



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO
KŪNO KULTŪROS IR SPORTO PEDAGOGIKA
PROGRAMOS (612X13002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF TEACHING PHYSICAL CULTURE AND SPORTS
(612X13002)
STUDY PROGRAMME
AT KLAIPĖDA UNIVERSITY

Grupės vadovas:
Team Leader:

Prof. Dr. Terence Clifford-Amos

Dr. Ando Pehme

Prof. Dr. Arnd Krüger

Grupės nariai:
Team members:

Prof. Dr. Gertrud Ursula Pfister

Prof. Dr. Algirdas Raslanas

Meda Keleckaitė

Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Kūno kultūros ir sporto pedagogika
Valstybinis kodas	612X13002
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 bakalauras, pedagogas
Studijų programos įregistravimo data	2002-06-14

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Teaching Physical Culture and Sports
State code	612X13002
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 of Pedagogy, pedagogue
Date of registration of the study programme	2002-06-14

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	5
1. Programme aims and learning outcomes.....	5
2. Curriculum design	6
3. Staff	7
4. Facilities and learning resources	8
5. Study process and student assessment.....	9
6. Programme management	12
III. RECOMMENDATIONS	13
IV. SUMMARY	13
V. GENERAL ASSESSMENT	16

I. INTRODUCTION

The programme Evaluation team for May 2014 comprised:

Meda Keleckaitė, Student of Project Management (Master) at Kaunas University of Technology, Lithuania;

Dr. Ando Pehme, Head of the Institute of Sport Pedagogy and Coaching Sciences, University of Tartu, Estonia;

Prof. Dr. Algirdas Raslanas, Professor at Lithuanian University of Educational Sciences, Department of Health and Physical Education, Lithuania;

Prof. Dr. Arnd Krüger, retired professor of sport sciences, former Chair of the Sport Sciences Department of the Georg-August-University of Göttingen, Germany;

Prof. Dr. Gertrud Ursula Pfister, Full Professor at the University of Copenhagen, Department of Exercise and Sport Sciences, Denmark;

Prof. Dr. Terence Clifford-Amos, International Higher Education Consultant (Team Leader), United Kingdom.

This report (2014) evaluates the first-cycle *Teaching Physical Culture and Sports* programme, delivered at the Klaipėda University. The degree awarding Bachelor study programme of *Teaching Physical Culture and Sports* also integrates pedagogical studies and is implemented by the Physical Education department (PED). The department commenced its activities in Klaipėda faculty of preschool education of Šiauliai pedagogical institute on September 1, 1981. Following the establishment of Klaipėda University it continued its work.

On the basis of other higher schools and their local subdivisions Klaipėda University (hereinafter - KU) was established by decree Nr. 1-640 of the Supreme Council of Lithuanian Republic from January 1, 1991. Presently KU remains to be the scientific and cultural centre of entire western Lithuanian region with its population of 650.000. As a high quality research, artistic and study institution it continues to successfully function in Lithuania and entire Baltic region, striving for leadership in specific scientific research and study trends. The 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 an appointed coordinator and a student member. The Self-assessment group received help from Stakeholders who were also involved in the preparation of the self-assessment and included a teacher of physical education of Klaipėda „Verseme“ comprehensive School.

The Self-Evaluation Report (SER) was submitted to the Centre for Quality Assessment in Higher Education on December, 2013.

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

In response to the last external evaluation (2010), adjudged positive by an international evaluation team, the programme team for TPCS implemented a number of changes in response to the 9 points of action recommended. (SER, p. 5, para 6; Annex 3.5.)

An on-site visit by the Evaluation Team took place on May 6th, 2014. Following the visit, the Team finalised its report, detailing the findings and outcomes for the *Teaching Physical Culture and Sports* Bachelor programme at Klaipėda University.

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 KU, 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 Klaipėda University.

Learning outcomes are evaluated and reappraised with respect to: external accreditation (every 3 or 6 years); internal audit (every two years); global, national and regional developmental realisation and perspectives (continuously); EU and national documents and regulations for higher education (continuously); family and social demands for the education of healthy and physically active schoolchildren (continuously); opinion and proposals made by students (each semester); graduates (annually) and employers (annually); information from lecturers' in respect of students' performance (each academic year); social and family demands for a qualified education of healthy and physically active school children (continuously). (SER, p.7, para.17) Although it is stated, as above, continuous reappraisal is however somewhat difficult to undertake as a practical realisation.

