



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių universiteto
KŪNO KULTŪROS PROGRAMOS (612X13033)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF THE *PHYSICAL EDUCATION (612X13033)*
STUDY PROGRAMME
at Šiauliai University

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūno kultūra</i>
Valstybinis kodas	612X13033
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (5,5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dalyko pedagogikos, sporto bakalauras, pedagogas
Studijų programos įregistravimo data	2006 m. sausio 25 d. įsakymo Nr. 123

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Physical Education</i>
State code	612X13033
Study area	Social Sciences
Study field	Teachers training
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 Specialist Teacher Training and Sports, Pedagogue
Date of registration of the study programme	2006 01 25, ŠMM, Order No.123

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I. INTRODUCTION

Degree studies in the field of physical education and sport in Šiauliai University (hereinafter ŠU) have been available since 1978. The titles of the programmes have been changing over the years. In 2006 the title Physical Education was registered in the register of study programmes approved by the Minister of Education and Science of the Republic of Lithuania. In 2007 and 2010 the programme was evaluated and received accreditation for 3 years. In 2012, Physical Education was second in the ranking of popular programmes in ŠU, with most students choosing the programme because of career possibilities.

ŠU has eight faculties, 13 research centres and three Institutes (European Studies, Gender Studies and Continuous Studies). One of the faculties of ŠU is the Faculty of Education (hereinafter FE) which has the following sub-units: Department of Education, Department of Education Systems, Department of Psychology and Department of Physical Education and Sport Educology as well as various committees and centres. One of the centres is the Laboratory of Researches of Sports Education which is a unit within the Department of Physical Education and Sport Educology.

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 first level study programme *Physical Education* 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

The programme aims and learning outcomes are well defined and are clear. They are publicly accessible in the web pages of the Faculty of Education and the data base of the Ministry of Education and Science (AIKOS).

The distinguishing feature of the programme is the offering of two specializations (sport management and sport education). A single study programme provides a bachelor degree of specialist teacher training, a degree in sport as well as professional qualification to be a pedagogue. This multiplicity of awards causes some confusion and prevents a focussed approach

but has not prevented the programme enjoying success in the educational world. Most students choose Sport Management. It is claimed that 87% of graduates of the programme find employment.

The programme seems well based on academic and professional requirements, which are meeting the national regulations for teacher training. The Self-evaluation report (hereinafter SER) mentions the increased role of physical education and sport in society and the estimate that the number of people participating in sport increased from 53,000 to 92,000 in the period 2006 to 2010. The number of sports clubs increased from 973 to 1353 in the same period. Many sport activities at the regional level are mentioned and the programme intends to meet these developments in terms of training human resources. Public needs are demonstrated in various strategies but the labour market is not analysed in the way of available jobs for graduates of this programme.

ŠU claims that the aim and learning outcomes are negotiated with stakeholders and at least to some extent this was confirmed by the employers whom the panel met. Certainly the management of ŠU is aware of the various areas in which graduates might work and interacts with those sectors.

The programme aims and learning outcomes are consistent with the type of studies and the level of qualifications offered. In this case, students who will finish the study programme will be awarded a bachelor of subject pedagogy and of sport and a pedagogue's professional qualification. There may however, be too many aspects (education, sports and even suggestion of two specializations) to be covered in a single degree programme.

Learning outcomes had been pointed out as the area for improvement in the recommendations of the last assessment exercise in 2010 on the grounds that the learning outcomes are "much too complex for a Bachelor's degree".

The name of the programme (Physical Education), its learning outcomes, content and the qualifications offered are compatible with each other. The experts' group doubts the wisdom of attempting to offer three qualifications within a single programme of 240 ECTS. The list of learning outcomes is very impressive (pages 8-10) and raises some doubts as to whether all can be achieved in 4 years. Offering specializations is a big issue as well, particularly as they represent different fields (education; sport management). The list includes Education, Human Anatomy/Physiology, Basketball, Martial Arts Track and Field Sports, Volleyball, Young Athletes Training, Managerial Psychology, Handball, Swimming, Tourism, Racquet Sports, Biomechanics and Biochemistry of Sports, Olympic Education, Children with Special Needs, Ethics, Nutrition, Sports Injury Prevention, Leading Teams, Sport Service Management and Sociology of Sport. This is a very formidable list and can hardly be achieved in a single undergraduate programme. Serious consideration should be given by ŠU management to the re-organisation of the material into electives with some specialisations pushed back into postgraduate study programmes (to be offered by ŠU). Teachers pointed out that they are still searching for the best composition of learning outcomes within the curriculum.

