remia šią programą, teigiamai vertina TFV absolventus ir pritaria TFV programai ir specialistų paklausai šioje srityje. Kadangi yra dar labai mažai savarankiškai dirbančių šioje srityje, tačiau tikėtina bus daugiau ateityje (taip yra ir kitose Europos šalyse), tad „karjeros planavimas“, kuris jau numatytas moduluose, turėtų būti išplėstas. Rekomenduojama stiprinti studentų užsienio kalbų įgūdžius, užsienio kalba kaip privalomas dalykas turėtų būti įtrauktas į priėmimo reikalavimus ir (arba) bakalauro studijas.

Programos studijų rezultatai yra gana bendro pobūdžio ir apima tokius dalykus kaip kineziterapija, ergoterapija ir socialinis darbas. Šioje daugelį disciplinų apimančioje programoje dominuoja biomedicinos perspektyva. Tai suprantama, atsižvelgiant į LSU siūlomos TFV programos vykdymo tradiciją, tačiau ateities perspektyva – daugiau į žmones orientuotas požiūris. Programoje daugiau dėmesio skiriama žmonėms su fizine negalia. Kadangi vis daugiau žmonių su negalia bus integruojami į visuomenę, specialieji jutimo ir mokymosi sričių poreikiai taps svarbesni ateityje ir jiems programoje turėtų būti skiriama daugiau dėmesio.

Akademinis personalas naudoja tinkamus dėstymo ir mokymosi metodus. Dauguma dėstytojų dalyvauja moksliniuose tyrimuose, tačiau turėtų aktyviau dalyvauti tarptautiniame bendradarbiavime mokslinių tyrimų srityje ir skelbiant publikacijas leidiniuose užsienio kalba. Studijų programos koordinatoriaus (-ių) pedagoginė ir mokslinė kvalifikacija nekelia jokių abejonių.

Visos auditorijos, laboratorijos ir kitos esamos LSU padaliniuose studijoms skirtos patalpos yra naudojamos TFV studijoms pagal TFV tikslus ir uždavinius. Už programą atsakinga katedra labai sėkmingai pritraukia išorinį (daugiausia Europos) finansavimą, kuris skiriamas programos ir bendram LSU labui, todėl programai kliūčių nėra. Labai pagirtina, kad programai vykdyti pradėtos naudoti e. mokymosi priemonės. Tai suteiks galimybę naudoti specialiesiems poreikiams skirtą išorinę medžiagą, kurios dabar LSU nėra pakankamai. Studentai atlieka praktiką institucijose, kuriose susipažįsta, kur ir kaip Lietuvoje organizuojama sporto ir fizinė

veikla žmonėms su negalia. Studentai turi galimybes dalyvauti renginiuose, kuriuos žmonėms su negalia organizuoja kitos institucijos. Be formalių studijų, studentams taip pat suteikiama socializacijos TFV aplinkoje galimybė.

TFV studijų programa pelnytai didžiuojasi naujos literatūros užsienio kalbomis kiekiu ir kokybe. Šia literatūra galima naudotis centrinėje bibliotekoje ir skaitykloje arba TFV katedroje. 11 vadovėlių lietuvių kalba TFV studentams anksčiau išleido TFV darbuotojai. Būtų naudinga juos atnaujinti ir išplėsti nagrinėjamų problemų sritį. Tai netgi būtų galima padaryti pasinaudojus e. mokymosi priemonėmis. TFV studentai yra labai motyvuoti, domisi darbu su negalių turinčiais žmonėmis ir aktyviai dalyvauja įvairiuose renginiuose, susijusiuose su TFV. Jie žino savo ribotas karjeros galimybes ir ribotą nacionalinį TFV kvalifikacijos pripažinimą.

