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Lietuvos edukologijos universiteto
KŪNO KULTŪROS IR SPORTO PROGRAMOS
(621X20033)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PHYSICAL CULTURE AND SPORTS (621X20033)
STUDY PROGRAMME
at Lithuanian University of Education

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūno kultūra ir sportas</i>
Valstybinis kodas	621X20033
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programos įregistravimo data	1997-05-19, ĮSAK. Nr. 565

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Physical education and sports</i>
State code	621X20033
Study area	Social Sciences
Study field	Education Studies
Kind of the study programme	University studies
Level of studies	second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Education Studies
Date of registration of the study programme	Order of Ministry of Education and Science of the Republic of Lithuania, 'Registration of Higher Education study programmes' May 19, 1997, No. 565

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I. INTRODUCTION

Following the resolution of the Senate and the order of the Rector in December 2005, the Faculty of Sports and Health Education (hereinafter FSHE) was established at what was then Vilnius Pedagogical University. Subsequently, in May 2011 the name of the university was changed to Lithuanian University of Educational Sciences (hereinafter LUES).

A Master's degree programme entitled Physical Education and Sports had been introduced in 1994 and was evaluated positively several times, most recently in 2010. The programme is located in the Faculty of Sports and Health Education and staff members of that faculty provide most of the teaching on this programme. Some modules are delivered by staff of other faculties including the Faculty of Education and the Faculty of Social Sciences.

Evaluation Team

The chairman of the team: Prof. Frank McMahon, former Director of Academic Affairs, Dublin Institute of Technology and currently a Bologna Expert; Prof. Jose Alves Diniz, Full Professor and former Pro-Rector, Technical University of Lisbon; Dr Daiva Lepaitė, Head of Subdivision for Degree Programmes, Vilnius University; Prof. Sigmund Loland, Rector, The Norwegian School of Sports Sciences; Darius Varanius, Student member and current PhD student, Vilnius University.

The procedure of the evaluation

The Self-Evaluation Report (SER) of the second cycle study programme *Physical Education and Sports* was made available to the expert team in January, 2013. All the members of the expert team examined the SER individually, preparing draft reports and indicating problem questions or discussion points. The experts obtained further information during the site visit in April, 2013 through interviews with Programme co-ordinators, Department heads, senior and junior members of the teaching staff, students, graduates and employers. After the visit, on 19th April the expert group held a meeting, discussed the contents of the evaluation report and agreed upon the numerical evaluation of every section of the evaluation. The expert team members amended a draft report and their comments were integrated into one document by the chairman of the team.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

Table 1.1 of the self-assessment report presented an overview of programme aims, intended learning outcomes and study subjects. This is an extensive set up with a series of goals, some are general and others are specific in kind. LUES sees the programme as being at the interface between educational science and the natural sciences (although very little of the curriculum of the programme relates to the natural sciences) with the aims and outcomes being more in line with the aims of educational science. However, within the programme the domain of Sports is quite specific and aims to educate sports men and women as personalities. Therefore, the main target group of this programme is sports-oriented students rather than those who are attached to education institutions.

The aims of the programme have been greatly influenced by the regulations of the Ministry of Education and Science and the design of the programme seeks to facilitate graduates to pursue different professions by their choice of subjects:

- Some may wish to become researchers or analysts at different institutions;
- Some may proceed to doctoral studies;

- Some may follow a career in professional sports;
- Some work as a consultant in the field of sport or physical education;
- Some may become a teacher of physical education for individuals from different age groups;
- Some may become a coach or manager of sports club.

It was the view of the experts' group that the programme suffered from the attempt to satisfy such a wide spectrum of career options and that it would have benefitted from a more focussed approach. The option of becoming a Professional Master's degree is not open to the university as there is no such degree in Lithuania. Alternatively, LUES has the option of placing the programme more clearly in the field of education, building on its strength as a university of education. Currently, the tension between education and sports detracts from a clear focus which would make the programme more attractive to prospective students.

Since 2010, the ECTS credit system was introduced and is reflected in the revised programme.

There is a need to shorten, prioritize and systematize further the programme aims and learning outcomes. When this is done, the next step will be to formalise the relationship between learning outcomes and competences and relations to the field of sports education.

When designing a programme, it is important to clarify the route followed to establish the association between public and labour market needs and expectations. It is also important to point out which specific competences are provided as related to the field of sports education. While in Lithuanian higher education system is not possible to get the professional Masters' degree, the second cycle programme at university first of all has to meet the academic requirements.

The experts' group is satisfied that the programme is based on academic needs and even more so on the needs of the labour market. The extent to which the learning outcomes relate to the general competences expected of second cycle graduates and to individual study subjects is set out in Table 1.1 of the Self-Assessment Report (hereinafter SER). The programme also seems to meet professional requirements. The success rate of graduates in occupying appropriate posts related to their studies is set out in paragraph 60 of the SER which indicated that all the graduates of 2010 got jobs, 70% of them in a post relevant to their professional training. Of the 9 graduates in 2011, seven secured employment and all of the 7 graduates of 2012 secured jobs, of whom 60% are in posts relevant to their qualification. One factor that may unduly skew these statistics is that many of the graduates are in employment while they are pursuing the programme (for example all the students we met during the panel visit are in employment). However, one should add that employers who met the experts' group expressed themselves pleased with the skills and competences of the graduates they employed.