The overall programme aim is to ensure a basic academic pedagogical education, towards the development of learners' general and subject-related competences, to help them to realise knowledge in physical education and sports, also precepts that are based on modern fundamental and applied scientific research and to engage them in vocational activity. Graduates will be expected to identify elements of research activity and to educate creative and inventive personalities, outward facing in the global context and to understand the importance of and to engage in lifelong learning. (SER, p.5, 2.1.1)

There are five major competences, from which are distilled detailed programme learning as illustrated below. The five overall competences and their concomitant learning outcomes are designed to prepare students for work as pedagogues. Graduates may work as pedagogues in institutions of formal and non-formal education, across a range of diverse state, social and private education and sports institutions, organizations and companies. (SER, p.5, 2.1.1)

The programme's aims and learning outcomes are in accordance with the 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 five foundational precepts (competences): knowledge and its application; research skills; special abilities; social abilities and personal abilities. (SER, p.7, para.19; SER, pp. 10-12, para.27) The aims and learning outcomes are situated at learning levels appropriate to first-cycle studies.

The subject learning outcomes appear to be appropriately progressive and well graduated across the eight semesters; however, for certainty in terms of consistency, it would nevertheless be beneficial for the programme team to survey the levelness of those in the earlier semesters in relation to those in the later semesters. For example, in semester 1 and the subject Foreign Language 1 (English B2) Language, we find, the following learning outcome at B1:

Ability to creatively employ innovative IT, data bases, to characterize, analyze and generalize information in speciality English, to impart information by different technological means and information sources.

And in the summary we find:

Students improve their ability to understand the amplified speech on social and vocational issues; to understand international publications of speciality- related spheres, to summarize them in written and orally; to master basic terms in the speciality. They also analyze tenses, conditional mood and familiarize with academic forms of writing. (SER, Annex 3.1)

The Evaluation Team questioned whether all of these laudable intended outcomes are achievable so early in the programme (first semester). Generally, concerning the spread of subject module learning outcomes, it is for the University to decide whether the learning outcomes have the potential to restrict or possibly impede the Inclusion process, an obligation established according to national agreement.¹ This having been raised here, the SER states that study methods include ‘self-dependent activities and individual consultations. Special, social and personal abilities are mostly developed when performing practical assignments, analysing specific cases, problems, gained experience and employing other methods’. (SER, p.13, 28)

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. They reflect good progress since the last external evaluation. The field develops systematically and has distinctive features.

2. Curriculum design

The time-span of full-time studies in the programme is 4 years (8 semesters) and 240 ECTS credits (160 national study credits before September 1, 2011). This is a requirement of the decree of minister of Education and Science Nr. V-501 from April 9, 2010 *Regarding approval of Descriptor of general Regulations for degree granting first cycle and integrated study programmes* (2010) and *KU Study regulations* (2010). The proportion of national and ECTS credit is 1:1.5. Self-evaluation text, descriptors of subjects and the study programme (in semesters) presents information in ECTS credits. The structure corresponds to *Pedagogue training regulations* (December 12, 2012, Nr. V-1742, see Table 2), *KU Study regulations* (2010) and other documents, regulating the first-cycle pedagogical studies. (SER, p.8, 22)

The Bachelor study programme *Teaching Physical Culture and Sports* operates over 4 years and has a volume of 240 credits (6400 hrs.) There are eight semesters, each of 30 credits. (SER, pp 8-10, Tabel 3) 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 *Teaching Physical Culture and Sports* Bachelor programme accumulate 240 study credits and are conferred with a Bachelor’s degree (Bachelor of Pedagogy, Pedagogue). The aims, structure, curriculum, intended learning outcomes and volume in credits of the part-time study programme do not differ from the full-time mode.

The study subjects, of which there are 52 (including options, practical sports and final projects) are of extensive academic breadth and comprehensiveness. The programme *Teaching Physical*

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).

Culture and Sports, in its theoretical, pedagogic, pedagogic practice, scientific, philosophical, linguistic, societal, touristic and health promotion 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 some programme content and the learning outcomes seem particularly geared at rather high levels. The programme endeavours to be progressive and reflects particular elements of a modern sports' multi-disciplinarity.

The study programme is also consistent in its theoretical and practical educational subjects, sport and sport speciality, social and psychological study, biomedicine and health promotion, sport management and leisure time sport and scientific study.

In the study programme matrix of links between subjects and learning outcomes (SER, pp.11-12, Table 4) there is illustrated the achievement of the intended learning outcomes and the aims, content and methods of subjects that are sufficient to achieve these. The time-span of semesters, autumn and spring, consists of 15 lecturing weeks, 1 week of self-dependent work and 4 weeks for examination sessions.

The Study Programme *Teaching Physical Culture and Sports* reflects the latest achievements in science and technologies in its multi-disciplinary emphasis and pedagogic weighting. The Evaluation Team found that every student has the opportunity to gain skills in Special Needs education through a dedicated module in Semester 7 (Upbringing of Children with Special Needs) though the Evaluation Team thought this might come a little earlier in the programme schedule; but, however, as far as for physical training for people with physical handicaps and impairments, there appears to be no dedicated pedagogical methods. The training of students more systematically in competitive sports (proposed during interviews with Social Partners) is, here, a curricular recommendation by the Evaluation Team, as is training in coaching and refereeing.

