



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETO
**PROGRAMOS *KŪNO KULTŪRA* (612X13027)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *PHYSICAL CULTURE* (612X13027)
STUDY PROGRAMME
AT LITHUANIAN UNIVERSITY OF EDUCATION**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Kūno kultūra
Valstybinis kodas	612X13027
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (5,5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dalyko pedagogikos, sporto bakalauras, pedagogas
Studijų programos įregistravimo data	1997-05-19

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Physical Culture
State code	612X13027
Study area	Social Sciences
Study field	Education
Kind of the study programme	University Studies
Level of studies	First
Study mode (length in years)	Full-time (4), part-time (5,5)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Subject Didactics and Sports, teacher's qualification
Date of registration of the study programme	1997-05-19

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I. INTRODUCTION

The programme Evaluation team for May 2014 comprised:

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This report evaluates the first-cycle *Physical Culture* programme, delivered at the Lithuanian University of Educational Sciences. The degree awarding Bachelor study programme of *Physical Culture*, also integrates pedagogical studies and is discharged by the Faculty of Sports and Health Education (hereinafter - FSHE). The Faculty of Philology, the Faculty of Lithuanian Philology and the Faculty of Social Sciences oversee the general education requirements and their study subjects, while the departments of the Faculty of Education oversee the pedagogical study subjects (SER, Fig. 1). The module, general university education and the module pedagogical studies are mandatory for all students within the study fields of education and training. The overall implementation is coordinated by the Office of Academic Affairs. (SER, p.4, 1, 3)

A Resolution made by the Senate and the Order of the Rector No. 1-122 of 29 December 2005, established the Faculty of Sports and Health Education to provide a Bachelor programme for Vilnius and Vilnius district (partially those of other regions in the country as well) for the gaining of a Bachelor degree in Sports together with a teacher's professional qualification (Bachelor in Subject Didactics and Sports and teacher's qualification) since 2010. The *Physical Culture* programme has been designed to meet the contemporary standards of physical education and sports technologies, and also cultural and personal abilities, necessary for professional careers, enhancement of life and challenges of the contemporary world.

The Self-assessment group comprised eight members and each was assigned a particular section or theme. The group had a coordinator. The Self-assessment group received help from assistants to the Heads of the Departments, and Stakeholders were also involved in preparation of the self-assessment and included a teacher of Vilnius Gerosios Vilties School and a member of the Council of the Association 'Sport for All'.

The Evaluation Team commended the self-evaluation report (SER) for its, integrity, comprehensive coverage and assiduousness, though its transactional register might have given way appropriately in places to narrative more in the reflexive mode.

In response to the last external evaluation (2007), adjudged positive by an international evaluation team, LUES has implemented a number of changes, though such changes exceed those recommended, they do not always correlate precisely with them.

An on-site visit by the Evaluation Team took place on May 5th, 2014. Following the visit, the Team finalised its report, detailing the findings and outcomes for the *Physical Culture* Bachelor programme at the Lithuanian University of Educational Sciences.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes are particularly well defined, lucid, transparent and publically accessible on the website of in the Open Vocational Information, Advice and Guidance System (AIKOS) of the Ministry of Education and Science at www.aikos.smm.lt. They are on the website of the Department of Theory of Sports, available for enquiring or intending students during the fairs for studies and any of the open door events, and are in sympathy with the main aims of Lithuanian University of Educational Sciences. (SER, p.8, paras 8-9) Since the last evaluation (2007) ECTS have been introduced and the learning outcomes have been reappraised, more specifically defined and appropriately modernised. (SER. p.6, 1, 6)

The programme aims are essentially academic in their orientation and target the preparation of specialist teachers in physical education and sports, who are expected to demonstrate the ability to 'accumulate, systemise and convey knowledge to others, to carry out research in a qualitative way, to analyse and interpret research results, to convey knowledge of science, to develop abilities as well as value-based principles to those who strive for them'. (SER, p.11, para.10) In a broader context, learning outcomes, which are distilled from the programme aims, encourage emphasis on knowledge assimilation and discussion, self-development in relevant abilities and the acquisition of value-based attitudes, to assist in meeting changes in contemporary life, possible newer roles in society and working in an educational institution.

Emphasis is placed on the dynamic competences of professional educators required through innovation, the application of new knowledge and necessity of managerial abilities. (SER, p.11, para.16) Learning outcomes are addressed and re-addressed each semester in accordance with the situation in the labour market, perceived changes in social, cultural, economic and political conditions. (SER, p.12, para.18)

The programme's aims and learning outcomes are in accordance with the Description of Study Cycles approved by the Order of the Minister of Education and Science No. V-2212 of 21 November 2011 and are defined according to the following foundational precepts: knowledge and its application; research skills; special abilities; social abilities and personal abilities. (SER, p.11, para.11) The aims and learning outcomes are situated at the maximum learning levels appropriate to first-cycle studies. (Level 6)

Although the subject learning outcomes appear to be progressive well graduated across the eight semesters, it would be beneficial for the programme team to survey those in the earlier semesters. For example, in semester 1 and the subject Professional Language, we find:

'A student is able to analyze, systematize, create and write texts of different styles using theoretical and normative literature and other publications; knows professional written language and is able to create scientific and publicist texts in correct language and appropriate style'

