



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SPORTO UNIVERSITETAS
STUDIJŲ PROGRAMOS "*Fizinis aktyvumas ir sveika gyvensena*"
(*valstybinis kodas – 6121RX002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "*Physical Activity and Lifestyle*" (*state code – 6121RX002*)
STUDY PROGRAMME
at LITHUANIAN SPORTS UNIVERSITY

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Fizinis aktyvumas ir sveika gyvensena</i>
Valstybinis kodas	6121RX002
Studijų sritis (studijų krypčių grupė)*	Gyvybės mokslai (Sportas)
Studijų kryptis*	Sportas (Laisvalaikio sportas)
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sporto bakalauras
Studijų programos įregistravimo data	2013 m. spalio 18 d.

* skliaustuose nurodomi nauji duomenys, kurie pasikeitė nuo 2017 m. sausio 1 d. įsigaliojus Studijų krypčių ir krypčių grupių, pagal kurias vyksta studijos aukštosiose mokyklose sąrašui bei Kvalifikacinių laipsnių sąrangai.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Physical Activity and Lifestyle</i>
State code	6121RX002
Study area (Group of study field)*	Life Sciences (Sport)
Study field	Sport and Exercise (Leisure Sport)
Type of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (3,5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor of Sports
Date of registration of the study programme	18 th October, 2013

* in brackets new data provided, valid from 1 January, 2017 after List of study fields and groups of study fields Framework of qualification degrees came into force.

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Example of Diploma Supplement. European Bachelor Programme <i>Physical Activity and Lifestyle</i> .
2.	<i>Physical Activity and Lifestyle</i> students' participation in scientific conferences. Document made by Assoc. prof. Rita Guodytė-Račienė. 2017.11.22.
3.	Study programme <i>Physical Activity and LifeStyle</i> . A paper about the programme partners and international cooperation made by Head of International Relations Office Irena Cikotiene. 2017-11-22

1.3. Background of the HEI/Faculty/Study field/ Additional information

This is a unique study programme presented in the English language in Lithuania, which concentrates on the development of a healthy lifestyle educators. The development of the contents of the first-cycle study programme *Physical Activity and Lifestyle* has been governed by normative acts, state and sectoral strategic documents, documents adopted by the European Commission covering sport, physical education, tourism and leisure.

Students of the first-cycle study programme *Physical Activity and Lifestyle* are trained as fully-educated, responsible, creative and enterprising professionals, equipped to develop the activities of health sector organizations, to carry out applied research in the health sector, and apply the results in daily activities and strategic decision making of an organization.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 22nd November 2017.

- 1. Prof. dr. Terence Clifford - Amos**, 1st Université Catholique de Lille, France, International Consultant, European Commission Expert
- 2. Prof. dr. Frances Murphy**, Institute of Education Dublin City University, Ireland.
- 3. Prof. dr. Manuel J Coelho-e-Silva**, University of Coimbra, Portugal.
- 4. Prof. dr. Vello Hein**, University of Tartu, Institute of Sport Sciences and Physiotherapy.
- 5. Dr. Inga Gerulskiene**, Adviser, Department of Physical Education and Sports under the Government of Lithuanian Republic.
- 6. Mr Tautvydas Šimanauskas**, Master Research Student, Kaunas University of Technology

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the study programme *Physical Activity and Lifestyle* is stated explicitly with reference to the training of enterprising and socially responsible physical activity and lifestyle specialists who would be able to work in business, public and governmental organisations as well as organise and develop their own business in the areas of sport, physical activity and healthy lifestyles. [SER 2.1, p. 7] This programme is a unique study programme delivered in English and is broadly focussed on the development of healthy lifestyle educators. Though wide ranging and ambitious, the learning outcomes are presented in a logical and manageable way interfaced in the respective modular subject areas in Table 3 and Table 4 [SER,

p. 7-11] and are specific, measurable and attainable. Both the broad aim and learning outcomes are presented clearly while being appropriately focused. It is noteworthy that the general abilities are divided into three categories matched to specific learning outcomes while the subject specific skills are further divided into seven different categories assessing, changing behaviour, research, developing and innovating, entrepreneurship, policy making and health enhancing physical activity. Interviews conducted by the Review Team confirmed the importance of the learning outcomes among staff, while the social partners reported satisfaction with the work of the programme at this early stage of development. Nevertheless, the SER Study Programme Committee has acknowledged in the SER [p. 12] that they need to review outcomes that meet the needs of the health sector to ensure that graduates of the programme are satisfactorily prepared for the sector.