Too many books and too much theory were the refrains of students whose interests were largely practical; however the Evaluation Team believe that the programme content is however appropriately full in its academic and practical emphases, and within which, according to Alumni, 'education produces better people'. The Evaluation Team hopes that the breadth of subjects will not in the future restrict the programme financially. The field develops systematically and has distinctive features.

3. Staff

Teaching Physical Culture and Sports 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 3 professors (2 habilitated doctors, professors; 1 doctor of science, professor) and 10 doctors of sciences, associate professors; 6 doctors of sciences, lecturers and 5 lecturers, 4 assistant lecturers. (SER Annex 3.2). Younger members of staff have been engaged to balance of the age profile and teaching innovation and three of them, lecturers defended their doctoral theses.

The teaching staff have participated in 31 scientific projects in the period 2008-2013 and participated in international scientific conferences and seminars. (SER, pp.13-14, 35; Annex 3.3) Two specific examples (from the 31 cited in the SER) are: 1) (2012 – 2014) Lifelong Learning Programme IP Erasmus project *Sport for Sea Resort Tourist Animation* (coordinating partner –

Veliko Tarnovo university (Bulgaria)). Participating universities: St. Cyril and St. Methodium University of Veliko Tarnovo (Bulgaria); Mustafa Kemal University, Hatay (Turkey); HUB, Brussels (Belgium); Klaipėda University (Lithuania) and 2) Lifelong Learning Programme IP Erasmus project *Urban sports events as a tourism product* (coordinating partner – Veliko Tarnovo university (Bulgaria)). The project is to be accomplished on May 07-18, 2014.

Teaching staff are optimal for achievement of prospective learning outcomes. The students number in 2008-105, in 2009-120, in 2010-121, in 2011-132, 2012-118 and 2013-124. (SER, p.15, 38)

Fluctuation in lecturer numbers has been minor during the analysed period. The laboratory for research of human motility received a manager and the department received 0,5 permanent staff of a senior researcher. The Klaipėda University research and study fund aids academic staff participation at international scientific events. In the analyzed period, lecturers of the programme participated in 158 different courses and seminars towards improvement in continuous in-service training, pedagogical and sport activity and general competences (Annex 3.3.).

The teaching staff have participated in scientific projects and many research projects are directly related to study programme. Projects include: „Analysis of physical capacities and lifestyle among first year students of Klaipėda University“, „Development of a positive body self-image among school children“, and research project in Lithuanian comprehensive school „Vocational burn-out of physical education teachers and its reduction strategies at school“.

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 current publications at this level and cooperation with international researchers. Annex 3.3 illustrates that the majority of teaching staff are able to list 5 major publications achieved during the past 5 years (SER, p.15, para. 36; Annex 3.3.) However, more monograph publications should be a particular aim. The Evaluation Team also believes it is an advantage educationally to locate wider audiences within the aging population, both in terms of research interest and research-informed teaching. The Evaluation Team acknowledge evidence of community-related and school-based research.

There is a wealth of professional activity, often overseas, and a high level of professional membership variously. There is much for colleagues to be achieved, locally especially in relation to the European Healthy Cities Network, of which Klaipėda is the only Lithuanian member and there is an opportunity for Klaipėda to become a national leader in sport education. At the moment there is plentiful sporting activity in the region. The field develops systematically and has distinctive elements.

4. Facilities and learning resources

The study programme *Teaching Physical Culture and Sports* by Klaipėda University is implemented by Pedagogical Faculty, (in which resides the Department of Physical Education) has its own library, 27 classrooms, including 2 computer classes and different classroom with equipment for academic learning and physical education needs, total number of seats 1220. The programme uses 2 computer classes (32 seats), multimedia classroom (36 seats), 2 athletic halls and a hall of choreography, research laboratory for human motility. There is laboratory equipment for data collection and analysis of human motility. (Annex 3.6) Here, the following pieces of dedicated equipment are outlined: ioi353 body composition analysis; Ergometre „Ergoselect 100k“; Step counters „Actigraph + wGT3X+“; Jump and running parameter meter; ELLIPTICAL CROSSTRAINER VS-FITNESS EG-3236; Stand with rubber dumbbells and barbell bench; BodyCraft K2 Home Gym; Polar FT80 Fitness Heart Rate Monitor; Polar

RS400sd Heart Rate Monitor; „Janmar“ hand dynamometre; Caliper C136; Computer equipment: laptop computers for research, stationary computer and software; Reaction meters RA 1 (legs and feet); Medic Palm MDF Instruments Medic Palm Aneroid Sphygmomanometer 848XP; „Beurer“ Pedometers & Step Counters; Riester Spirotes; Motion frequency meter.