The extent to which the programme is based on the needs of the labour market is indicated by the rate of employment of graduates of the programme in employments that are related to their study programme. But the small number of students recruited, only 13 admitted per annum, may indicate a failure to connect adequately with the labour market. Students also expressed their wish to have bigger number of students in a group in order to establish rich learning environments for sharing ideas and experiences in the field. This report will return to the issue of the students recruited and the vulnerability of the programme in this respect.

The programme aims and the learning outcomes are in line with those suggested by the Dublin Descriptors for Second Cycle programmes (Master's degrees) and the national descriptor of Study Cycles.

The name of the programme (Physical Education and Sports), its learning outcomes, content and the qualifications offered (Master of Educational Science) gave the panel some cause for concern as indicated above. Again, the programme name, learning outcomes, content and qualification are extensive and generic. For instance, the programme seems to be “aiming at training specialists in physical education and sports” (point 7) namely “gymnasium teacher or a sport coach” (point 9.2) and, at the same time, “to conduct research of high quality”. How are these extensive aims to be achieved? It is also a bit confusing when a “Master Study Programme of Educational Science” includes disciplines like “Technologies of Athletes’ Training” or “Bioenergetics of Physical Loads”. How, in a two-year programme, can these separate scientific fields be pursued with the necessary quality and depth? On the one hand, this illustration indicates that the programme tends to keep a cross-disciplinary approach; on the other hand, the balance of two disciplines (education and sports) is hardly possible in this scope of the programme. It is the contention of the university that the achievement of the diverse learning outcomes is possible where the students have graduated from the relevant Bachelor degree at LUES. The experts’ group would prefer a Master’s degree which accepted applicants from a wider range of undergraduate programmes and returns to this issue in section 5 Study Process and Student Assessment on page 10 but at this stage the experts’ group accepts the contention of LUES that the programme can be successfully completed by the students whom it recruits i.e. graduates of LUES.

While the experts’ group has the concerns listed above, it adjudges the content of the programme to be compatible with the name and learning outcomes. It also recommends to LUES that it revisits this aspect of the programme with a view to improvement.

2. Curriculum design

The master programme under assessment was designed following all the legal documents that regulate second cycle studies in Lithuania, and international recommendations regarding the duration and other organization issues of a second cycle of studies. It is also in accordance with the main aims of the Lithuanian University of Educational Sciences.

The duration of Master study programme *Physical Education and Sports* is 2 years (120 credits, 3200 hours), the maximum length recommended in legal acts of the Republic of Lithuania.

The programme leads to the award of a Master’s degree based on the achievement of 120 ECTS which is in line with the legal requirement that the volume of the programme should be no less than 90 ECTS and no more than 120 ECTS.

The curriculum design meets the requirement that the number of subjects studied in each semester does not exceed five.

There is a final thesis for which 30 ECTS credits are awarded which meets the requirement that not less than 30 ECTS credits should be available for the preparation and defence of a final thesis.

There is a requirement that at least 30% of the volume of every subject should be devoted to independent work by the student. LUES estimates that between 10% and 20% of student hours involve consultation and individual work with teachers (paragraph 23) and when taken in conjunction with the classroom hours indicated in Table 1.2, the panel is satisfied that LUES meets the requirement that at least 30% of every subject is devoted to independent work by students.

Table 1.2 of self-evaluation report demonstrates that the subjects are spread evenly during the four semesters. There is a slight deviation from the 30 credits per semester formula in year 2 where semester 1 is allocated 24 ECTS while semester 2 is allocated 36 ECTS. However, the expert group was satisfied that this allocation was caused by the interaction of Scientific Research Practice and the Master's Thesis and does not upset the balance of the programme. Students and graduates whom the panel met were satisfied with the balance.

The panel was satisfied that the themes are not repetitive. The structure of the SP involves a heavy emphasis on Research Methods for both Education and for Sports in the first semester while in the second semester Psychology and Research on Sports Psychology are featured with Sports Education and Bioenergetics. Optional study subjects are spread throughout the four semesters.

The content of subjects of the master programme is in compliance with local and international recommendations for the type and level of the studies. The learning outcomes are in compliance with the Dublin Descriptors (second cycle) and takes account of the White Paper on Sport issued by the European Commission (2007) and the Lithuanian State Strategy for Sports Development. The programme offers graduates the opportunity to become competent in sports education, coaching or the organisation of physical exercise programmes for various age groups (young, adults, senior citizens). While the programme at LUES is particularly strong in Educational issues, it meets the criterion of having content which is in compliance with local and international recommendations for the type and level of the studies.

Different teaching methods and assessment procedures are used in a controlled way to ensure that intended learning outcomes are achieved. The balance of theory and practice in the curriculum was adjudged by the experts' group to be appropriate.