The aims and learning outcomes are published on the University website <http://www.lsu.lt/studijos/studiju-programos/sporto-edukologijos-studiju-programos/bakalauro-studijos/fizinis-aktyvuma> as well as on the AIKOS database <https://www.aikos.smm.lt/studijuoti/layouts/15/asw.aikos.registersearch/objectformresult.aspx?o=prog&f=prog&key=3401&pt=of>, in the University information leaflets and flyers and during various listed events. Hence, the programme aims and learning outcomes are readily available acting as very comprehensive sources of information and material for students, the academic community and the wider public.

Concerning the State, the competences and the subject content have been revised in accordance with the Level 6 European and Lithuanian Qualifications Framework. [SER, 1, p. 7] The programme complies with the National Sports Development Strategy (2011) and the European White Paper on Sport (2007). There are many clear references throughout the programme description to the importance of learning outcomes in providing all the necessary knowledge and skills needed for working as a healthy life specialist demonstrating a clear sense of purpose for the programme. Societal and labour market needs underpin the learning outcomes. The review of outcomes, explained above is commendable at this relatively early stage of programme development and this process can provide further direction to amendments to the study programme following its first iteration.

The programme objectives and intended learning outcomes are closely related to the vision and mission of LSU with the focus on sports research and studies at international level. The vision statement of LSU references health promotion and health science while the stated values encompass the promotion of healthy lifestyles. The aim of the University to become a leader in the study of sport and health science in the Baltic Region is supported by this programme with its focus on physical activity and lifestyle. The work undertaken within the

study programme is closely aligned to the work of the ‘Health-enhancing physical activity and education through sport’ research area within the university’.

Objectives and learning outcomes are linked to both academic and professional requirements as they are shaped to meet the health sector demands for professionals in business, public and governmental organisations; additionally, the outcomes the signpost development of skills to meet particular academic requirements including progression to further study. The close link with a related research centre in the University could facilitate the progression by students from undergraduate to postgraduate work.

The programme complies with the regulations of a comprehensive list of documents [SER, 2.1, p.6] related to sport and education. It corresponds to the level of bachelor/undergraduate studies and is informed by 11 listed documents that regulate the study process and the academic quality assurance of the University. Competence development is signposted throughout each year of the programme and is well illustrated in SER (Annex 7). These competences span a range of categories with subject specific competences particularly clearly outlined and subsequently interfaced with 28 different study modules including a final project.

The SER states unambiguously that this is the only study programme delivered in the English language in Lithuania for healthy lifestyle professionals [SER, 1, p. 12]. The aim states explicitly that the *Physical Activity and Lifestyle* study programme is designed so that graduates have a range of professional options including the choice of developing their own business in the areas of sport, physical activity and healthy lifestyle. There is firm and reliable compatibility between learning outcomes, content and the first-cycle qualification at Level 6 of the European and Lithuanian Qualifications Frameworks. The SER identifies the need for further learning outcomes to support the needs of the health sector [p.12]. This will be conducted with social partners, graduates and teachers. Interviews conducted by the Review Team indicate that the student voice should be heard also within this review process. Although there is reflection on learning outcomes in a consistent way throughout the programme, students can also have robust arguments for inclusion of particular outcomes or the shaping of the content to meet the outcomes selected.

As they currently stand, the Review Team found the aims and learning outcomes to be excellently drafted and implemented, and well understood by both staff and students.