The Evaluation Team questioned whether all of these are achievable so early in the programme, and also tended towards a view that the subject module learning outcomes are set at a demanding level for students of high ability. It is for the University to decide whether the learning outcomes, as they currently stand, have the potential to advance the inclusion process, an obligation

established according to national agreement.¹ This having been raised here, there are however plans to 'expand orientation towards student and his/her needs applying flexible and non-traditional, activating methods, to create virtual learning environments and to prepare theoretical studies for distance learning'. The Evaluation Team hopes that this can be actualised, and not remain as postulation. (SER. pp. 17-17, Table 2)

Otherwise, and more generally, throughout the design, the Evaluation Team found that the name of the programme, its learning outcomes, interfaces, content and the qualifications offered are discerningly appropriate and highly compatible with each other. The field develops systematically and has distinctive features.

2. Curriculum design

The Study Programme *Physical Culture* has been designed in accordance with following legal documents that regulate first-cycle studies:

- 1) The Resolution of the Government of Lithuanian Republic *On the Approval of Lithuanian Qualification Framework (4 May 2010, No. 535)*;
- 2) The Order of the Minister of Education and Science of the Republic of Lithuania *On Approval of Description of Study Cycles (21 November 2011, No. V – 2212)*;
- 3) The Law on Higher Education and Research (2009) outlines the goal of universities, which is 'to carry out studies which provide university higher education based on research, corresponding to the modern level of knowledge and technologies, a higher-education qualification, and the development of a thoroughly educated, ethically responsible, creative and entrepreneurial person'. (SER, p.10, para.3)

The Bachelor degree in Subject Didactics and Sports and professional teacher's qualification conform to two sets of legal regulations, namely the Law on Science and Studies (2009) and the Law on Physical Education and Sports (1995).

The Bachelor programme *Physical Culture* operates over 4 years and has a volume of 240 credits (6400 hrs.) There are eight semesters, each of 30 credits. (Annex 3.4.1.) The legal acts of the Republic of Lithuania, stipulate that 25-30 hours of student's work amount to 1 ECTS study credit and in accordance with learning outcomes. Successful graduates of the *Physical Culture* Bachelor programme accumulate 240 study credits and are conferred with a Bachelor's degree in Subject Didactics and Sports and a teacher's professional qualification. The aims, structure, curriculum, intended learning outcomes and volume in credits of the part-time study programme are the same as the full-time mode. The duration of studies is 5.5 years and there are 11 semesters in this mode of studies.

The study subjects are of extensive academic breadth and comprehensiveness. The programme *Physical Culture*, in its theoretical, pedagogic, scientific, historical, linguistic, societal and touristic/leisure emphases, neither repeats nor excessively weights particular modules, one to another. The content of the subjects is consistent with the type and level of studies in a modern first-cycle programme encompassing the science of sport. There is a closely-scaled match between content and methods, towards achieving the stated intended learning outcomes, as illustrated both in overall programme and in subject modules. The scope is readily sufficient, though the content of the programme and the learning outcomes seem particularly geared towards the high achiever. As identified above, the programme endeavours to be progressive and reflects particular elements of a modern sports' multi-disciplinarity. The same description can be

¹ In 2010, Lithuania ratified the UN Convention on the Rights of Persons with Disabilities and Optional Protocol (*Valstybės žinios*, 19/ 6/ 2010, No 71-3561).

given to the part-time mode of study, the logic of sequence being the same without a violation of the 'consistency, the logic of content of study subjects and interdisciplinary and conceptual integration'. (SER, p.18, 35)

Pedagogical studies are strongly afforded 60 credits towards the gaining acquisition of professional competence in teaching. The following study subjects: Pedagogy (Didactics and Hodegetics) (5 cred.), Education Systems (3 cred.), General and Social Psychology (3 cred.), Developmental and Educational Psychology (5 cred.), Health Education (3 cred.), Theory and Didactics of Physical Education II, III (8 cred.), Teaching Practice (30 cred.), Final Paper of Pedagogical Studies (3 cred.) are soundly conceived as core areas.

There are 54 subject modules on offer, including options and individual sports. These are conceived, developed and articulated in terms of aims, learning outcomes content and their concomitants in an exemplary manner.

Stemming from the last evaluation (2007) the names of alternatively optional study subjects of professional specialisation and freely optional study subjects as well as their content have been revised. (SER, p.6, 1, 6) Moreover, qualitative methods, the search for scientific information have been improved and more references have been made to foreign researchers and their work. (Annex 3.3; SER, p.6, 1, 6)

The Evaluation Team found that every student has the opportunity to gain skills in Special Needs education, though within the programme's prospective planning, more emphasis could be given to individual demands for in-depth continued study; Physiology was given as a particular example during interviews with students. The two recommendations the Evaluation Team bring to bear in this section concern the students' final theses, whereby the Evaluation Team recommends more supervisory oversight (to include scope, the selection of literature and presentation) and also the earlier appearance in the study schedule of the course paper leading into the final work. Contrarily, the Evaluation Team are most pleased to commend the universal character of the programme and the copious relevance of the information provided, greatly appreciated by students. Social Partners expressed their satisfaction with well-rounded and well-educated students; and students themselves have observed curricular changes taking place over the last 3 years and are highly aware of the dynamics of a continuously developing programme.