The scope of the programme is sufficient to ensure the achievement of the learning outcomes. As a minimum of 90 ECTS must be achieved for a Master's degree, the provision of the programme over 2 years of full-time study should be adequate when 30 ECTS can be earned each semester. In this instance a total of 120 ECTS is required to earn the award of a Master's degree and a period of two years should be adequate to complete the degree. So, the panel concluded that formally the scope of the programme seems to ensure learning outcomes although the broadness of the programme is challenging. Although students can specialise in particular areas preparing the final thesis, sustainability between broadness and specialization is not reflected in the learning outcomes.

The general landscape is that this is a robust programme from a theoretical point of view. There is a commitment to research amongst the staff of LUES and while there have been some publications in Polish and Russian the research is not yet sufficiently international. The experts' group welcomes the recent agreement between higher education institutions in Estonia, Latvia and Lithuania to establish an English language journal which will make the research at least regional. But further internationalisation is needed and more energy and investment should be given to international publications as a focus on three Baltic countries only does not reflect wider international cooperation and limits recognition of research. The lack of any student mobility and the low level of staff mobility are also inhibitors of a truly international approach as is the lack of an adequate level of foreign language ability among students. Students have suggested the need for more practice in English language and the desirability of more visiting international professors.

3. Staff

The legal requirement is that not less than 60% of the all study subjects teachers must have a scientific degree (doctorate). Data provided in the CVs of staff indicates that all 18 of the professors/lecturers have doctorates so they meet the legal requirements. A second legal requirement is that at least 20% of major study field subjects' volume has to be taught by Professors; the actual volume in this SP is 47% which meets the requirement.

In the self-assessment report it is stated that "There are 18 full-time teachers in the Study Programme: 10 professors and 8 associate professors (1 associate professor in a part-time position). The research interests of 64% teachers of the study subjects in the study field coincide with the study subjects they teach". The qualifications of the staff teaching the Master's degree programme are high. It is stated in point 30 of self-evaluation report "teachers working in this Study Programme are active scientists: scientific publications of the majority of teachers meet the minimal requirements for professors and associate professors, who participate in the activities of doctoral studies, approved by the Lithuanian Council of Sciences ". However, as it is stated in the same point, teachers have only published 9 papers in ISI indexed journals ("2008 – 1 research paper, 2009 – 3 research papers, 2010 – 2, 2011 – 2, 2012 – 1") which is clearly insufficient.

The teaching staff is composed of 18 employees with an average time allocated to the programme of 700 hours. This workload could become excessive if we consider that the teachers are also working in the Bachelor programme. Contradictory statements are written in the self-evaluation report about teachers' workload: (1) "We think that teachers' workload is optimal"; (2) "We think that the quality of Master studies may be increased by decreasing their load of pedagogical work". It is also stated that the "... teaching load of the academic staff in the study programme meets the Recommendations for the Duration of Working Time and Structure of Load, approved by the Order of the Minister of Education and Science No. V-2538 of 23 December 2011, according to which, the working load during the week cannot exceed 36 hours, i.e., not more than 1400 hours per academic year". The expert group is satisfied that the number of staff is adequate to ensure the learning outcomes envisaged in the SP. One feature that adds to the workload of teachers is their generous flexibility in meeting the requirements of students for classes that facilitate students' job commitments (all the students have jobs). LUES may wish to consider the negative aspects of this flexibility.

"During the period of self-assessment the turnover of the teachers in the Master study programme *Physical Education and Sports* was low: only two professors retired". This means a good stability in programme staff but, considering average age, this could mean too an insufficient capacity of new recruitment and innovation. An analysis of the age profile of staff indicates that only five of the 19 teachers are less than 50 years of age while most teachers (10 out of 18) are 61 years of age or more. Two teachers are 70 years of age. While the current staffing complement has very extensive teaching experience, there is a need for a better age balance in the cohort.

Attention has been paid during the past 5 years to the development of staff in line with the competences required for the Master's degree programme. Staff members participate in seminars and training courses. During the assessment period only a few members of the staff have had the opportunity to participate in activities abroad; the number was restricted because of the cost involved. Nevertheless the self-assessment report refers to a large number of activities that can be considered in the scope of professional development, including Use of Digital Lessons, Training in Pedagogical Competences, Models of Teaching Practices and Internships and Study Trips to Bulgaria, Germany, Poland, Slovenia, Hungary, Israel, New Zealand and US. Some of

these development activities are competed for, so that teachers have to win tenders for qualification development.

One aspect of teachers' development that will require attention is the acquisition of skills in regard to e-learning platforms. It is recommended that LUES adopts a platform for use on this programme (and it is highly desirable that a single platform is adopted for all faculties in LUES as it facilitates the sharing of modules across faculties and minimises the cost of IT support). This topic is dealt with later in this report.

Although the programme leads to a qualification entitled Master of Education Studies most of the research seems to be done in the bio-medical field. For example, when teaching staff members were asked about research funding gained, they mentioned an EU Structural Funds grant for an observatory, funding for High Performance Athletes and funding for a Health Promotion course provided by a Health Board. Research in the field of Education science and cooperation with bio-medical field or sports are highly required in order to support the Master's programme from an academic point of view.