2. Curriculum design

The programme leads to the award of a Bachelor's degree based on the achievement of 240 ECTS which is in line with the legal requirement of the volume and various documents of the Bologna Process. The multiplicity of objectives involving education, sports and a pedagogue's qualification caused concern in the expert group.

The curriculum design meets the requirement that the number of subjects studied in each semester does not exceed seven. Part-time and full-time studies differ in their intensity and duration of studies while meeting the same learning outcomes and content. In its original submission to SKVC, the SER documentation identified that the full time programme consisted of 50 subjects while part-time studies – 51 subjects. However, the university management has addressed this problem and in April 2013 submitted a revised arrangement whereby the number of subjects studied in fulltime and part-time programmes is the same. The expert group welcomes this improvement.

The subjects of the study programme are divided into compulsory and elective. As originally advised to SKVC, the unit of compulsory subjects of the study programme comprised 216 credits. The unit of elective subjects (specializations) comprised 24 credits. The volume of pedagogical studies made 169 credits (the minimum should be 150 cr.). And this meets the requirement of Pedagogues' Training Regulations (2010, 2012). The theoretical part made 132 credits, practical training - 37 credits. On the other hand, the subdivision of pedagogical studies was not visible. However, in the revised arrangements advised to SKVC in April 2013, the module of pedagogical studies of 60 credits has been introduced and is subdivided into 30 credits theoretical and 30 credits practical training. The module of the specialized subject consists of 90 credits. Thus the new arrangement meets the requirements of the Teacher Training Regulations (2012) and the expert group is satisfied with this arrangement.

Arguments for introduction of specializations into the curriculum design are provided by the national general requirements for degree programmes in the first and second cycle, however, it is not taken into account that this programme is not only related to the field of physical education but also to sports and even pedagogue's professional qualification. The curriculum design part should clearly indicate which subjects are supporting those three main parts (sports bachelor, physical education, professional qualification of pedagogues) of the programme.

The students who met the experts' group were satisfied that the subjects/modules were evenly spread and that no one semester or year was unduly difficult in terms of its workload. They did not indicate that subjects or themes are repetitive but rather indicated that they liked the interweaving of theory classes and practical sessions. The experts' group accepted this view.

The panel had some difficulty interpreting the allocation of ECTS credits and so sought copies of the Diploma Supplement (hereinafter DS) which is issued to each graduate by ŠU. The DS indicated that 36 subjects which are compulsory or core contributed 192 ECTS to this Bachelor degree programme while a further 7 subjects (mainly general subjects of university study and the Final Bachelor's Thesis) contributed a further 48 ECTS, thus giving a total of 240 ECTS. While the content of the various modules is appropriate to the fields of study, the spread of 36 core/compulsory subjects plus 7 other subjects is excessive. Rather than having so many subjects, the programme management should seek to group the subjects under fewer headings.

There is a requirement that at least 30% of the volume of every subject should be devoted to independent work by the student. ŠU estimates that 40% of student hours involve contact with staff (e.g. in lectures and tutorials) while 60% involve independent study. The programme meets this requirement.

A total of 240 ECTS is required to achieve a Bachelor's degree. The programme is offered over 4 years with 60 ECTS available each year on the full-time programme and over 5.5 years for the part-time programme. These durations should offer sufficient scope to ensure the learning outcomes. However, the experts' group has doubts about the wisdom of having two specializations as this raises questions about adequacy to facilitate the achievement of the learning outcomes.

It was not clear to the panel that there was a clear focus of research activities by the team responsible for offering this programme. While the experts' group was given a list of projects undertaken by staff in recent years, an analysis of the list suggests that a minority of teachers are research active. It is recommended that many more staff join in this activity.

3. Staff

The legal requirement is that not less than half of study field subjects must be taught by teaching staff holding a scientific degree (doctorate) and the data provided indicates that 18 of the 29 lecturers have doctorates so they meet the legal requirements (62%). However, the trend seems to be upward as the three new staff members who joined the team recently had doctoral degrees.