The Evaluation Team acknowledged that one of the most distinctive facets of the programme is the capacious professional coverage, which ensures maximum student opportunity for the gaining of theoretical and practical competences and which pre-eminently illustrate the number of academic and professional strands required for the full make-up of the field of *Physical Culture*. The field is exceptionally good.

3. Staff

Physical Culture is delivered by teachers, whose qualifications meet the requirements outlined in 'The Requirements for First Cycle University Study Programmes' approved by the Order of the Minister of Education and Science (Order No. V-1190 of 15 July 2010). The study subjects are taught by 6 professors (2 habilitated doctors, professors; 4 doctors of sciences, professors) and 13 doctors of sciences, associate professors; 6 doctors of sciences, lecturers and 4 lecturers, 6 assistant lecturers. (Annex 3.2). In accordance with the last evaluation, younger members of staff have been engaged to balance the age profile and teaching innovation. (SER, p.6, 1.6)

As the scientific research areas of all the teachers meet the study subjects they teach (Annex 3.1), the requirements of Lithuanian legal acts [in that at least half of the study subjects in the Study

Programme of Physical Education have to be taught by researchers] are duly met. (SER, p.20, para.38)

Research, according to tradition and perceived orientation, is in natural and biological science. The Evaluation Team recommends that the scope of research be broadened to include more social science, though the Evaluation Team learnt this process has already been taking place. International publications are increasing and the Evaluation Team recommends as much endeavour as possible in this vital arena to achieve as many publications as possible in refereed journals of outstanding repute, though they acknowledge evidence of some current publications at this level (indexed journals of highest rank (ISI) (2008 – 1 research paper, 2009 – 3 research papers, 2010 – 2, 2011 – 2, 2012 - 1). (SER, p.19, 43) A leading staff member has published two monographs (2008, 2011), published 4 research papers (2009, 2010, 2011) in the scientific journals in ISI databases, over 50 articles in international databases. (SER, p.20, para.46) Methodological publications include: 3 monographs in 2008, 1 monograph in 2009, 2 monographs in 2011, 1 monograph in 2012 and 1 monograph in 2013. (SER, p.20, para.43)

The Evaluation Team also believe it is an advantage educationally to locate wider audiences within the aging population, both in terms of research interest and research-informed teaching.

During the academic year 2012-2013 there were a total of 760 students (full-and part-time) and 35 teachers, yielding a staff-student ratio of around 1/22, which is not excessively onerous for teacher-researchers and adequate to ensure the programme's learning outcomes. However, for those staff who also teach on the Master programme, personal research time may be more restrictive. The Evaluation Team recommends that programme members should press for the most auspicious conditions towards increased individual research engagement and completion.

Although there has been a decline in student numbers during the period 2010-2013, teaching staff numbers have remained stable, showing a very slight increase over the same period.

Professional development for teachers expressed in the SER offers some insights, although these are neither comprehensive, nor overly detailed; however teachers' classes are attended by colleagues and students' opinion is surveyed. Learning outcomes and competences have been the contemporary focus in recent years; elsewhere, improvement is achieved through participation in various seminars and training courses and through international conferencing. Commendably, The SER informs that grants are frequently won by teachers, enabling them to undertake various qualification- improvement courses overseas. They have collaborated in research with teachers and research institutions involving Latvia, Estonia, Poland and Germany. Visiting teachers have arrived from Estonia, Germany, Kazakhstan, Poland, Sweden and Turkey.

Teachers have participated in activities of national projects involving preparation for the Olympic Games, Beijing, Vancouver and London. Professional development is closely related to the taught study subjects and individual research interests. (SER, p.20, paras. 44-47) In response to the 2007 external evaluation, study visits and conference attendance have increased. (SER, p.6, 1, 6)

There is a peer-review process and students' opinion is sought and gathered. Pedagogical, research and educative activities are surveyed by the departments involved and the Council of the Faculty. Any decisions regarding the future of staff are made by the Attestation and Tender Commission of the respective field, subject to approval by the Senate of LEU. (SER, p.20, para.45) Teachers can be dismissed if they fail to go through the attestation process.

In positive appraisal, students commend their teachers as being knowledgeable, sometimes famous and in being inspirational.

There is a range of research activities directly related to *Physical Culture* and the specialist interests of individual staff members, for example, the *development of high performance athletes, health education, organism adaptation to physical loads and the management of teacher competences*. (Annex 3.2) The SER informs that the themes of staff professional development are 'closely related to the study subjects taught in the Bachelor study programme and research interests'. (SER, p.20, 44; Annex 3.2) The field develops systematically and has distinctive features.

4. Facilities and learning resources

The report states that 8 multimedia-equipped classrooms are used for theoretical studies. There are also 3 laboratories with various necessary up-to-date equipment and instruments used for laboratory works and researches. According to the SER, p.2, para.52, these rooms meet requirements for labour safety and hygiene norms. The interior of laboratories in the Institute of Sport Science were repaired in 2010.

All the laboratories of the Institute of Sports Science are each resourced with 20 computers.