4. Facilities and learning resources

The expert group visited the facilities used by students of this SP and report as follows:

Classrooms:

Five classrooms in the Faculty of Sports & Health Education are used for this programme. All are equipped with multimedia and they are adequate in both size and quality.

Laboratories:

Three laboratories are available to this programme, a Laboratory of Sports Physiology & Biochemistry, a Training Laboratory of Psychophysiology & Biomechanics and a Laboratory of Sport Pedagogy. The recent investment in laboratories is to be welcomed and in the opinion of the panel the laboratories are sufficient in size and equipment to support the current Master's programme including the research for the Master's thesis. The laboratories would require further investment if they are to support an adequate volume of research by staff.

The expert group confirms that the premises for studies are adequate both in their size and quality.

Library:

LUES has invested substantial funds in library resources, both physical and electronic. The library has a physical book stock of 600,000 volumes and in the opinion of students there is good access to literature in both English and Russian. The construction of a new library building was undertaken but the project was not completed because of a lack of funds. So now the library has to operate on the basis of students having no opportunity to browse the collection. They must fill out a request for a book which is retrieved from the basement storage area. This is unsatisfactory for students and is inefficient and wasteful of library staff time. Accordingly, it is strongly recommended that the new library building is fitted out and brought into use as soon as possible. LUES has invested in substantial electronic resources for the library (approx. 20,000 journal titles and key databases are available to students). The library service is adequate in both size and quality for the current programme but a major improvement could be made by commissioning the new library building.

Remarks from previous external assessment regarding the insufficiency of research base and facilities seem to have been taken into account and laboratories have been re-equipped. Whilst they may be regarded as basic in some respects, they are now adequate to support the current Master's programme.

Students enrolling in the Master's programme have previously completed a Bachelor degree programme, mainly at LUES. Within that programme they have completed practical training so there is no strong emphasis on practice in the Master's programme. But many students on the programme have jobs that relate to their study programme (they work as teachers in high school or as coaches in sports clubs, etc.). Thus, students achieve an effective mixture of practice and theory during the two years of the programme.

Many of the professors at LUES have written books or monographs on the subjects that they teach on this programme. Thus, the students have access to up-to-date material. As mentioned above, the library has acquired access to a huge number of journals (20,000 titles) which is a rich source of information for students. There has also been a substantial donation of books by the Russian Embassy which is very useful for students and academic staff.

5. Study process and student assessment

There are different admission requirements for LUES' Bachelor students and for other students. The admission requirements state: "The Master study programme *Physical Education and Sports* is designed according to the unified requirements for the specialities acquired in LUES. Therefore, graduates from other universities may face some difficulties". Such external applicants may have to undertake a one-year bridging study programme. This statement does not seem to be in accordance with the internationalization goal and the ambitions of the Bologna Process whereby completion of a Bachelor degree should give access to a master's degree. But the LUES approach of designing Master's programmes to suit its own graduates seems to be the dominant approach within Lithuania. The experts' group would like to see a more flexible approach to admission requirements but it accepts that this is not within the power of the universities but would require a change in the regulations issued by the Ministry of Education and Science.

While the admission process is adequate, the net result of the process is 13 students per annum. This number is considered to be reasonable in Lithuania but seems low to the experts' group. Accordingly, the programme management should seek ways to increase the intake of students. A larger intake would enhance the opportunities for specialisation within the programme.

In the self-evaluation report it is stated "The forms and methods of the study subject are selected in a flexible way under an agreement between a teacher and a Master programme student." (paragraph 25). This flexibility means in practice that individual students can negotiate with teachers how they can satisfy their participation in modules. Teachers have shown admirable tolerance of these arrangements but the panel fears that this flexibility creates extra workload for teachers and comes at a cost of less involvement by teachers in research. LUES is recommended to review the extent of its flexibility.

The organisation of the study programme appears reasonable. Classes are organised Monday to Thursday generally. There are 19 teachers for a total of 25 students and while these teachers allocate some of their time to other programmes (including Bachelor degree programmes in this area) the student to teacher ratio is highly favourable.

The assessment of students involves formal written examinations and other forms of assessment including projects, seminars and analysis of laboratory data. This approach should reduce the pressure on students of final examinations. Students expressed themselves happy with the assessment arrangements during the experts' group visit. They also commented favourably on the amount of feedback they get from teachers in relation to assignments they complete.

Within the faculty some use is made of e-learning on Bachelor degree programmes but not on the Master's programme. When the panel visited the distance education unit, it was told of the adoption of Moodle as an e-learning platform but staff members in the Faculty of Sports and Health Education were not aware that Moodle was available elsewhere in LUES.

Such platforms (e.g. Moodle, Blackboard, etc.) are increasingly used and can be very effective in making learning resources from around the world available to students. Many top research universities, including MIT and Stanford, are making their learning resources available free of charge. The panel recommends to LSU that it expands the use of Moodle as far as possible. Apart from its usefulness as a teaching tool, it would also provide an excellent communication tool for organisational matters and details of any changes to the schedule. Currently, students are advised by email of such changes. Moreover, all students have jobs and e-learning platforms may help to keep them in touch with timing on study planning.