The qualifications of the teaching staff in their disciplines are adequate to some extent as the dominating qualification is in the field of Education science. Of the 29 staff currently teaching the programme, 18 have doctorates while the remainders have Master's degree or a qualification as a teacher of physical education. However, some staff members also need to improve their scientific expertise in sport (games) didactics as teachers of sports are more active in sports professional field rather than in research activities within sports.

The number of teaching staff (29) is adequate to ensure learning outcomes but the teachers do have to cover a very wide spread of subjects. They are also drawn between conducting research which is of academic interest and meeting regional needs for Northern Lithuania.

There has been very little turnover of teaching staff in recent years (just three new staff in three years). There is a good combination of generations as 6 of the staff are less than 35 years of age, 7 are in age bracket 35 to 44, 7 are in age bracket 45 to 54 and the remaining 9 lecturers are over 55 years of age.

The SER states that "at University, the ways of qualification development are regulated by the Provisions of Employees' Qualification Development of Šiauliai University (2010)". There is a requirement for the formal re-assessment of each lecturer every five years which puts pressure on staff members to upgrade their qualifications. However, no firm data on staff development was provided other than the success of some staff in completing doctoral degrees.

One area where staff development will be need is in the use of an e-learning platform. Both part-time students and fulltime students who are also holding jobs would benefit from the provision of an e-learning platform e.g. Moodle or Blackboard. Staff will need training in this respect.

Participation in international conferences amounted to twelve in the last three years, which approximates to attendance by each lecturer once every three years; this is hardly adequate.

The details about participation in projects and scientific research are given in paragraph 54 of the SER and appear very slight for the 29 staff involved. While research effort is below expectations, there are some very good links to regional development and to sporting organisations at both local and national level.

The programme management team indicated that each teacher's annual workload is 1200 hours of which 400 hours is devoted to research activities.

ŠU has recently established a research laboratory and is currently seeking staff (research fellows) for this unit. When this new unit is fully operational it will have the potential to improve the staff profile of the university and the programme in Physical Education. It is important that the

Faculty of Education and the team responsible for the Physical Education programme ensure that the research focus of the unit is appropriate for their needs.

4. Facilities and learning resources

The premises for the Bachelor degree programme are generally very good and are adequate both in size and in quality. The FE has 26 classrooms with a total of 11,078 seats; the largest lecture room can accommodate 320 students. The facilities offer a good environment for academic study and work. The panel is satisfied with the premises for the Bachelor degree programme.

The library is impressive. It houses almost 500,000 books and while most volumes are in Lithuanian there are 29,000 in English, 141,000 in Russian, 6,200 in German and 3,800 in French. There are also 20 methodological publications written by members of staff for use by students on the Physical Education programme. Online resources include more than 25,000 journals which may be accessed either in the library or remotely via computer.

Learning resources had been pointed out as an area needing improvement during the last external assessment exercise. Bibliographies have been updated and e-environment is now used. The experts' group is satisfied that the library is now adequate for students of the Physical Education programme.

In 2012 a new laboratory for Sports Education Research was opened. This laboratory has 137 sq. metres and is equipped with sports equipment and monitors for heart beat and for measuring jumping and running. This new laboratory is adequate for the needs of students pursuing the Bachelor degree but would not be adequate for scientific research by members of staff. The team who prepared the SER was conscious of the deficiencies in the equipment for research staff and noted the fact in the SER. The laboratory could be equipped with instrumentation that could be used by student and staff researchers who wish to pursue scientific research.

Student practice is an integral and important part of the training of teachers, including Physical Education teachers. ŠU has made arrangements for students to carry out their practice sessions in seven base secondary schools and gymnasiums and some non-formal institutions. Institutions have been selected in which innovative technologies are used, which employ qualified and experienced teachers and which have good sports facilities. Agreements have been signed with these institutions and frequently students are offered teaching positions where they have trained. ŠU is happy that the number of places negotiated is adequate and no students indicated any problem with the arrangements for practice.

In summary, the panel is satisfied that ŠU has all the necessary facilities and resources for the provision of the Bachelor's degree in Physical Education.

5. Study process and student assessment

The entrance requirements are defined by the centralised admission system, which indicated very diverse group considering academic achievements and entrance points (from 22,3 to 2,6). Extra points are added for applicants who are members of national Olympic teams and lesser points for membership of youth and junior teams.