The Bachelor programme students carry out self-study assignments in 2 specialised rooms with 30 computers in total. There are also 3 rooms with 15 computers in total, internet availability, copying equipment for self-study work and also the Methodological Study Room where scientific and methodical literature, students' course work projects and final Bachelor papers can be accessed.

The SER p.17, para.32, states that computer teaching programmes involving analysis of video material and simulators are also modern facets of the study programme. This interesting development might have received greater explication in the SER, though the process was explained to the Evaluation Team during the visit.

More favourable conditions for students' practice have been developed and there are strong relations with social partners (Lithuanian schools of general education, Lithuanian sport schools, Sports centres, and various associations) which create a positive and comfortable environment during the periods of practice. Furthermore, social partners provide students with specialist consultations and the advantageous use of databases. (SER p.16, para. 32).

Students have a wide access to library resources – books and databases. Bachelor programme students have access (via computers of the University network as well as remote computers) to 409 sources on sports themes, 412 sources on physical education and other sources stored in the LEU Library via the electronic catalogue. There are almost 30 subscribed periodicals in Lithuanian and foreign languages that are necessary for the *Physical Culture* study programme. The journal provision in the library is visibly attractive and well-organised in terms of current and back copies. A new, capacious and impressive library is currently under construction and should be ready for occupancy within the next twelve months.

LEU Library has 720 workplaces and 69 of these are computerised. All the computers have access to the Internet and there is also wireless internet provided in the reading rooms. Bachelor programme students are able to study literature and information sources in the Methodology Study Room of the Faculty of Sports and Health Education and also in specialised computer classes for independent studies (though, internet is not available in every classroom). The

students can also use the Learning Resources Centre (where there are 11 computerised places); the Reading Room of Bibliographic and Information Publications with 29 workplaces (1 computerised); the Reading Room of Periodicals with 57 workplaces (10 computerised); the Main Reading Room with 42 workplaces (3 of which are computerised: Studentų St. 39); and the Reading Room of Humanities (T. Ševčenkos St. 31) with 90 workplaces (12 computerised).

During the visit, the Teaching Laboratory of Sports Physiology and Biochemistry as well as the Teaching Laboratory of Psychophysiology and Biomechanics were shown. The Evaluation Team had the possibility to evaluate the condition of various equipment (treadmills, testing systems of reaction, velocity and power, complex for evaluation of athletes' physical power and fitness). The Laboratories contain plenty of other analysers, meters and platforms.

The Evaluation Team were informed that conditions had been expanded and improved and that more modern equipment had been installed. Students reported that they use laboratories and other University's facilities like dance or sport halls and that they are satisfied with the quality of them. The Methodological Study Room of the Faculty is constantly being enriched with topical, new scientific, methodological literature. (SER, p.6, 1, 6)

In general, the facilities have been improved towards the future development of the study programme. State of the Art sports facilities are part of the future vision. As the resources currently stand, all Sport practice facilities are good and the field develops systematically and has distinctive features.

5. Study process and student assessment

Admission to the Bachelor study programme of *Physical Culture* of LEU is carried out following the Regulations for General Admission to First-cycle and Integrated Studies in Lithuanian Higher Education Schools by the Lithuanian Higher Institutions Association for Organizing Joint Admission (LAMA BPO). According to the SER (p. 26, para. 62), an entrant's competition mark consists of the results of matura examinations in 4 study subjects and an annual mark of one study subject, which are multiplied by a certain weighted coefficient: Lithuanian language (0.2), foreign language (0.2), biology (0.4), physical education (0.2). The entrants may also receive additional points for sports activities. Since 2010 students of pedagogical studies have been entitled to take a motivational test. On the other hand, the lowest possible competitive admission point is not established. Generally the programme is able to attract strong athletes and academically strong applicants.

The total number of admitted students is decreasing (in 2011 - 248, in 2012 - 215, in 2013 - 176). Despite the fact that the average admission points are getting higher (in 2011 - 12.75 full-time and 7.53 part-time, in 2012 - 13.95 full-time, 8.35 part time, in 2013 - 14.72 full-time, 11.43 part-time), more and more students terminate their studies because of academic failure (in 2009-2010 there were 2; in 2010-2011 - 5 students; in 2011-2012 - 7 students; and in 2012-2013 8 students). However, issues concerning the wrong perception of the programme, study difficulty and the desire for a predominantly sport-orientated curriculum, financial and personal reasons are influential concerning student discontinuance.

Concerning particular improvements, following the last evaluation, the re-adjustment and refinement of learning outcomes and an increase in the number of hours for consultations and teaching have occurred; evaluation methods for independent work have also been enhanced. (SER, p.6, 1, 6) The Evaluation Team found that Social partners greatly value the increased motivation and active nature of students, who are better equipped and accommodated to deal with challenges and new ideas.

During teaching and professional practices, students are given the opportunity to acquire knowledge and experience as well as to learn from them. Throughout each semester, students consult teachers at officially appointed times for consultations. Human relationships are greatly valued. There are now 35 ECTS allocated to teaching practice.

Lectures in study subjects of general university education and pedagogical studies are organised together with students from other study programmes. Study subjects of the module 'physical education' and the modules established by the Faculty are taught in cycles (duration depends on the volume of a study subject). Students, who are active athletes, may devise individual plans and such requests are also taken into consideration during the devising and revising of timetables.