A programme for renovation of premise equipment is in process. Elsewhere, the study programme *Teaching Physical Culture and Sports* uses athletic halls and other facilities of Klaipėda University and also municipal sport facilities. The Faculty of Pedagogy has cooperation with Klaipėda Sports Medicine Centre, Klaipėda Public Health Office, Klaipėda Pedagogue Training and Culture Centre, and Klaipėda Children Foster Home “Smiltele”.

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) who create a positive and comfortable environment during the periods of practice. The pedagogical Faculty has signed cooperation agreements with 31 Klaipėda and 19 other Lithuanian education institutions, providing students with opportunities and possibilities for practice. Pedagogical practice (traineeship) is available within schools, where there are experienced mentors (at least 5 years of pedagogical experience) and where other requirements of *Pedagogue training regulations* (2012, chapter 20) are also in place. Practice schools are also required to have and have a modern material base (learning resources). (SER p.18, 49)

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 sources on sports themes, sources on physical education and other sources stored in the KU Library via the electronic catalogue. There is an adequate number of subscribed periodicals in Lithuanian and foreign languages, but more are needed which are necessary for the *Teaching Physical Culture and Sports* study programme. Impressively, there are over 45.000 copies of scientific and training literature there. New literature is ordered upon electronic requisition. (SER, p.19, 51)

The Library of Pedagogical Faculty has a reading room with 49 seats and 13 seats for group work. The Methodological Centre of the Department collects specialized literature and didactics material (CD, electronic version, video material).

In general, many facilities have been improved towards the future development of the study programme. The programme for renovation of premises and equipment is an active process. The faculty received EU funds for upgrading IT systems and the reconditioning the laboratory premises, including renovation of the room itself and its equipment with a storage space, and a room for consultations is successfully completed. New premises have been supplied with modern laboratory equipment (see annex 3.6). The laboratory has modern computer equipment for development and improvement of students’ practical abilities and skills. (SER, p.19, 48)

All Sport practice facilities are good, though excellence is in the offing through plans for new premises and facilities which aim towards ‘state of the art’ provision. The field develops systematically and has distinctive features.

5. Study process and student assessment

Admission to the Bachelor Study Programme of *Teaching Physical Culture and Sports* of KU 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.20, para.

57), the competition mark consists of the sum of the secondary school graduation examination marks, multiplied by lever coefficients and annual marks, multiplied by lever coefficients. Teaching subjects and their lever coefficients comprise: graduation examinations (history – 0,4, Lithuanian language –0,2, foreign language – 0,2); annual marks (mathematics – 0,2). In accordance with the ministry's decree Nr.V-649 (2010) all prospective entrants take a motivation test, compulsory for those willing to take state-funded vacancies. Prospective outcomes of this testing are 0 (nil), 1 (one) or 2 (two) points, which can be added to the competition mark of prospective entrants. Failure in this testing means admission to non-funded vacancies only. (SER, p.20, 57)

KU has a range of financial support possibilities, in reducing the tuition fee: for welfare recipients and orphans – up to 100%; students with semestrial academic average of 9–10 points – up to 75%. The decree of *KU Senate* (Nr. 11-70 from May 22, 2009) also makes provision for paying the tuition fee in instalments. Those representing KU and Lithuania in different competitions are accorded an athlete's status and gain therefore a reduction of the tuition fee. Students from other places in Lithuania are provided with a dormitory and priority is given to orphans and those living far away from Klaipėda. The faculty also provides the service of psychological support, offered freely to students.

The average of full marks, lowermost marks and competition marks in the period of 2008 – 2013 illustrate that the programme is mostly chosen by graduates with good and average assessment from their previous schools. Competition mark average for prospective applicants admitted to state-funded studies in 2008-201 varies from 15,8 to 17,86 points, full mark - 23,47 points, lowermost mark – 9,27 points; to non-funded studies – from 6,4 to 11,22 points correspondingly, full mark – 17,82, lowermost mark – 5,14 points. (SER, p.20, 58)

The total numbers of admitted and graduated students are relatively stable. In years 2008-2013, 188 students began studies in the programme and 115 students successfully completed studies. Successfully completions of study amounted to 74% of admitted students over the analysed period 2008-2013. Students have the opportunity to repeat the course and retake the examination during a regulated time period. Assessment of students' achievements is based on expected learning outcomes in each subject. Students, who are active athletes (and others) can seek a change in study format. (SER, p.21, 61)

Concerning particular improvements, following the last evaluation, on the basis of evaluation recommendations (2010) the aims of the studies, learning outcomes the study programme and the descriptions of subjects were updated. 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. Human relationships are greatly valued.