The drop out level is about 30 per cent, which seemed satisfactory to the self-assessment group. It was explained to the panel that involvement in sport causes some students to postpone their progress through the programme and thereby delay graduation. On the other hand, the high

percentage of drop outs raises the assumption that for students, the combination of sports and studies is very challenging. A wide scale of the entrance points confirms the need to apply differentiation in study process at least in the first years' of studies.

The students were happy with the arrangements for the delivery of the programme. They appreciated the delivery of the programme during 4 days per week (no classes on Fridays). Despite the fact that the programme provides several qualifications in a single Bachelor's degree programme, students did not express complaints about workload and assignments.

Practical placement training involves mentors but little information was given about the learning process, which involves a mentor, a student and a placement organization.

Students complete a thesis in their final year but the standard was not impressive. Students did not adequately address conclusions and recommendations. It is recommended that staff devote time to the improvement of theses in coming years.

Details of student involvement in research projects are given in paragraph 77 of the SER. It indicates that according to a survey of students undertaken in 2011, most students in this SP (61%) supported the claim that "the lecturers and the students collaborate while conducting scientific researches". This figure of 61% is above the university average of 43%. Whilst some measures have been taken, outcome has not been evident in the standard of student theses seen by the experts' group. On the other hand, students seem to be satisfied with the level of involvement in research activities. Students may participate as research subjects or as researchers; however, they expressed the view that practical training was more valuable.

There are mobility agreements with some universities but students of this programme show little interest in participating in outgoing mobility programmes. The main reason appears to be involvement in professional sports activities. The result is that there is a great deal to be done if the university is to reach the target agreed for all EU countries, namely that 20% of all students will partake in study abroad by the year 2020. ŠU needs to develop a strategy to improve mobility. Incoming mobility of students demonstrates a slightly better situation with 10 students arriving in 2007/08 but the following year only 3 arrived.

Academic support is given during the information meetings at the beginning of study year about optional courses, assessment procedures, final theses and specializations. Department and Dean's office also provide information to students. A group mentoring system is implemented to assist the first year students and involves the lecturers and senior students acting as mentors. Financial support seems to be limited to state opportunities only. University does not indicate any additional support. Students assess accommodation in dormitories as moderate. Several levels perform career counselling: lectures, quality monitoring group, supervisors of practical placements, Dean's office and Career centre.

The publicity of assessment is ensured at the beginning of the each course, introducing the students to the aims, assessment criteria and methods. Any changes to the programme are advised to students via email. While no great problems have been encountered, the experts' group would prefer a more formal system for notifying changes; an e-learning platform could serve this purpose. Students pointed out that still there is a lack of feedback about their performance on the programme and this deficiency should be addressed by the programme committee.

Graduates of the programme to date have a high success rate in gaining employment which is illustrated by survey results in SER page 27 (In 2009–2011, the results of the conducted researches indicated that 60 per cent of the graduates get employed, 13 per cent of graduates are

not available due to changed contacts, 10 per cent of them do not work due to various personal reasons, about 17 per cent continue their studies). However, information is not provided about jobs that are available for these graduates with a bachelor's degree. When the panel met graduates and employers, one area of employment mentioned for graduates was in clubs for young or elderly people. There is a need for administrators for such clubs. Therefore, specialization of sport management was introduced in the programme. On the one hand, students did not express the idea that they might act as managers of these clubs. On the other hand, the main idea behind this thinking of social partners in Šiauliai region is to train graduates in entrepreneurship skills in order to start these clubs. Nevertheless, the social partners confirmed that still there is a lot of space to work as coaches and the majority of graduates (over 50 %) are self-employed.

6. Programme management

They are set out in accordance with ŠU regulations. Even four groups of different representatives are involved in the process of monitoring and decision making. The group which has been allocated responsibility for quality consists of 4 members, two of whom are lecturers, one employer and one senior student. However, the SER does not indicate how flow of various data is aggregated and compared in these groups. Some activities seem to be overlapping. When teachers met the panel, they stated that the mechanism whereby changes were made to the programme was the programme committee upon which included teachers, students and external stakeholders. This committee discusses results of assessments and of surveys, analyses possible changes and agrees recommendations. Teachers are happy with their involvement in this process.

The SER states that information and data on the implementation are regularly collected and reported. Each lecturer writes a report on the implementation of his/her subject each year. This information is collated in a report by the Head of Department to the Dean of the Faculty and ultimately becomes part of the annual report of the faculty. Annual faculty reports are discussed by a high level group including the Rector. When questioned by the expert group, the teachers expressed themselves happy with the arrangements and the expert group was also satisfied.