The students of the Faculty actively participate in sports, public and artistic activities and have wide access various resources - books and databases; they usually prepare a presentation in the scientific conference of the Faculty (one month before the defense of the final Bachelor paper). The Faculty has become influential, University wide, with such events as the recent *Movement Makes You Happy* initiative.

Students are given an opportunity to enter ERASMUS exchange programme and the interest in it has been increasing. Each semester around 2-3 students of the Faculty study abroad. (SER, p.27, para.6) In 2012, 15 students expressed their wish to go on Erasmus exchange. In 2012-2013 three students took part, exchanging in Portugal, Hungary. During the self-assessment period, 6 foreign students studied in the Faculty of Sports and Health Education. Also in 2008-2013, 14 foreign teachers visited LEU and shared their experience during the lectures delivered.

The programme team will further encourage mobility and its extensions, where feasible. Moreover, since the last evaluation, there is good evidence to support the view that closer relations and mutual exchange with other universities have been developed (see Section 3) and collaboration with employers is being strengthened, in that new agreements for collaboration have been signed, and joint events and projects with social partners are held in relation to students' involvement, where it is anticipated. (SER, p.17, 32)

The Faculty regularly organises English language courses and teachers are able to attend individual language courses organised in the University. Increased mobility would enable students to expand their linguistic and social competences through study visits and conferences. During the process they would be able to analyse articles in foreign languages using international data bases and through writing scientific articles in a foreign language. As a result of interview findings, the Evaluation Team recommends the inclusion of the teaching of English for students throughout the four-year duration of the programme, though they acknowledged the importance and availability of other languages on offer which include German, French and Russian. Language courses are also offered in the University's Intercultural Communication Centre.

Various kinds of support is given by the University. From the outset, students are allocated a curator, responsible for general inclusion into study life; the Career Centre consults on career issues. There is a Psychological Consulting Centre at the University which provides psychological assistance; the Centre of Intercultural Communication organises language courses of various levels and students may join sports and arts activities in the University.

Continuing, students are entitled to a variety of scholarships (incentive, social, onetime, targeted, nominal and foreign Lithuanian). Disabled students receive support within the capacities of human resources and the study environment and equipment, for example, audio notes of lectures and translation during lectures.

The SER p.29, para.70 delineates a number of divisions in the University which provide support to students. Support is provided in the Library, the Methodological Study Room, on wireless internet and the Room for Self-dependent Studies.

The student learning outcomes are evaluated employing a 10-point criteria-based system. The SER states that students' knowledge and abilities are evaluated through a variety of forms. Reliability of testing during final examination is ensured through the stated codings before they are checked by the Commission of Examinations. If a student fails an examination, he or she is entitled to re-sit examinations following the procedure established by the Council of the Faculty. Assessment detail and grade-related criteria are developed to a high-level of operation and presentation across the subject modules. In all student learning there is a judiciously admirable individual attitude and responsiveness, whereby students are encouraged to believe in themselves, to consider who they are and of what they are capable.

As the SER (p.10, para.12) states, there are wide career perspectives for graduates of the Bachelor programme *Physical Culture* from institutions of formal (general education, vocational school) education, to a variety of non-formal (sports school, sports club, *et al*) education. The SER p.27, Table 5 shows that during 2011-2013 around 80 percent of graduates were successful in gaining employment. Nevertheless, when analysing employment according to specialism, on average only one third of students gain employment as specialists within their particular discipline. However, this has been shown to be a national rather than a solely institutional problem.

The Evaluation Team recommends that the programme team should continue towards developing autonomous learning in students, and a bespoke document should also be written covering methodologies for preparing students with disabilities for teaching. The Evaluation Team found that the students were well prepared for teaching (teaching practice has been increased) and following graduation were keen to remain in their placement schools, where possible. The Social Partners claimed that the best students are highly employable. Of particular commendation voiced by the social partners was their confident assertion that 'without doubt' the Faculty delivers well-prepared graduates in communication and psychological skills.

A not inconsiderable boon for students is the opportunity to gain a Bachelor degree in Subject Didactics and Sports and a professional teacher's qualification. Social partners consider this combination to be a distinct advantage.

Concerning the Study process and Student assessment, the Evaluation Team, found there to be copious evidence of high-level information, processes, support and care, which are testimony to the operation of a higher-order programme. The field is exceptionally good.

6. Programme management

There are a number of statutes and regulations which deal with quality management, including engagement with the *European Standards and Guidelines for Quality Assurance in the European Higher Education Area*. There are 4 levels of management: University, Faculty, Departmental and the Study Programme Committee. The University approves study programmes and structural changes; the department manages study subjects and academic work, prepares and submits study programmes and study calendars to the Council of the Faculty. The Head of the Department manages the teaching force and periodically monitors teachers, the teaching they undertake and attends lectures/practical classes/seminars as part of this process. The Study Programme Committee operates in accordance with the Regulations of the Study Programme Committees of

LEU and is a permanently functioning organisational body, whose functions include Study Programme development, renewal, monitoring, self-assessment and quality assurance. (SER, pp.31-36, paras 74-81). These monitoring arrangements operate under the new quality-assurance system established since the last evaluation (2007). (SER, p.6, 1, 6)

Responsibilities for decisions and monitoring are clearly allocated through various personnel, including Deans, Vice Deans, Heads of Departments, teachers (who have a substantial role) and the various quality and monitoring roles undertaken by the Study Programme Committee.