2.2. Curriculum design

The design of study programme Physical Activity and Lifestyle (PAL) meets the legal requirements. The study programme corresponds to the provisions of the Law on Higher Education and Research of the Republic of Lithuania and general requirements for the first-cycle study programmes, approved by Order No. V-501 of the Minister of Education and Science of the Republic of Lithuania of 9 April 2010 “On the Approval of the Descriptor of General Requirements for Degree-Awarding First Cycle and Integrated Study Programmes”. The study modules, taught in PAL study programme, are certified based on the Procedure for the Certification of Study Subjects, approved in the Senate Meeting of 20 May 2008 (Minutes No. 8).

The programme was opened in 2014, with the permission of the Centre for Quality Assessment in Higher Education to run this programme in English. The programme lasts 3.5 years; the volume is 210 credits (7 semesters of 30 credits each). General university studies are composed of two modules “Research Methodology” (5 ECTS) and Alternative Modules (10 ECTS). The block of core subjects (195 ECTS) is formed from 27 subjects including internship (15 ECTS) and final bachelor’s thesis (30 ECTS). [SER, Annex1] The volume of all study modules extends to 5, 10, 15 or 30 ECTS in order to comply with the ECTS (European Credit Transfer and Accumulation System). The study programme Physical Activity and Lifestyle (PAL) corresponds to the qualification requirements of level 6 specified in the European and Lithuanian Qualifications Framework, approved by Resolution No. 535 of the Government of the Republic of Lithuania of 4 May 2010. The study plan and curriculum were approved in the Senate Meeting of 21 December 2012 (Minutes No. 6).

The 25 core subjects are divided into thematic semesters: Health-Enhancing Physical Activity, Changing Behaviour, Nutrition and Entrepreneurship. One part of the curriculum is formed from general University studies that are composed of 15 credits, i.e. a compulsory module “Research Methodology” (5 ECTS) and Alternative Modules (10 ECTS). There are 8 subjects in the module of alternatives from which two must be selected. The links between the study modules and their sequence are logical, so to ensure the modules are grouped properly to achieve learning outcomes and themes or topics of the subjects and that they are not repeated. [SER, Annex 2]

In general, the curriculum itself satisfies the requirements at first cycle and the content of Sport Recreation as an applied science. The content of the modules equips graduates of the programme with highly specialized knowledge in the field. [SER, Appendix 1] The Review Team also found that high-knowledge acquisition was greatly valued by third year students in particular. A strong knowledge base is also essential for those students wishing to continue the

study on next academic level. Students have highlighted the content of subjects that stimulates the development specialized problem-solving skills required in research and innovation. Nevertheless, although there is an endeavour to make the knowledge base of the programme work, and that learning outcomes are well understood, some students do not fully understand the interrelationship of the curriculum.

Overall, the content of subjects enables students to achieve the intended learning outcomes and generic competences as detailed in the SER. [SER, Annex 2] A diverse range of teaching methods are applied: discussion, debate, reflection, case study, group work, teamwork, comparative analysis, projects; decision-making and critical thinking. In most of the subjects, special attention is turned on students' reflection via continuous self-evaluation in everyday practice and learning activities. The use of these methods helps to enhance individual competences of each student and to ensure the acquisition of learning outcomes. Moreover, the composition of the portfolios is widely used with the aim to facilitate the achievement the learning outcomes. The assessment of the quality of the portfolio is organised by a group of the teachers according to previously determined criteria which is to reflect the achievement of the learning outcomes. During meeting with students, the Review Team found that the learning environment is generally positive and supportive. At the same time, students have noted the time-limit access to the sport facilities for individual activities, and they felt that their suggestions for improvement were not considered sufficiently. There is a strong scientific approach, which offers many opportunities for research and investigation and good contemporary teaching methods.

The broad and specific scope of the programme is sufficient to achieve the learning outcomes as presented general and in subject-specific competences and purpose of the study programme. [SER, Annex2] The programme team should consider offering possibilities for students to study one aspect of the curriculum in depth, and allocate a good number of credits for this, as some students during interview mentioned that there were too many curricular components There is also a suggestion by the Review Team to consider developing the programme as a highly specialised Master curriculum.

The content of the programme largely corresponds to the latest academic achievements in the field of sport Recreation. [SER, Appendix 2] This has been achieved through adequate academic and social support from highly-qualified teachers. The compulsory literature contains the most important modern readings for students in the field of sport recreation.