SER paragraphs 104.1-104.4 are very extensive and descriptive of how the outcomes of internal and external evaluations are used. Every teacher is evaluated every year. And the Programme Committee discusses results and possible changes in a forum which includes teachers, students and external stakeholders. Programme management is focused on procedures, and, still there is a lack of systematic feedback with stakeholders.

Paragraph 104.4.3 indicate some involvement by stakeholders (including school administrators, physical education teachers, coaches) who play a large role in improvement of practical training or teaching practice. Many links with social partners and good integration into local community (approx. 300 events per year) are mentioned. And in their meeting with the panel, teachers indicated that the Programme Committee which includes teachers, students and external stakeholders, was a useful forum for change.

At the meeting with employers and graduates, one employer indicated that he is involved in quality assessment. As an example, he cited the occasion when he recommended an extension of specialised training and this was implemented. He also lobbied to get folk game revived and introduced into the programme. Stakeholders find that conferences and the quality day are good vehicles for providing input to the programme.

The introduction of a voluntary work programme (students working with community groups) is a new initiative which was advocated by employers.

To date the mechanism for employers and graduates to make proposals for changes in the programme has been informal. The experts' group recommends that ŠU considers the establishment of a formal mechanism e.g. an advisory council through which suggestions could be channeled.

ŠU appears from the SER to have comprehensive regulations on internal QA. Their approach involves three main parties: students of the programme, lecturers of the programme and external stakeholders.

- Students are surveyed every year for their views on the operation of each module. These surveys are organised by the ŠU Studies Department. Students are involved in several committees including the Studies Committee of the Senate, appeals board, study quality monitoring groups, meetings of Dean's office, Faculty Council.
- Lecturers are invited to contribute to the assessment of the delivery of each module. They are also encouraged to continue their personal development through attendance at international conferences.
- External stakeholders are involved in the quality monitoring group, the collaboration agreements with employers, assist students to develop their research ideas. Recently the idea of volunteering in sport has emerged. Links with regional education and sports organisations help students gain placements and knowledge of career opportunities.

While much attention is devoted to quality assurance, the flow of information and the decision-making processes was not clear from the SER. However, the students and the graduates who met the panel were satisfied with the system and with their own possibilities to interact with decision-makers.

III. RECOMMENDATIONS

1. The multiplicity of awards has the potential to cause confusion and thereby detract from the image of the programme. It is recommended that ŠU revisits its programme aims to develop a clearer definition of the outcome of the programme.
2. ŠU management should consider the re-organisation of the programme with a view to reducing the very long list of subjects each student must study. Some of these subjects could be designated as electives while others could become specialisations at Master's degree level.
3. There are currently 36 subjects which are core/compulsory. These should be re-grouped into fewer headings. The programme management team has to pay attention in order to make current subdivision of subjects aligned with the Pedagogues' Training Regulations (2010, 2012). Moreover, the curriculum design part should clearly indicate which subjects are supporting those three main parts (sports bachelor, physical education, professional qualification of pedagogues) of the programme.
4. There is a need for a clear strategy on research activity which is related to the teaching programme. And secondly, the involvement of teaching staff in research seems to be undertaken by a minority of staff only. It is recommended that many more staff are encouraged and facilitated to join this activity.
5. Staff members who teach aspects of sport need to become expert in research into sports activities rather than expert in education research.
6. Teachers should seek to improve the standard of student final year theses to ensure that the theses comply with regulations regarding the structure of the thesis, including the inclusion of conclusions and recommendations.
7. An e-learning platform such as Moodle or Blackboard should be used extensively in the programme and staff development should be extended to include training for all teachers in the use of e-learning.
8. A new research laboratory is being established and the team teaching the programme in Physical Education should ensure that the research focus is appropriate for the needs of the programme.
9. The Sports Education Research laboratory should be equipped to enable it to support scientific research by staff and students (when the money is available to do so). ŠU should join European networks in sports management to facilitate the internationalisation of staff research.
10. Outgoing mobility by students of the programme is well below European targets for such mobility (20% by the year 2020). The management of the programme should develop a strategy to encourage students to participate.