60 ECTS are allocated to pedagogical studies, theoretical and practice, and practice is divided into three parts, the first part of the pedagogical practice of observation, second part of the pedagogical practice of various physical education and educational activities of the school and the third part is the school's physical education teaching, formal and non-formal physical education. The Evaluation Team found that Social partners value the active communication with University staff. Discussions between academic supervisors and school teachers are held constantly during the practice periods.

Students are encouraged to participate in scientific conferences and seminars. Together with their supervisors students participate in study projects and present their research reports and plan publications. (SER, p.21, 60) Students of the Programme represent Lithuanian different sport competitions, including Olympic Games, world and European championships, student games, student world and European championships.

Assessment of learning outcomes accords with requirements of item 175 in *KU Study regulations* (2010), underlying principles of validity, reliability, clarity, utility and assessment criteria. A cumulative structure of assessment grants more versatile and impartial assessment of achievements, as students can demonstrate their knowledge and abilities across a range of different individual assignments. This is less possible entirely through examinations. (SER, p.22, 62) Moreover, students develop their ability for self-assessment of knowledge and active involvement into the learning process and its correction made on the basis of interim assessments. (SER, p.23, 64)

Students also participate in EU mobility programmes. Klaipėda University signed bilateral agreements with 5 universities. In the period 2008-2013, 9 students took part in mobility programme. Students of the Klaipėda University have academic student support and tutorial system. Students participate in the Erasmus/Socrates mobility programme either for studies or traineeships. The University has signed bilateral agreements with following institutions: Abant Izzet Baysal university (Turkey), St. Cyril and St. Methodius University of Veliko Tarnovo, (Bulgaria), Latvian Academy of Sport Education (Latvia), Liepaja University (Latvia), Jozef Pilsudski University of Physical Education in Warsaw (Poland). (SER, p.24, 71) A further 8 students are planning to join Erasmus mobility programme in 2013/2014: 4 students are going to Abant Izzet Baysal University, Turkey, and another 4 – to St. Cyril and St. Methodius University of Veliko Tarnovo, Bulgaria.

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 are being developed and collaboration with employers is being greatly strengthened.

Increased mobility enables students to expand their linguistic and social competences through study visits, conferences. During the process they are able to analyse articles in foreign languages using international data bases and through writing scientific articles in a foreign language. In 2013 four students of St. Cyril and St. Methodius University of Veliko Tarnovo (Bulgaria) arrived to at Klaipėda University. To facilitate mobility, more foreign language teaching might be considered by the programme team.

The Evaluation Team recommended that the programme team should concentrate on developing autonomous learning in students, and a bespoke document might also be written covering methodologies for preparing students with disabilities for teaching. The Evaluation Team found that the students were well prepared for teaching and Social Partners claimed that the best students are highly employable. Of particular commendation voiced by the social partners was their confident assertion that the programme trains and produces good teachers and coaches, many of whom are capable of teaching and leading coaching at national level. They also, however, recommended to equip students with a broader understanding of the sport, to include sport referee work, organizing competitions related to practical sport activities and coaching. Concerning the range of general and technical support, there is good specialist knowledge amongst students and alumni, who expressed their admiration for the new programme infrastructure.

During the first year after graduation 60% find employment, 10% continue studies; 6% continue professional athletes, 20% work as specialists and 50% work in other spheres. Some graduates are engaged in several positions. (SER, p.25, 74; Table 12)

Cumulatively, Social Partners expressed their satisfaction with well-rounded and well-educated, spirited students who meet stakeholder expectations and who are 'teachers to their teachers' in terms of innovation and creativity in the classroom. Students are aware of the value of Life-Long-Learning and good examples of positive and productive paradoxes were provided in terms of the outcomes for students and employability, particularly in terms of transferable skills.

Concerning the study process and student assessment, the Evaluation Team, found there to be clear evidence of information, processes, support and care, which are testimony to the operation of a well-structured programme. The field develops systematically and has distinctive features.

6 . Programme management

In accordance with the KU Statute (2012), there are 3 levels in programme management: 1) the Senate and the Rectorate (the pro-rector for Research and Studies, the Study department) who exercise jurisdiction over supervise over content, form, order of studies and admission policies; 2) PF Council, the dean's office, the dean and the deputy dean whose work is designed to solve specific problems, related day-to-day studies. Following each term, the study results are discussed in meetings coordinated by the dean's office; study programmes are revised; inter-departmental work is scrutinised coordinated and students' rotation is implemented; 3) the department undertakes essential administrative tasks on a day-to-day basis, including decision making in study programme related issues. (SER, p.26, 78)

Concerning monitoring of standards, the Programme is assured by an internal study-quality assurance policy, the development of which was purposed by changes in external and internal environment, which, *inter-alia* included: the adoption of the new Research and Study law (2012); introduction of the new study branch and trend classification system (2009); new requirements for undergraduate and postgraduate study programmes (2010); Study cycle descriptor (2011) and the shift to the ECTS credit system (2011).