Following each semester, anonymous student surveys are conducted by the Programme Committee, Faculty and Heads of Departments. Results regarding individual teachers are discussed separately by the Heads of Departments, while more generalised results are analysed during departmental meetings and in the annual open joint meeting of the departments of the Faculty. (SER, p.35, para.80) The process also involves teachers and social partners (graduates, employers). Teachers give feedback after each semester, while social partners, do so on one annual occasion; this normally takes place at the end of the academic year. The Evaluation Team learnt that programme improvement is a constant question, though it recommends that some improvements could be made to statistics on destination returns.

The results of study quality assessment are designed to improve the Bachelor study programme *Physical Culture* and its study subjects. The process involves evaluation of changes, revision of the action plan for study quality, and inferences are also drawn for relevant changes in teachers' research activity and professional development, and also in terms of resources for the development of learning facilities and also any infrastructural implications.

The programme team should consider implementing a formal annual meeting with stakeholders to discuss all aspects of the programme and also explicate the current processes of election to committees.

By their own admission, programme personnel acknowledge the prominence of regulation and control, but commendably there is also evidence of a developing sense of quality culture in terms of free-flowing personal accountability and a focus on continuous programme improvement, which is extended to Alumni, from whom recommendations are regularly sought. Commendably, teachers benefit from a sympathetic senior management who, during interview, illustrated awareness of changes via the European Higher Education Area (EHEA), concerning in the main, research and mobility, and also the important issues which emerged from the Bucharest Ministerial Conference of 2102.

Overall, the Evaluation Team found a high degree of competence within the programme management, and pride in the national standing of the Lithuanian University of Educational Sciences. The field is exceptionally good.

III. RECOMMENDATIONS

1. Improve destination returns – statistical data to establish a stronger register of student employment and career diversity and history.
2. Increase mobility and international cooperation where and when feasible for academic staff and build on the successful mobility established for students.
3. Continue to develop autonomous learning in students and consider bespoke elective arrangements for in-depth studies, where requested by student.
4. Ensure that there is adequate supervisory control over preparation of theses and that the

- course paper leading to final theses comes earlier in the academic schedule.
5. Write a bespoke document covering methodologies for preparing for teaching students with disabilities.
 6. Consider offering the teaching of English for the duration of the programme.
 7. Develop more social science emphasis and research to complement work in natural and biological science, and consult with Senior Management about possibilities for reduction in teaching loads to facilitate research capacity.
 8. Formalize an annual meeting with all stakeholders and say how they are elected to Boards and Committees.
 9. Ensure that the programme is allocated an equal share of library resources.

IV. SUMMARY

The Evaluation Team found evidence illustrating a dedicated team of professional educators across the very broad curricula of *Physical Culture*. The Faculty of Sports and Health Education attracts excellent students of ability, talent self-direction, high motivation and flexibility. There are very good staff-student relationships and a multidisciplinary curriculum, revealing sound education in sports and education. The curricular components are academically attractive, carefully considered, up-to-date, coherent and carry theoretical and practical applications to a variety of educational settings within schools. Very detailed grade-related criteria are in evidence and many assessments are continuous, thus facilitating learning outcomes. Within the Faculty there is excellent belief in the properties of fitness, health and the potential of the individual educationally. The teaching of physical culture is believed by students and staff to hold inherent transformative capabilities.

There are very good relations with schools and other institutions relevant to *Physical Culture*. Student and staff mobility is developing convincingly and there are developing connections and exchanges with several countries. Teaching practice is well organised and effective and has been increased to 35 ECTS credits.

The programme aims and content are capacious and comprehensive and offer a mature pedagogical experience, coupled with very good professionally-oriented and academic teaching colleagues. Some early programme learning outcomes appear a little demanding and should be revisited; however, the curricula subjects as they currently stand, offer excellent educational opportunities for high-level and high achieving students. The programme team should do all they can in retaining students and cater for all abilities and be inclusive in practice, while respecting the programme's direction towards students with high capacity. The professional teaching staff are respected by students as being knowledgeable, sometimes famous and inspirational and are increasing their international-standard research output. Younger staff have been recruited to balance the age profile and to optimise teaching innovation. The Faculty is endeavouring to balance its natural and biological scientific research with more research with a social science bias.

Internally, study facilities are good; the library and software provision are good, as are the physical resources, though the Faculty should ensure that it receives its appropriate share of funding. Students spoke of the satisfaction with the teaching provided for them and the wide understanding they gain towards a career in teaching. There is evidence of satisfaction with student-support services, careers and progression into careers with an educational bias. Social partners highly commend the preparation of students particularly in communication and psychological understanding.