Students expressed their wish to get involved in research activities of the department. On the one hand, they do research during pedagogical research practice and finalize the results in the Master's thesis. On the other hand, still there is a gap between research strategy of the departments and students' motivation to have more applied research.

Whilst students have opportunities to participate in Erasmus mobility programmes not one of the students we met had participated in a mobility programme in either the Bachelor or Master's programme. One of the reasons given is that all the students we met, without exception, had at least one job. Performance in respect of mobility is a long way from the target set by Ministers of Education in all EU countries that 20% of all graduates should have participated in mobility programmes by the year 2020. Urgent action is required by faculty and programme management to encourage student mobility in FSHE.

Details of the support services for students were given in paragraphs 53 – 56 of the self-evaluation report. These included details of the availability of consultations with teachers regarding study issues as well as financial support. Students expressed themselves happy with the support they get from teachers and the availability of teachers. Because all the students are employed, it is unlikely they have much time available for social activities. They made no mention of this aspect of their life during the meeting with the experts' group but rather spoke about the juggling of job duties and study.

Good assessment systems seem to be in place. Students are given a detailed briefing by the teacher on the assessment procedure for each module at the start of the module. All important notices e.g. any changes to the implementation of the programme, are available on the internet. Students are happy with the procedures that are implemented.

Several alumni of this programme work or collaborate in significant institutions in Lithuania: "Department of Physical Education and Sport under the Government of Lithuania, the Lithuanian National Olympic Committee, Lithuanian Olympic Training Centre, Sports Centre of Lithuanian School Learners and Students, they also give seminars in Lithuania, are actively involved in the activities of non-governmental organisations (Sport Association 'Sportas visiems', Lithuanian Physical Education Association, Lithuanian Olympic Academy, federations of separate kinds of sport, etc.)" (Self-evaluation report, paragraph 66).

The percentage of the employed graduates of the Master study programme of Physical Education and Sports shows that the study programme is attractive and competitive in the labour market. At the meeting with graduates and employers, both groups expressed themselves happy with the

outcomes. Graduates mentioned the extent they felt they were developed to improve their job performance while employers admired the professionalism of graduates they employed.

There were some suggestions by graduates and employers for further improvement including:

- the desirability of graduates spending some time at a university abroad,
- employers facilitating periods abroad by giving their employees time off to travel and then return to the job and
- the inclusion in the programme of a module on legal basis of relevant jobs.

Apart from the specific recommendations above, employers and graduates strongly favoured a broad rather than a specialised Master's degree.

6. Programme management

“The internal quality assurance of the Study Programme is conducted in accordance with European Standards and Guidelines for the External Quality Assurance of Higher Education Institutions and the System of Academic Quality Assurance. (Self-evaluation report point 61). Students are happy that they can influence the operation of the programme and gave an example of how they negotiated an increase in the amount of practice in their bachelor degree programme. It seems to be the case that an informal approach to QA works because of the close connection between teachers and students. There is a student representative on the faculty council who can convey student opinions on how the programme is being implemented.

Data regarding the implementation of the programme are analysed on a semester base and all levels of responsibility seem to be well established. There is a Committee of the Study Programmes which oversees the collection of data from students, teachers and social partners and its analysis. When the panel met representatives of teachers, student, graduates and employers, all seemed happy with the arrangements that were in place to assure the quality of the programme.

The outcomes of internal evaluation of the programme are used on a semester basis and external evaluation is considered on a 3-year basis. The Council of the Faculty discusses possible changes to the SP on a regular basis and where changes are recommended, submits a proposal to the Senate.

The involvement of stakeholders seems to be provided at most levels of quality control: Faculty level, Department level and Study Programme level on both a semester and annual basis. There is a student representative in the Council of the Faculty, in the Study Programme Committee and on the ad hoc Self-evaluation team. Social partners participate in the Final Paper Defence Commission, review Master's papers, supervise or consult students, and sometimes become partners for applied research. Teachers are involved in the quality assessment and improvement of study programmes and the systematic renewal and creation of study programmes.

LUES considers the internal quality assurance process to be very effective and efficient. The experts' group held meetings with teachers, students, graduates and employers and all these bodies expressed their happiness with the operation of the programme and their own opportunities to make an input into the process. In some respects e.g. the mechanism for stakeholders to make proposals for change appeared to be informal; for example an employer could telephone a Head of Department with advice about possible changes to a programme or student(s) could approach a teacher about changes to a module. LUES should consider a more formalised approach whereby the role of graduates, employers, students and teachers have a clear route to provide advice e.g. via an elected representative on the Council of the Faculty or

via an Employers Advisory Council. The Bologna Process is moving toward a clear recommendation on methods to improve the role of employers in advising universities on curriculum development so the establishment of an Employers Advisory Council could pre-empt the recommendation.