11. The provision by teachers of feedback to students on the quality of their assignments, possible improvements, etc. was not highly rated by students. Faculty management should address this issue with a view to its improvement.
12. ŠU has addressed the issue of internal quality assurance and detailed regulations have been developed. Teachers and students are happy with the procedures but nevertheless it would be useful to document the flow of information and the decision-making process to ensure it becomes clear to all.

IV. SUMMARY

Degree studies in the field of physical education and sport in ŠU have been available since 1978. In 2006 the title Physical Education was registered in the register of study programmes approved by the Minister of Education and Science of RL. In 2007 and 2010 the programme was evaluated and received accreditation for 3 years. The programme aims and learning outcomes are well defined and are clear. But the single study programme provides a degree in teachers training, a degree in sport as well as a professional qualification to be a pedagogue. This multiplicity of awards causes some confusion and prevents a focused approach. The programme seems well based on academic and professional qualifications. The learning outcomes, the content and the qualifications offered are compatible with each other. However, the experts' group doubts the wisdom of attempting to offer three qualifications in a single programme. It recommends to ŠU that the material is re-organised into electives with some specialisations pushed back into postgraduate programmes.

The curriculum design meets the requirement that the number of subjects does not exceed seven in each semester and the subjects are spread evenly throughout the semesters, to the satisfaction of the students. The study programme also meets the national regulations for teachers training. Subjects do not all carry the same ECTS rating but rather 36 subjects carry individual ECTS credit loads; the panel felt this was excessive and would prefer to see subjects grouped under fewer headings. Not enough of the teachers are research active in the view of the experts' group.

The qualifications of staff meet the legal requirement and the number of staff is adequate. ŠU has appropriate regulations regarding the professional development of its staff but one area that might be added is competence in e-learning. The panel recommended the provision of an e-learning platform and its introduction would require staff training. Research by staff has some strengths in regard to regional development and links to sporting organisations but it needs to be expanded. The recent establishment of a new research laboratory could help provided the team that offers the Physical Education programme ensures that the research focus of the unit is appropriate for their needs.

The premises in which the programme is offered and the library facilities are good. In the latter the provision of 25000 online journals which can be accessed remotely is impressive. Laboratory provision is less impressive but adequate for the needs of this programme. However, further investment will be needed if it is envisaged that the laboratory will support scientific research by staff. Good arrangements have been put in place for student practice in seven base secondary schools and gymnasiums, with careful consideration of the criteria to be used in selecting schools. Overall, the panel was satisfied that ŠU has all the necessary facilities and resources for the provision of the programme.

The admission requirements are well founded while the arrangements for the delivery of the programme met with student satisfaction. There is some student involvement in research activity which appeared too slight to the experts' group but the students were satisfied. In the course of a meeting with the panel, students indicated that they felt practical training was more valuable than research activity. Likewise, students have shown scant interest in mobility possibilities despite the arrangements for student exchanges made by ŠU. A new strategy to encourage participation is required. Other aspects of the study process and student assessment appear to work well though students indicated they do not receive adequate feedback about their performance on the programme and this needs to be addressed.

Finally, the panel acknowledges that ŠU management has taken considerable effort to put good quality assurance procedures and programme management arrangements in place. Generally these work to the satisfaction of teachers and students. And external stakeholders have a role to play, albeit an informal one; it might be advantageous for ŠU to put more formal arrangements in place such as an advisory council. It would also be useful to document the flow of information from surveys and other sources and how these are translated into decisions. Overall, this programme has progressed since the report written in 2010.

V. GENERAL ASSESSMENT

The study programme *Physical Education* (state code – 612X13033) at Šiauliai 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	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)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	15

*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

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<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių universiteto studijų programa *Kūno kultūra* (valstybinis kodas – 612X13033) 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	3
6.	Programos vadyba	3
	Iš viso:	15