The modern technical equipment of the laboratories also facilitates the acquisition of the content of the programme which is consistent with the latest academic, artistic or technological achievements. Topics such as computer-mediated communication and computer-based learning

are contemporary concepts present in the working environment, including people interested in healthy and active lifestyles and should, therefore, be considered in for the future curriculum.

2.3. Teaching staff

The first cycle (210 ECTS) entitled Physical Activity and Lifestyle is served by 49 teaching staff members, about 86% (n=42) of whom have obtained their doctoral degrees. [Annex 3] The legal requirements are confirmed, so the study-field subjects are taught by scientifically recognized teachers. A large number of professors support 67 students in this bachelor programme. [SER, Table 8, p. 8].

In general the teaching staff are highly qualified and ensure the learning outcomes. The distribution of Professors by scientific area mainly covered Biomedical Sciences, including relevant fields as follows: Neurosciences; Natural Sciences; Public Health, Physiotherapy) and Social Sciences (including Education and Economy). The Associate Professors obtained their PhDs in Biomedical Sciences (covering Physiology, Biology, Public Health, Nutrition, Physiotherapy, Rehabilitation) and also in Social Sciences (specializations in Education and in Economy). The diversity of PhD degrees is interpreted as contributive and very positive. Staff have strong publications and are appreciated by students for their competences.

There are 9 Professors and 17 Associate Professors. About half of the teaching staff belong to the categories of Professor or Associate Professor [Annex 4]. Overall, the number of teaching staff (n=49) is adequate to ensure learning outcomes across the programme.

A substantial portion of teaching staff members contributing to the first-cycle programme Physical Activity and Lifestyle are aged 40-50 years. Table 6 of the SER Report illustrates the incremental progress of Professors, Associate Professors, lecturers with doctoral qualifications and assistants with doctoral qualifications. Each year, there are new lecturers teaching subjects in the study field. [SER, p16]. Therefore, the annual increase in the number of teachers corresponds to the needs of the study programme.

The Lithuanian Sports University ensures conditions to implement the programme. It is located in an area that concentrates several state facilities (stadium, tennis club, swimming pool). Many related spaces of the buildings are being used as laboratories (“Motor Control”, “Biomechanics”, “Physiology”, “Biochemistry”). The bachelor in Physical Activity and Lifestyle is attracting interesting groups of students and is being supported by social partners. The full implementation of the programme has strong implications for applied research (from laboratories to the community, from theory into practice). More time is needed for staff to interact with the community and also with the students to support the first generation of graduates of this programme. Their social and professional success will be decisive for the

middle and long term life of the programme. The Review Team learned that staff were keen to update and refresh their competences.

2.4. Facilities and learning resources

The Review Team assessed the premises for the studies as sufficient both in their size and quality. University classrooms, indoor and outdoor facilities (including two gyms, swimming pool, Azuolyno park in close approach, sports centre located in Birstonas Resort with many recreational activities), laboratories. Facilities offered by the municipality and social partners [SER, 2.4, p.21-22] are suitable for the programme delivery, although access to them is to be improved, in students' reported opinions. The Review Team found good delivery of access to the research places in numerous laboratories and classrooms in the Institute of Sport Science and Innovation, as well as comfortable counselling in separate rooms of University [SER, 2.4, p.22]. The need for renovation of some classrooms and desks was expressed by the students and teachers. The library's renewed and newly created computerized workplaces were, by the Review Team, found to be suitable and comfortable for the students' assignments and self-dependent searches for information. Wireless Internet connection in many premises of the university, including dormitory [SER, 2.4, p. 20-21], was considered by the Review Team as a helpful tool in facilitating the access to library databases.