III. RECOMMENDATIONS

1. It is recommended that LUES shortens, prioritises and systematises the programme aims and learning outcomes. It should also re-consider the name and learning outcomes of the programme.
2. The extent to which the programme is international is not sufficient. Several steps are needed to improve this situation including the internationalisation of research output, greater student mobility, the improvement of the level of English among students and more visiting professors from outside Lithuania.
3. Teachers on the programme have published only 9 papers in ISI indexed journals in five years. This needs to be substantially increased.
4. Teaching staff have been very generous in their flexibility in meeting the needs of individual students for timetables that accommodate their job requirements. But this flexibility is adding to the workload and LUES should consider the negative aspects of the flexibility
5. The current age profile of teachers indicates a majority of teachers are 61 years of age or more. LUES may seek to redress the imbalance between older and younger staff when making new appointments.
6. LUES should adopt an e-learning platform and provide training for all teachers in its use. As well as facilitating student learning, this platform could become the authoritative source for all announcements to students e.g. of assessment requirements or changes to timetable.
7. Laboratories will require further investment if they are to support teacher research efforts.
8. While the library service is well endowed as regards books and journals, it urgently needs the new building which was built but not yet commissioned.
9. The admission requirements should be reviewed to make it easier for graduates of Bachelor degree programmes from universities other than LUES to be admitted and also graduates from outside Lithuania. This review of admission requirements should also seek to extend the number admitted beyond the current 13 per annum.
10. Urgent action is required by programme management to improve student mobility.
11. The mechanism whereby external stakeholders, including employers, can make representations to the programme management should be formalised by the establishment of an Employers Advisory Committee or the election of a representative(s) to the Council of the Faculty.

IV. SUMMARY

The Lithuanian University of Educational Sciences (hereinafter LUES) has offered a Master's degree in Physical Education and Sports since 1994. The programme has been evaluated several times, most recently in 2010. The aim of the programme seeks to facilitate graduates to pursue different professions by their choice of subjects including career in professional sports, researchers or analyst at different institutions, proceed to doctoral studies, work as a consultant, teacher of physical education or a coach or manager of sports club. It was the view of the experts' group that the programme suffered because of its attempt to satisfy such a wide spectrum of career options and would have benefitted from a more focused approach. However, the programme is meeting the needs of the labour market and graduates are getting relevant jobs. The panel recommended that LUES re-visits the aims and learning outcomes with a view to developing a tighter focus for the programme.

The curriculum design meets all the regulations for second cycle programmes in Lithuania and international recommendations. The workload is spread evenly throughout the four semesters and the contents and methods used are appropriate for the intended learning outcomes. It was not clear to the expert group that the research activities of the teaching staff were sufficiently international. Only nine papers had been published in ISI journals (teachers told the expert group that until now the policy had been to write in Lithuanian but this policy is being discussed in LUES). This lack of international publication, taken in conjunction with a low level of student mobility (not one of the students who met the expert group had participated in a mobility programme) and a lack of adequate facility in foreign languages by students combined to create a programme that is not truly international. These various deficiencies need to be addressed.

The staff members teaching the programme are highly qualified (all have doctorates) but their record of publication in ISI journals is poor. In addition, the age profile of teachers shows that most are 61 years of age or more. So it is recommended that this be addressed as staff members retire. The number of staff appears quite adequate but they create extra demands on their own time by giving students the maximum of flexibility to maintain jobs while at the same time pursue a fulltime programme. The extent of the flexibility should be re-considered. There is an active programme of staff development at LUES but one area that should be added is training in the use of e-learning platforms. Such a platform would be extremely helpful to students who are effectively part-time as they have jobs. It would also provide a dedicated medium for sending authoritative messages to students regarding assessments or changes to timetables.

The general classrooms are adequate for the programme and have the advantage of being equipped with multimedia. There has been a recent investment in laboratories which has made them adequate for use by students on this Master's degree programme. However, the laboratories will require extra investment if they are to support research by teachers. The library service is well developed in terms of the book stock and the online journals. However, the lack of space in the reading room is so inadequate that it is not possible to house the books in an area to which students have access. Hence a great deal of effort is needed to fetch and carry books. So a high priority for LUES should be the completion of the new library building construction of which was stopped because of funding difficulties.

The admission requirements for the master's degree programme are reasonable and accommodate students who have completed a Bachelor degree at LUES but are not very accommodating for students from other universities. LUES should reconsider the admission process to see if it can be made more user-friendly for graduates from other universities including those from other countries. One of the reasons for doing this is to seek to increase the

number of students enrolled each year (currently 13) and thereby make the offering of options or study streams viable.

The organisation of the timetable is very student-friendly, allowing students to negotiate time for classes on an individual basis. The experts' group recommends that LUES reviews the extent of the flexibility. One of the drawbacks of students having jobs is their reluctance to undertake mobility programmes. Not one of the students we met had been on a mobility exchange in either the Master's programme or their previous Bachelor programme. Urgent action is required by the programme management to address this deficiency. Students expressed their satisfaction with the assessment strategy and the feedback they got on assignments and expressed no criticism of student support services. The graduates and the employers whom we met were proud of their connection with LUES and felt that the professional activities of graduates meet the expectations of the programme providers.

The university has detailed processes for ensuring the quality of the programme and these processes involve stakeholders such as teachers, students and employers. There is a Committee of Study Programmes which discusses QA issues and when the panel met teachers, students, graduates and employers all seemed satisfied with their involvement. The only change advocated by the panel is a greater degree of formality in seeking the views of employers in regard to changes to the programme. This might be accomplished by the election of some graduates to the Council of the Faculty or the establishment of an Employers Advisory Council. Such a development would be in line with the emerging Bologna recommendation for a greater role for employers in curriculum development.