* 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

Studijos, suteikiančios kūno kultūros ir sporto srities mokslinį laipsnį, Šiaulių universitete (toliau – ŠU) vykdomos nuo 1978 m. 2006 m. pavadinimas „kūno kultūra“ įregistruotas Lietuvos Respublikos Švietimo ir mokslo ministerijos patvirtintame studijų programų sąrašė. 2007 m. ir 2010 m. ši programa buvo įvertinta ir akredituota trejiems metams. Programos tikslai ir numatomi studijų rezultatai apibrėžti ir aiškūs, tačiau viena studijų programa suteikia dalyko pedagogikos, sporto bakalauro kvalifikacinį laipsnį ir pedagogo profesinę kvalifikaciją. Ši suteikiamų kvalifikacijų įvairovė kelia tam tikrą painiavą ir trukdo taikyti koncentruotą požiūrį. Panašu, kad programa pagrįsta akademinėmis ir profesinėmis kvalifikacijomis. Numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje. Tačiau ekspertų grupė abejoja, ar išmintinga stengtis pagal vieną programą suteikti tris kvalifikacijas. Ji rekomenduoja, kad Šiaulių universitetas pertvarkytų programą su galimybe rinktis dalykus, o kai kurios specializacijos turėtų būtų grąžintos į antros pakopos studijų programas.

Programos sandara atitinka reikalavimą, kad kiekvieną semestrą būtų dėstomi ne daugiau kaip septyni dalykai; dalykai nuosekliai išdėstyti per visus semestrus, ir tai tenkina studentus. Studijų programa atitinka nacionalinius pedagogų rengimo reglamentus. Ne visi programos dalykai turi vienodą kreditų ECTS kreditų skaičių. Net 36 dalykai turi skirtingą kreditų skaičių; ekspertų grupės nuomone, dalykų perdaug, reikėtų sumažinti jų skaičių ar juos sugrupuoti. Ekspertai mano, kad nedaug dėstytojų pakankamai aktyviai dalyvauja mokslinių tyrimų veikloje.

Darbuotojų kvalifikacija atitinka teisės aktų reikalavimus, dėstytojų skaičius pakankamas. Šiaulių universitetas turi atitinkamas taisykles, reglamentuojančias jų darbuotojų profesinį

tobulinimą, tik šias taisykles būtų galima papildyti dar viena sritimi – kompetencija elektroninio mokymosi srityje. Ekspertų grupė rekomendavo sukurti elektroninio mokymosi programą, o norint ją įdiegti reikalingas apmokytas personalas. Darbuotojų atliekami tyrimai turi kai kurių privalumų regiono plėtros ir ryšių su sporto organizacijomis atžvilgiu, bet tyrimų apimtis turi būti plečiama. Neseniai įkurta nauja tyrimų laboratorija gali būti naudinga, jei kūno kultūros programos dėstytojų grupė užtikrins, kad šio padalinio atliekamų tyrimų objektas atitiks jų poreikius.

Patalpos, kuriose įgyvendinama ši programa, geros, biblioteka taip pat gerai įrengta. Įspūdį daro tai, kad joje yra 25 000 internetinių žurnalų, prieinamų per atstumą. Laboratorijos įranga ne tokia įspūdinga, bet programos poreikius atitinka. Tačiau, jei planuojama, kad darbuotojai atliks joje mokslinius tyrimus, reikės daugiau investicijų. Sudaryti susitarimai dėl studentų praktikos septyniose vidurinėse mokyklose ir gimnazijose, prieš tai rūpestingai apsvarsčius mokyklų pasirinkimo kriterijus. Apskritai, ekspertų grupė įsitikino, kad ŠU turi visas programai įgyvendinti būtinas patalpas ir išteklius.

Priėmimo reikalavimai pagrįsti, studentams patinka tai, kaip programa dėstoma. Studentai šiek tiek dalyvauja mokslinių tyrimų veikloje, bet ekspertai mano, kad per mažai; studentus toks dalyvavimas tenkina. Per susitikimą su ekspertų grupe studentai sakė, kad praktinis mokymas, jų nuomone, naudingesnis nei mokslo tiriamoji veikla. Judumo galimybėmis studentai taip pat nelabai suinteresuoti, nepaisant ŠU susitarimų dėl studentų mainų. Būtina parengti naują strategiją, kuri paskatintų dalyvavimą judumo programose. Kiti studijų eigos ir studentų vertinimo klausimai sprendžiami gerai, nors studentai pareiškė negaunantys grįžtamojo ryšio apie jų studijų pagal šią programą rezultatus; šią problemą reikia išspręsti.