Internal study quality is assured through the participation of students and lecturers in discussion of the programme implementation and its related issues, the assurance of lecturers' competence, involvement of social partners and continuous improvement and reappraisal of the study programme. Alumni are communicated with on a regular basis.

At the end of the academic session students are asked to complete a questionnaire concerning evaluation of the programme and organization of its studies. From the basis of internal (results of inquiries for graduates and employers) and external (governmental policy, academic resources, competition of universities, logics in study organization) influencing factors, the study programme in its entirety is reviewed every two years.

The Evaluation Team perceived that programme improvement is a constant question, though it recommends that some improvements could be made in terms of managing strategic developments and documents, vital for the future of sport education and its profile in Klaipėda. There are several strategic plans that remain undocumented (outlined during interviews with senior staff) and should be actioned as soon as possible.

The results of study quality assessment are designed to improve the Bachelor study programme *Teaching Physical Culture and Sports* 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 any infrastructural implications.

The programme benefits from tremendously enthusiastic social partners, and stakeholders, including a significantly proactive civic leadership who are dedicated to developing sport and education across the region.

There is also some evidence in developing sense of quality culture in terms of free-flowing personal accountability and the focus on continuous programme improvement, which is extended to Alumni, from whom recommendations are regularly sought, via email, questionnaires and telephone. Commendably, teachers benefit from a sympathetic and supportive senior management. There should however, be a greater sense of regional and national vision, more holistic preparation for school life and more ,applied' focus in theoretical subjects.

Overall, the Evaluation Team found managerial competence within the programme and developing pride in its national standing. The field develops systematically and has distinctive elements.

III. RECOMMENDATIONS

1. Expand Health Education as widely as possible both for its intrinsic properties and also as a means of enhancing the programme for educational work in schools.
2. Complete all strategies that are as yet undocumented, and begin to implement with a time-line.
3. Build a stronger profile and engage robustly in marketing, so that the local strengths and excellent future prospects are attractive and clear.
4. Continue to develop mobility as a particular strength, consider extending the foreign language provision, and cooperate as much as possible with researchers in Europe.
5. Provide a schedule and date for the new sports complex.
6. Consider how theoretical and academic subjects can become more 'applied', prepare students 'holistically' for school life and train students more systematically in competitive sports and other facets of sports' responsibility including coaching and refereeing.
7. Develop skills in 'e diary' in order to prepare students for work at schools.
8. Maintain the culture of high-quality specialist training and innovatory students and prepare students for ,leadership' in coaching and teaching to meet the demands of the region and locality.
9. Prepare students for Klaipėda's future in sport as part of a stonger sense of vision.
10. Develop IT competence for research purposes – particularly in social science and develop research interests across the age ranges.

IV. SUMMARY

The Evaluation Team found evidence illustrating a dedicated team of professional educators across the very broad curricula of *Teaching Physical Culture and Sports*. The Faculty of Pedagogy attracts excellent students of ability, talent, self-direction, high motivation and flexibility. There are 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 educational settings within schools. Very detailed grade-related criteria

are in evidence in the subject modules 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 education is believed by students and staff to hold inherent transformative capabilities and, consequently create opportunities for physically handicapped people engaged in learning activities.

There are good relations with schools and other institutions relevant to *Teaching Physical Culture and Sports*. Student and staff mobility is developing convincingly and there are many connections and exchanges with several countries. Teaching practice is well organised and effective and has been increased to 30 ECTS credits. Practice is divided into following three parts, and discussions with social partners are held continuously during the practice time. Social Partners recommended yet more teaching practice allocation, and following on-site interviews, much potential was envisaged in the promotion of Health Education, particularly the European Healthy Cities Network, of which Klaipėda is the only Lithuanian member.

The programme aims and content are capacious and comprehensive and offer a mature pedagogical experience, coupled with professionally-oriented and academic teaching colleagues. For certainty in terms of consistency, it would nevertheless be beneficial for the programme team to re-survey the levelness of aims, learning outcomes and content in the earlier semesters in relation to those in the later semesters. However, the curricula subjects as they currently stand, offer good educational opportunities for 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, though, 'engagingly', Social Partners claim that they can lag behind the students in terms of innovation and modern practice.

Internally, study facilities are good; the library and software provision are good, as are the physical resources. 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 their rounded education, though they recommend to equip students with a broader understanding of sport to include, for example refereeing, coaching and how to organise competitions.