V. GENERAL ASSESSMENT

The study programme *Physical culture and sports* (state code – 621X20033) at Lithuanian University of Education 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	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	14

*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. Frank McMahon

Grupės nariai:
Team members:

Prof. dr. Sigmund Loland

Prof. dr. José Alves Diniz

Doc. dr. Daiva Lepaitė

Darius Varanius

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Kūno kultūra ir sportas* (valstybinis kodas – 621X20033) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	14

* 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

Lietuvos edukologijos universitetas (toliau LEU) nuo 1994 m. įgyvendina kūno kultūros ir sporto magistrantūros programą. Ši programa yra keletą kartų vertinta, paskutinį kartą – 2010 m. Programos tikslas – palengvinti turintiesiems universitetinį išsilavinimą siekti įvairių jų pačių pasirinktų profesijų, jiems patiems pasirenkant dalykus, įskaitant profesionalaus sportininko, tyrėjo analitiko, galinčio dirbti įvairiose institucijose, karjerą, doktorantūros studijas, konsultanto, kūno kultūros mokytojo, trenerio ar sporto klubo vadovo darbą. Ekspertų grupės nuomone, ši programa nukentėjo dėl to, kad buvo bandoma suderinti daugybę įvairiausių karjeros galimybių – labiau fokusuotas požiūris jai būtų buvęs naudingesnis. Tačiau programa atitinka darbo rinkos poreikius, absolventai gauna atitinkamus darbus. Grupė rekomendavo LEU peržiūrėti tikslus ir numatomus studijų rezultatus siekiant tvirčiau nustatyti, į ką programa orientuota.

Programos sandara atitinka visus antrosios pakopos programoms Lietuvoje taikomus reikalavimus ir tarptautines rekomendacijas. Darbo krūvis vienodai išdėstytas per keturis semestrus, o turinys ir taikomi metodai yra tinkami numatomiems studijų rezultatams pasiekti. Ekspertų grupei ne aišku, ar akademinio personalo mokslo tiriamoji veikla pakankamai tarptautinio pobūdžio. ISI žurnaluose paskelbti tik devyni moksliniai straipsniai (dėstytojai ekspertų grupei sakė, kad iki šiol jie buvo rašomi lietuvių kalba, bet dabar ši politika aptarinėjama LEU). Dėl tokio mažo publikacijų skaičiaus, žemo studentų judumo lygio (nė vienas studentas, su kuriuo buvo susitikusi ekspertų grupė, nėra dalyvavęs judumo programoje) ir dėl to, kad studentai neturi tinkamų priemonių anglų kalba, ši programa nėra visiškai tarptautinė. Visus šiuos trūkumus reikia pašalinti.

Programą dėstantis akademinis personalas yra aukštos kvalifikacijos (visi turi daktaro laipsnį), bet publikacijų ISI žurnaluose paskelbę nedaug. Be to, dėstytojų amžiaus analizė rodo, kad daugelis yra 61 metų arba vyresni. Taigi, rekomenduojama šią problemą spręsti darbuotojų pasitraukimu iš darbo. Darbuotojų skaičius pakankamas, bet, suteikdami studentams didžiausią lankstumą, t. y. leisdami jiems išsaugoti darbus, – nors tuo pačiu metu universitetas siekia nuolatinių studijų, – jie padidina savo krūvį. Lankstumo apimtį reikėtų persvarstyti. LEU aktyviai įgyvendinama personalo tobulinimo programą, tik į ją reikėtų įtraukti dar vieną sritį – mokymą naudoti elektroninio mokymo programomis. Tokia programa būtų ypač naudinga dirbantiems iššestinių studijų studentams. Be to, tai būtų gera priemonė informuoti studentus apie įvertinimus ar tvarkaraščių pasikeitimą.

Bendros auditorijos atitinka programos poreikius; jų privalumas tas, kad jose įrengtos informacijos priemonės (*multimedia*). Neseniai laboratorijoms buvo skirta lėšų, ir jos buvo pritaikytos magistrantūros programos studentų reikmėms. Tačiau į laboratorijas reikia dar investuoti, norint, kad jose dėstytojai galėtų atlikti tyrimus. Biblioteka teikia geras paslaugas, nes joje daug knygų ir elektroninių žurnalų. Tačiau skaityklos plotas toks mažas, kad neįmanoma laikyti knygų ten, kur jos būtų prieinamos studentams. Todėl reikia nemažai pastangų šioms knygoms atnešti. Taigi, baigti statyti naują bibliotekos pastatą, kurio statyba buvo nutrūkusi dėl lėšų stokos, turėtų būti prioritetas.

Priėmimo į magistrantūros programą reikalavimai pagrįsti, bet palankūs studentams, kurie bakalauro laipsnį įgijo LEU, ir nelabai palankūs kitų universitetų absolventams. LEU turėtų persvarstyti priėmimo procedūrą ir galbūt pakeisti ją taip, kad būtų palankesnė kitų universitetų, įskaitant užsienio, absolventams. Vienas iš motyvų yra būtinybė padidinti kiekvienais metais stojančiųjų skaičių (šiuo metu 13), kad būtų įgyvendintos siūlomos galimybės ir studijos nenutrūktų.