Students are able to apply for various scholarships: incentive (for good academic achievements); social and onetime, targeted, nominal and foreign Lithuanian. Socially sensitive students are able to receive onetime scholarships and can pay tuition fee by instalments. Disabled students receive particular support within the capacities of human resources and study environment equipment, such as, for example, audio notes of lectures, surdo-translaton during lectures. Half of the students in state financed places also receive targeted scholarships; incentive scholarships are ascribed according to examination results. Presently, the Lithuanian Olympic Committee affords 5 nominal scholarships to students, who are strong athletes and who demonstrate good academic achievement.

The current senior management, are supportive towards their colleagues, though the Evaluation Team recommends that they adopt more imperative strategy towards easing the teaching load, to enable an increase in research capacity and publication.

Economic sustainability in the current portfolio of the curricula may be a challenge for the future, particularly in its possible (current) justifiable breadth, and it is hoped that the support for this programme, and the high regard in which it is held, will continue to provide a profitable future, though, new, creative and robust strategies will be called for, including the sources of finance towards any new major resourcing plans.

A strength in this evaluation (endorsed by the Evaluation Team) has been the strongly detailed, focused and impressive SER, which was generally very-well conceived and presented, though a transactional approach was favoured over a reflexive mode. The programme team should consider the culture and practice of reflexivity in future SERs.

Overall, the Evaluation Team gained a very positive impression of *Physical Culture* (state code - 612X13027); but while they greatly appreciated its structure and delivery, some recommendations, outlined above, have been necessary towards the further improvement of the programme. Should they be achieved, the Evaluation Team believes that excellence in all areas is not impossible to achieve in the progression towards the next external assessment. The points awarded in this evaluation are thoroughly deserved as a result of the satisfaction and commendations expressed across the report.

V. GENERAL ASSESSMENT

The study programme *Physical Culture* (state code – 612X13027) at Lithuanian University of Educational Sciences is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	21

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

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

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

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

Grupės vadovas:
Team Leader:

Prof. Dr. Terence Clifford-Amos

Grupės nariai:
Team members:

Dr. Ando Pehme

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Prof. Dr. Gertrud Ursula Pfister

Meda Keleckaitė

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *KŪNO KULTŪRA* (VALSTYBINIS KODAS – 612X13027) 2014-06-13
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-335 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Kūno kultūra* (valstybinis kodas – 612X13027) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	Iš viso:	21

* 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

Vertinimo grupė rado pakankamai įrodymų, kad labai plataus turinio *Kūno kultūros* programoje dirba atsidavusių profesionalių pedagogų komanda. Sporto ir sveikatos fakultetas pritraukia puikių studentų, pasižyminčių gabumais, talentu, tikslo turėjimu, didele motyvacija ir lankstumu. Dėstytojai ir studentai palaiko labai gerus santykius, o daugiadisciplinis programos turinys užtikrina gerą pasirėngimą sporto ir pedagogikos srityse. Programos turinio sudėtinės dalys yra akademiškai patrauklios, gerai apgalvotos, šiuolaikiškos, nuosekliai išdėstytos ir turinčios

teorinių bei praktinių pritaikymo galimybių įvairiuose pedagoginiuose kontekstuose mokyklose. Pateikiami labai detalūs vertinimo kriterijai, be to, daugelis vertinimų yra kaupiamieji, o tai padeda pasiekti numatomus studijų rezultatus. Fakultete vyrauja tvirtas tikėjimas sportu, sveikata ir žmogaus galimybėmis pedagogine prasme. Studentų ir dėstytojų įsitikinimu, kūno kultūros mokymas pasižymi esminėmis transformuojančiomis galiomis.

Palaikomi labai geri ryšiai su mokyklomis ir kitomis institucijomis, susijusiomis su *Kūno kultūros* programa. Įtikinamai plėtojamas studentų ir dėstytojų judumas, palaikomi ryšiai ir vyksta mainai su keliomis šalimis. Mokomoji praktika yra efektyvi ir gerai organizuota, jai skiriamų kreditų skaičius padidintas iki 35 ECTS kreditų.

Programos tikslai ir turinys yra platūs ir visa apimantys, o brandžią pedagoginę patirtį perteikia labai geri profesionalūs dėstytojai. Kai kurie programos pradžioje numatyti studijų rezultatai neatrodo lengvai pasiekiami ir turėtų būti persvarstyti, tačiau tokie programos dalykai, kokie jie dabar yra, sudaro puikias mokymosi galimybes gambiausiems ir siekiantiems geriausių rezultatų studentams. Programoje dirbantys dėstytojai turi daryti viską, ką gali, kad išlaikytų studentus, ir atsižvelgti į visų studentų gebėjimus, taip pat praktiką, kartu neužmiršdami programos orientacijos į gambiausius studentus. Profesionalius dėstytojus studentai gerbia už jų žinias, kartais už tai, kad jie žinomi ir įkvepiantys, už jų tarptautinio lygio tyrinėjimų rezultatus. Jaunesni dėstytojai buvo įdarbinti siekiant subalansuoti dėstytojų amžiaus vidurkį ir optimizuoti dėstytojų naujoves. Fakultetas siekia pusiausvyros tarp gamtos ir biologinių tyrimų ir socialinės krypties tyrimų.