KU has a range of financial support possibilities, in reducing the tuition fee: for welfare recipients and orphans – up to 100%; students with semestrial academic average of 9–10 points – up to 75%. The decree of *KU Senate* (Nr. 11-70 from May 22, 2009) also makes provision for paying the tuition fee in instalments. Those representing KU and Lithuania in different competitions are accorded an athlete's status and gain therefore a reduction of the tuition fee. Students from other places in Lithuania are provided with a dormitory and priority is given to orphans and those living far away from Klaipėda. The faculty also provides the service of psychological support, offered freely to students.

The current senior management are sympathetic and supportive towards their colleagues, though the Evaluation Team recommends that they adopt more imperative strategy towards increasing research capacity and publication, developing skills in e-diary methods and holistic preparation for life in schools.

Economic sustainability in the current portfolio of the curricula may be a challenge for the future, particularly in its current justifiable expansiveness. 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 the new major resourcing plans, for which timelines should be given. 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. Nevertheless, the SER contains confident examples of discursive writing. The programme team should consider the culture and practice of reflexivity in future SERs. The Evaluation Team believes, above all, that the programme team should acquire and develop a stronger sense of vision towards the development of Klaipėda's sporting and sport education future, and embrace the dynamic enthusiasm of Social Partners and Civic Leaders – to include Leisure time activities - tourism, seaside resort activities, urban sport activities and powersports.

Overall, the Evaluation Team gained a positive impression of *Teaching Physical Culture and Sports* (state code - 612X13002); but while they greatly appreciated the obvious improvement in infrastructure 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 at least 4 areas of the evaluation is not impossible to achieve in the progression towards the next external assessment. The points awarded in this evaluation are deserved as a result of the satisfaction and distinctive elements expressed across the report, in the belief that the programme has an excellent future.

V. GENERAL ASSESSMENT

The study programme *Teaching Physical Culture and Sports* (state code – 612X13002) at Klaipėda University 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	3
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:	18

*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

Prof. Dr. Arnd Krüger

Prof. Dr. Gertrud Ursula Pfister

Prof. Dr. Algirdas Raslanas

Meda Keleckaitė

**KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
KŪNO KULTŪROS IR SPORTO PEDAGOGIKA (VALSTYBINIS KODAS – 612X13002)
2014-06-23 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-360 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Kūno kultūros ir sporto pedagogika* (valstybinis kodas – 612X13002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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 ir sporto pedagogikos* programoje dirba atsidavusių profesionalių pedagogų komanda. Pedagogikos 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 pasirengimą 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. Dalykų moduluose 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, ir todėl sukuria galimybes mokymosi veikloje dalyvaujantiems žmonėms su fizine negalia.

Palaikomi geri ryšiai su mokyklomis ir kitomis institucijomis, susijusiomis su *Kūno kultūros ir sporto pedagogikos* programa. Įtikinamai plėtojamas studentų ir dėstytojų judumas, palaikoma daug ryšių ir vyksta mainai su keliomis šalimis. Mokomoji praktika yra efektyvi ir gerai organizuota, jai skiriamų kreditų skaičius padidintas iki 30 ECTS kreditų. Praktika dalijama į tris dalis ir per ją nuolat diskutuojama su socialiniais partneriais. Socialiniai partneriai rekomendavo skirti dar daugiau laiko mokomajai praktikai, o pokalbiuose per ekspertų vizitą išryškėjo didelis sveikatos ugdymo, ypač Europos sveikų miestų tinklo, kurio vienintelis narys Lietuvoje yra Klaipėda, skatinimo potencialas.

Programos tikslai ir turinys yra platūs ir visa apimantys, o brandžią pedagoginę patirtį perteikia profesionalūs dėstytojai. Tačiau siekiant nuoseklumo, programos komitetui būtų naudinga peržiūrėti ankstesnių ir vėlesnių semestrų tikslų, numatomų studijų rezultatų ir turinio sudėtingumą, nors šiuo metu siūlomi turinio dalykai suteikia geras studijų galimybes aukštų rezultatų siekiantiems 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, nors socialiniai partneriai „atvirauja“, kad jie gali atsilikti nuo studentų naujovių ir modernios praktikos srityse.

Sąlygos studijoms, bibliotekos ištekliai, aprūpinimas programine įranga ir materialieji ištekliai yra geri. Studentai pasakojo apie pasitenkinimą dėstymu 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 visapusišką jų išsilavinimą, nors ir rekomenduoja suteikti studentams platesnį sporto supratimą, apimančią, pavyzdžiui, teisėjavimą, trenerio darbą ir rungtynių organizavimą.