TFV programa turi puikių ryšių, bet turėtų daugiau jais pasinaudoti vykdant tarptautinius tyrimus ir skelbiant publikacijas. Dėstytojai dalyvauja tarptautinėje *Erasmus* dėstytojų mainų programoje Europos universitetuose, o užsienio dėstytojai skaito paskaitas TFV studentams Lietuvoje; studentai kiekvienais metais taip pat dalyvauja *Erasmus* mainų programoje. Abipusiai mainai yra sudėtingi, nes į Lietuvą atvykstančių užsienio studentų nėra, kadangi trukdo kalbos barjeras.

Studentai patvirtino, kad dėstytojai ir administracija suteikia jiems visą reikalingą informaciją ir pagalbą studijuojant. Teoriškai yra mokoma „įtraukimo“, tačiau programos privalumas yra dar tas, kad studentai, turintys specialiųjų poreikių, studijuoja drauge su tokių poreikių neturinčiais kolegomis. Tad lygių galimybių, integracijos ir neformaliųjų įgūdžių įgijimas bendraujant su negalių turinčiais žmonėmis (o tai yra pagrindinė jų profesijos kvalifikacija) garantuojamas, nes studentai tą daro kasdien be jokių formalių ECTS kreditų.

Santykiai su (potencialiais) darbdaviams yra teigiami, o jų įspūdis ir nuomonė apie TFV absolventus iš esmės yra palankūs. Ateityje būtina teikti prioritetą savarankiškai pagal specialybę privačia veikla užsiimantiesiems ir kurti tokios karjeros perspektyvas. Tai taip pat pakeistų socialinių dalininkų sudėtį. TFV programa dar nėra pritaikyta orientuotiems į privačią praktiką.

Ekspertai buvo sužavėti programos vadybos kolegialumu ir asmenine atsakomybe. Sprendimų priėmimo procesas yra labai racionalus ir skaidrus. Personalo kompetencija, dėstytojų judumas ir išorinio finansavimo apimtis yra labai gera ir įspūdinga.

Remdamiesi šiomis išvadomis galime teigti, kad programa turi stipriųjų ir silpnųjų pusių. Tačiau bet kuriuo atveju, kadangi universiteto įsipareigojimas dėl šios programos yra tvirtas, tai palengvins už ją atsakingiems darbuotojams priimti reikiamus pakeitimus.

III. REKOMENDACIJOS

1. Į programą įtraukti daugiau socialinių ir psichologinių dalykų bei mokslinių tyrimų.
2. Studijų programoje daugiau dėmesio skirti jutimo negalią turintiems žmonėms.
3. Kiekvieno kurso ar dalyko programos tiksluose turėtų būti išsamiau paaiškintos ir aiškiau aprašytos skirtingos darbo vietos ar pareigybės, kurioms būtinas profesinis mokymas, taikomosios fizinės veiklos (toliau – TFV) bakalauro ar magistro laipsniai.
4. Bandyti dėl TFV absolventų išsiderėti valstybinį susitarimą, kuris užtikrintų tinkamą absolventų ir TFV, kaip profesijos, pripažinimą.
5. Pakeisti studijų programos, kuri grindžiama senamadišku medicinos modeliu sprendžiant sveikatos problemas, dalykų akcentą ir dėmesį koncentruoti į žmogų kaip visumą, kaip asmenį, turintį savo asmeninių problemų ir poreikių.
6. Suteikti daugiau reikiamų įgūdžių nepriklausomiems sutarčių dalyviams, kurie galėtų dalyvauti rengiant studijų turinį, toliau plėtojant TFV paslaugas ir aktyviai prisidėtų prie dėstymo.
7. Skatinti daugiau studentų dalyvauti formalioje kokybės gerinimo veikloje.
8. Tobulinti užsienio kalbų įgūdžius, įtraukiant anglų ir (arba) rusų kalbą kaip būtiną sąlygą renkantis studijas. Pačioje programoje, jau studijų pradžioje, studentams turėtų būti numatyta galimybė pasirinkti užsienio kalbą, ypač medicininė anglų kalba.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.