Studentams sudaromi labai palankūs tvarkaraščiai; jie suteikia galimybę individualiai pasirinkti paskaitų laiką. Ekspertų grupė rekomenduoja LEU apsvaistyti šio lankstumo ribas. Vienas iš trūkumų, susijusių su dirbančiais studentais, yra jų nenoras dalyvauti judumo programose. Nė vienas mūsų sutiktas studentas nėra pasinaudojęs mainų programa nei studijuodamas magistrantūroje, nei anksčiau, kai siekė bakalauro laipsnio. Programos vadovai turi imtis skubių veiksmų, kad pašalintų šį trūkumą. Studentai išreiškė pasitenkinimą vertinimo strategija ir gaunama grįžtamąja informacija apie užduotis, jie nekritikavo studentų rėmimo paslaugų. Universiteto absolventai ir darbdaviai, su kuriais buvome susitikę, didžiavosi savo ryšiais su LEU; absolventų profesinė veikla, jų nuomone, atitinka programos teikėjų lūkesčius.

Universitetas yra parengęs išsamias programos kokybę užtikrinančias procedūras, kuriose dalyvauja socialiniai dalininkai, pavyzdžiui, dėstytojai, studentai, darbdaviai. Įkurtas studijų programų komitetas, kuris svarsto kokybės užtikrinimo klausimus; ir kai ekspertų grupė susitiko su dėstytojais, studentais, absolventais ir darbdaviais, visi jie atrodė patenkinti šiuo dalyvavimu. Ekspertų grupė palaikytų vienintelę permąiną – didesnę oficialumą prašant darbdavių nuomonės apie programos pakeitimus. Tai galėtų būti įgyvendinama išrinkus kelis absolventus į fakulteto tarybą arba įsteigus darbdavių patariamąją tarybą. Šis patobulinimas atitiktų Bolonijos rekomendaciją – darbdaviams suteikti daugiau funkcijų tobulinant programą.

III. REKOMENDACIJOS

1. Rekomenduojama, kad Lietuvos edukologijos universitetas (LEU) sumažintų programos tikslų ir numatomų studijų rezultatų skaičių, nustatytų prioritetus ir juos

susistemintų. Be to, reikėtų persvarstyti programos pavadinimą ir numatomus studijų rezultatus.

2. Programos tarptautiškumas nepakankamas. Reikia imtis kai kurių priemonių padėčiai pagerinti, įskaitant tyrimų rezultatų internacionalizavimą, didesnę studentų judumą, studentų anglų kalbos žinių lygio kėlimą ir dėstytojų iš užsienio kvietimą.
3. Per penkerius metus šios programos dėstytojai ISI indeksuojamuose žurnaluose paskelbė tik 9 darbus. Šį skaičių būtina smarkiai padidinti.
4. Akademinis personalas buvo labai lankstus ir tenkindavo atskirų studentų poreikius sudarydamas tvarkaraščius, suderintus su jų darbo valandomis. Bet dėl šio lankstumo didėja dėstytojų darbo krūvis, tad LEU turėtų atkreipti dėmesį į neigiamus lankstumo aspektus.
5. Dabartinis dėstytojų amžiaus analizė rodo, kad dauguma dėstytojų yra 61 metų ir vyresni. LEU, priimdama naujus darbuotojus, turėtų rasti vyresnio ir jaunesnio amžiaus darbuotojų pusiausvyrą.
6. LEU turėtų įdiegti elektroninio mokymo programą ir išmokyti visus dėstytojus ja naudotis. Ši programa ne tik palengvins studentų mokymąsi, bet ji gali tapti patikimu studentų informavimo šaltiniu, pavyzdžiui, pranešant apie vertinimo reikalavimus arba tvarkaraščio pasikeitimus.
7. Reikėtų ir toliau investuoti į laboratorijas, jei dėstytojai nori jomis naudotis moksliniams tyrimams atlikti.
8. Nors bibliotekoje gausu knygų ir žurnalų, tačiau skubiai reikalingas naujas pastatas – jis pastatytas, bet dar nepradėtas naudoti.
9. Reikėtų peržiūrėti priėmimo reikalavimus ir sušvelninti juos, kad į šį universitetą būtų priimami ne tik LEU, bet ir kituose Lietuvos bei užsienio universitetuose bakalauro laipsnį įgiję studentai. Peržiūrint priėmimo reikalavimus dar reikėtų siekti, kad stojančiųjų skaičius būtų didesnis nei 13 studentų per metus.
10. Programos vadovai turėtų imtis skubių veiksmų studentų judumui didinti.
11. Reikėtų formalizuoti mechanizmą, pagal kurį išorės socialiniai dalininkai, įskaitant darbdavius, galėtų pateikti savo pastabas programos vadovybei – įsteigti darbdavių patariamąjį komitetą arba išrinkti atstovą (-us) į fakulteto tarybą.

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