KU teikia įvairių finansinės paramos galimybių mažindamas studijų įmoką: socialiai remtiniams ir našlaičiams – iki 100 %; studentams, kurių semestro vidurkis yra 9–10 balų – iki 75 %. 2009 m. gegužės 22 d. KU Senato nutarimas Nr. 11-70 numato galimybę mokėti studijų įmoką dalimis. Studentams, atstovaujantiems KU ir Lietuvai įvairiose varžybose, suteikiamas sportininko statusas ir sumažinama studijų įmoka. Studentams iš kitų Lietuvos vietų skiriamas bendrabutis, pirmenybė suteikiama našlaičiams ir studentams, gyvenantiems toli nuo Klaipėdos. Fakultetas taip pat teikia psichologinės paramos paslaugą, kuri studentams yra nemokama.

Dabartinė vadovybė supranta ir remia kolegas dėstytojus, tačiau vertinimo grupė rekomenduoja sukurti griežtesnę strategiją, kurioje būtų numatyta skirti daugiau dėmesio mokslinių tyrimų galimybėms ir jų rezultatams publikuoti, ugdyti įgūdžius taikyti e-dienoraščio metodus ir skatinti visapusišką rengimą mokyklos gyvenimui.

Ekonominis tokios sandaros studijų programos tęstinumas ateityje gali tapti iššūkiu, ypač išlaikant jos dabartinę leistiną apimtį. Tikimasi, kad parama šiai programai ir teigiamas dėmesys, kurio ji susilaukia, ir toliau užtikrins jos ekonominį gyvybingumą, tačiau reikės naujų, kūrybiškų, ryžtingų strategijų, taip pat finansavimo šaltinių bet kokių naujų didelių išteklių gerinimo planų įgyvendinimui, kuriam turi būti numatyti planai. Kaip pabrėžė vertinimo grupė, viena iš šio vertinimo stipriųjų pusių buvo labai detali, konkreti 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.

Vis dėlto, savianalizės suvestinėje yra neaiškus, padriko rašymo pavyzdžių. Ateityje savianalizės rengimo grupei reikėtų pagalvoti apie reflektavimo kultūrą ir praktiką. Vertinimo grupė mano, kad pirmiausia programos komanda turėtų sukurti ir plėtoti stipresnę sporto plėtros ir sporto pedagogikos ateities Klaipėdoje viziją ir paremti dinamišką socialinių partnerių bei miesto vadovų entuziazmą – įtraukti laisvalaikio veiklas: turizmą, pajūrio kurorto veiklas, miesto sportines veiklas ir jėgos sportą.

Apskritai, vertinimo grupė susidarė labai teigiamą įspūdį apie *Kūno kultūros ir sporto pedagogikos* programą (valstybinis kodas – 612X13002), tačiau, nors ekspertai teigiamai įvertino akivaizdų infrastruktūros ir programos įgyvendinimo tobulinimą, išdėstytos rekomendacijos yra būtinos tolesniam programos tobulinimui. Vertinimo grupė mano, kad jei šios rekomendacijos bus įgyvendintos, įmanoma pasiekti aukščiausios kokybės bent 4 vertinimo srityse iki kito išorinio vertinimo. Šiame vertinime skirti balai yra pelnyti, tai rodo šiose išvadose išsakytas pasitenkinimas ir nurodyti konkretūs programos elementai tikint, kad programos laukia puiki ateitis.

III. REKOMENDACIJOS

1. Kaip galima labiau plėtoti sveikatos ugdymą tiek dėl jo esminių savybių, tiek kaip programos tobulinimo priemonę edukaciniam darbui mokyklose.
2. Dokumentuoti visas numatytas strategijas ir pradėti pagal grafiką jas įgyvendinti.
3. Sukurti patrauklesnį programos įvaizdį ir ryžtingai jį reklamuoti, akcentuojant vietines stiprybes ir puikias ateities perspektyvas.
4. Toliau plėtoti judumą kaip programos stiprybę, apsvarstyti užsienio kalbos mokymo išplėtimą, kaip įmanoma daugiau bendradarbiauti su tyrėjais Europoje.
5. Numatyti naujo sporto komplekso planą ir datą.
6. Apsvarstyti, kaip teoriniai ir akademiniai dalykai galėtų tapti labiau „taikomieji“, „visapusiškai“ parengti studentus mokyklos gyvenimui, sistemingiau rengti studentus konkurenciniam sportui ir atsakomybei už sporto rungtynes, įskaitant trenerio ir rungtynių teisėjo pareigas.
7. Ugdyti e-dienoraščio įgūdžius rengiant studentus darbui mokyklose.
8. Išlaikyti labai profesionalių specialistų ir inovatyvių studentų rengimo kultūrą, ruošti studentus „lyderystei“ trenerio ir mokytojo darbe, siekiant patenkinti vietos ir regiono poreikius.
9. Rengti studentus Klaipėdos ateičiai sporte, taip stiprinant programos viziją.
10. Ugdyti IT kompetenciją mokslinių tyrimų tikslais, ypač socialiniuose moksluose, ir skatinti mokslinius interesus visose amžiaus grupėse.

<...>

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.