Galiausiai ekspertų grupė pripažįsta, jog Šiaulių universiteto vadovybė įdėjo nemažai pastangų, kad įdiegtų geras kokybės užtikrinimo procedūras ir programos vadybos priemones. Jos iš esmės tenkina dėstytojus ir studentus. Išorės socialiniai dalininkai taip pat atlieka kai kurias funkcijas, nors ir neoficialias; Šiaulių universitetui būtų naudinga turėti daugiau oficialių priemonių, pavyzdžiui, įsteigti patariamąją tarybą. Dar būtų naudinga dokumentais įforminti per apklausas ir iš kitų šaltinių gautą informaciją ir nurodyti, kaip ji virsta sprendimais. Apskritai, nuo tada, kai buvo parašyta 2010 m. ataskaita, padaryta pažanga įgyvendinant šią studijų programą.

III. REKOMENDACIJOS

1. Suteikiamų kvalifikacijų įvairovė gali sukelti painiavą, taigi sumenkinti programos įvaizdį. Rekomenduojama, kad Šiaulių universitetas iš naujo peržiūrėtų savo programos tikslus ir aiškiau apibrėžtų programos rezultatus.
2. Šiaulių universiteto vadovybė turėtų apsvarstyti programos pertvarkymo klausimą, kad sumažintų labai ilgą dalykų, kurių turi mokytis kiekvienas studentas, sąrašą. Kai kurie iš tų dalykų galėtų būti pasirenkamieji, kiti – specializacijos dalykai, studijuojami siekiant magistro laipsnio.
3. Šiuo metu 36 dalykai yra pagrindiniai / privalomi. Juos reikėtų perskirstyti sumažinus dalykų grupių skaičių. Dabartinius dalykų pogrupius šios programos vadovų grupė turi atidžiai suderinti su Pedagogų rengimo reglamentu (2010 m., 2012 m.). Be to, dalyje apie programos sandarą turi būti aiškiai nurodyta, kurie dalykai papildoma tas tris pagrindines programos dalis (sporto ir dalyko pedagogikos bakalauras, pedagogo profesinė kvalifikacija).

4. Būtina sukurti aiškią mokslo tiriamosios veiklos, susijusios su mokymo programa, strategiją. Ir, antra, panašu, kad moksliniuose tyrimuose dalyvauja tik nedidelė akademinio personalo dalis. Rekomenduojama, kad darbuotojai būtų skatinami gausiau dalyvauti šioje veikloje ir tam jiems būtų sudarytos sąlygos.
5. Pageidautina, kad universiteto darbuotojai, dėstantys su sportu susijusius dalykus, būtų sporto, o ne pedagogikos specialistai.
6. Dėstytojai turėtų stengtis tobulinti studentų baigiamųjų darbų standartą, kad užtikrintų, jog šie darbai atitinka reglamentuojamą jų struktūrą, įskaitant išvadų bei rekomendacijų įtraukimą.
7. Įgyvendinant šią programą turėtų būti intensyviai naudojamasi elektroninio mokymosi programomis, pavyzdžiui, Moodle arba Blackboard, o darbuotojų tobulinimą reikėtų praplėsti – įtraukti visų dėstytojų mokymą naudotis elektroninio mokymo priemonėmis.
8. Kuriama mokslinių tyrimų laboratorija; kūno kultūros programos dėstytojų grupė turėtų užtikrinti, kad tyrimai atitiktų programos poreikius.
9. Sportinio ugdymo tyrimų laboratoriją reikėtų įrengti taip, kad darbuotojai ir studentai galėtų joje atlikti mokslinius tyrimus (kai tam atsiras pinigų). Šiaulių universitetas turėtų prisijungti prie Europos sporto vadybos tinklą, taip palengvindamas darbuotojų atliekamų mokslinių tyrimų internacionalizavimą.
10. Šios programos studentų išorinis judumas yra daug mažesnis už Europos Sąjungoje nustatytą mobilumo tikslą – 20 proc. iki 2020 m. Programos vadovai turėtų parengti strategiją, kaip paskatinti studentus dalyvauti judumo programose.
11. Studentai ne itin gerai įvertino dėstytojų pastangas suteikti jiems grįžtamąjį ryšį apie jų atliktų užduočių kokybę, galimus patobulinimus ir t. t. Fakulteto vadovybė turėtų apsvarstyti ir išspręsti šią problemą.
12. Šiaulių universitetas sprendė vidinio kokybės užtikrinimo klausimą ir parengė išsamias taisykles. Dėstytojai ir studentai patenkinti esamomis procedūromis, vis dėlto būtų naudinga dokumentais įforminti gaunamą informaciją ir sprendimų priėmimo procesą, kad visi apie tai žinotų.

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