Sąlygos studijoms, bibliotekos ištekliai, aprūpinimas programine įranga, materialiniai ištekliai yra geri, tačiau fakultetas turėtų užtikrinti, kad studijų programa gautų tinkamą finansavimo dalį. Studentai pasakojo apie pasitenkinimą dėstytoju ir gaunamą platų supratimą apie pedagoginę karjerą. Taip pat buvo minimas pasitenkinimas studentams teikiamomis socialinėmis paslaugomis, karjeros galimybėmis ir įsitraukimu į pedagoginio pobūdžio karjerą. Socialiniai partneriai labai gerai vertina studentų pasirengimą, ypač bendravimo ir psichologinio supratimo gebėjimus.

Studentai gali gauti įvairias stipendijas: skatinamąsias (už akademinis pasiekimus), socialines ir vienkartinės, tikslines, vardines ir stipendijas lietuvių kilmės užsienio studentams. Socialiai remtini studentai gali gauti vienkartinės stipendijas, taip pat mokėti studijų įmokas dalimis. Studentai su negalia gauna konkrečią pagalbą pagal žmogiškųjų išteklių ir studijų aplinkos pritaikymo galimybes, pavyzdžiui, paskaitų garso įrašus, paskaitų vertimą į gestų kalbą. Pusė valstybės finansuojamų studentų taip pat gauna tikslines stipendijas, o skatinamosios stipendijos skiriamos pagal egzaminų rezultatus. Šiuo metu Lietuvos tautinis olimpinis komitetas skiria 5 vardines stipendijas studentams, kurių sportiniai ir akademiniai pasiekimai yra geri.

Dabartinė vadovybė remia kolegas dėstytojus, tačiau vertinimo grupė rekomenduoja sukurti griežtesnę strategiją, kurioje būtų numatyta skirti daugiau dėmesio pedagoginiam krūviui sumažinti, sudarant galimybes skirti daugiau laiko tyrimams ir jų rezultatams publikuoti.

Ekonominis tokios sandaros studijų programos tęstinumas ateityje gali tapti iššūkiu, ypač išlaikant jos galimą (dabartinę) leistiną apimtį, todėl tikimasi, kad parama šiai programai ir teigiamas dėmesys, kurio ji susilaukia, ir toliau užtikrins jos ekonominį gyvybingumą, tačiau reikės ir naujų, kūrybiškų, ryžtingų strategijų, taip pat finansavimo šaltinių bet kokių naujų didelių išteklių gerinimo planams įgyvendinti

Kaip pabrėžė vertinimo grupė, viena iš šio vertinimo stipriųjų pusių buvo labai detali, konkreiti ir įspūdinga savianalizės suvestinė, kuri, apskritai, buvo labai gerai išdėstyta ir pateikta, nors joje

buvo teikiamas prioritetas informacijos apie programą išdėstymui, o ne analizei, kokį poveikį tai turi programai. Ateityje savianalizės rengimo grupei reikėtų pagalvoti apie reflektavimo kultūrą ir praktiką.

Apskritai, vertinimo grupė susidarė labai teigiamą įspūdį apie *Kūno kultūros* programą (valstybinis kodas – 612X13027), tačiau, nors ekspertai teigiamai įvertino programos sandarą ir įgyvendinimą, aukščiau išdėstytos rekomendacijos yra būtinos tolesniam programos tobulinimui. Vertinimo grupė mano, kad jei šios rekomendacijos bus įgyvendintos, įmanoma pasiekti aukščiausios kokybės visose srityse iki kito išorinio vertinimo. Šiame vertinime skirti balai yra tikrai pelnyti, tai rodo ir šiose išvadose išsakyti pagyrimai.

III. REKOMENDACIJOS

1. Pagerinti statistinių duomenų apie studentų įsidarbinimą, jų karjerų įvairovę ir istoriją surinkimą.
2. Skatinti akademinio personalo judumą ir tarptautinį bendradarbiavimą (kur ir kada tik įmanoma) ir toliau plėtoti sėkmingai vykdomus studentų mainus.
3. Toliau ugdyti studentų gebėjimą mokytis savarankiškai ir apsvarstyti pasirenkamųjų gilinamųjų kursų, jei tokių pageidauja studentai, galimybę.
4. Užtikrinti, kad baigiamųjų darbų vadovai tinkamai kontroliuotų jų rengimą ir kad kursinis darbas, skirtas pasirengti baigiamojo darbo rašymui, akademiniam tvarkaraštyje būtų numatytas anksčiau.
5. Aprašyti metodinius nurodymus, skirtus pasiruošimui mokyti studentus su negalia.
6. Apsvarstyti galimybę siūlyti anglų kalbos mokymą per visą programos laikotarpį.
7. Skirti daugiau dėmesio socialiniams mokslams ir jų tyrimams, taip papildant darbą, atliekamą gamtos ir biologinių mokslų srityse, ir pasikonsultuoti vadovybe dėl galimybės sumažinti pedagoginius krūvius, kad daugiau laiko skiriant tiriamajam darbui.
8. Formalizuoti metinį susitikimą su visais socialiniais dalininkais ir paaiškinti, kaip jie išrenkami į tarybas ir komitetus.
9. Užtikrinti, kad programai būtų skirta atitinkama bibliotekos išteklių dalis.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso² 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

² Žin., 2002, Nr.37-1341.