The Review Team assessed the teaching and learning resources as sufficient to implement the study programme successfully. All classrooms are equipped with modern information equipment, and constant investments in scientific laboratory equipment are being made. The availability of video lectures was reported by the teachers and confirmed by the students as a useful tool for facilitating the learning process. [SER, 2.4, p.22]

An in-depth scientific approach was discovered by the Review Team regarding laboratory equipment, which is more than sufficient for this particular programme implementation and embraced variety of both purchased, and also self-made (i.e., device "Atletas") laboratory equipment including portable devices, numerous consumables and other material helping to develop students' practical competences. [SER, 2.4, p.22] According to the teaching staff, special focus is aimed at motor-learning issues which seem to be the strongest part in the University's investigation field, and this fact was considered by the Review Team as a strong precondition for reaching learning outcomes related to students' ability to apply valid methods and instruments for testing subjects' physical fitness, establishing physical activity. [SER, 2.1, p. 8, 10]. Students are provided with conditions for printing, scanning, photocopying in accessible and convenient ways. The needs of visual, hearing and bodily impaired students are also satisfied by providing them with suitable conditions to use adapted learning material.

The Review Team discovered sufficient social partnership at the national (Ministry of Health of the Republic of Lithuania, National Olympic Committee of Lithuania and others) and municipality level (Kaunas City Municipality Public Health Bureau, Kaunas region sport school and others) [SER, 2.4, p.22], which, according to the students, arranging internships could be better improved in helping students to find placements as well as possibilities to carry out practice placements in certain resort places, e.g., in Birštonas or Druskininkai, which is lacking at the moment. The Review Team found sport clubs being the main and most useful place for internship. This was confirmed by the students and teachers.

Participation in the PAL Consortium [SER, 2.5, p.29][SER, Annex 6] was found by the Review Team as being of great value for students' international experience. The students supported this view. However, according to the foreign partners, the language barriers in accepting foreign country for internship is an impeding factor this cooperation to be successful. The Review Team consider feedback on the achieved learning outcomes received from social partners in written or verbal way, mostly during Study Programme Committee meetings, was effective and objective.

Basing on SER data, the University's teaching materials are greatly focused at specialized physical education and sport literature, consisting of 7482 publications in the library database, 700 textbooks and monographs (162 positions) in several foreign languages. [SER, 2.4, p.21] Improvement in the growth of teaching resources is observed by the increase in number of publications (2688 new titles in 2014–2016 period). [SER, 2.4, p. 21] Electronic publications are sufficient in number (81,048). [SER, 2.4, p. 21] to satisfy the students' needs in distance learning. This is in line with teaching staff members' publications situated in an e-learning environment. [SER, 2.4, p.23] The Review Team found that new and progressive technological means are used at the University. Android-based mobile applet application is developed to facilitate students' access to University's information and there are signing enrolment agreements using VIISP authentication and electronic signing of practical training agreements. Some IT equipment, necessary for the quality study process, is to be renewed. [SER, 2.4, p.22-23]. The Review Team found that 10 subscribed databases, among which the specialized ones in sport and physical education field, are available and include SPORTDiscus. [SER, 2.4, p.21]. It was agreed by the Review Team that membership of University's library in such national associations as Lithuanian Scientific Libraries' Association and Lithuanian Academic Libraries Information Infrastructure for Science and Studies Support and Development [SER, 2.4, p.21] ensures wide possibilities for students and teachers to access the variety of learning and teaching material in other libraries.

Paper publications' conversion to electronic media [SER, 2.4, p.23] and greater number of electronic books, which is limited at the moment more due to procedural rather than financial restrictions, is foreseen among future improvements. The Review Team considers teaching and learning materials as adequate and accessible.

Consequently, facilities, learning and teaching resources were found by the Review Team good and quite sufficient for the quality programme implementation.

2.5. Study process and students' performance assessment

Admission is carried out in co-ordination with other Lithuanian higher education institutions in accordance with the procedure established by the Association of Lithuanian Higher Education Institutions (LAMA BPO). [SER, 2.5, p.23] Admission requirements can be found on the University webpage (<http://www.lsu.lt/studijos/priemimas/konkursiniai-mokomieji-dalykai>) in Lithuanian. The competition grade is consisted by four subjects: Sports achievements (0.4 points), Biology maturity examination (0.2 points), Lithuanian maturity examination (0.2 points) and any subject in the maturity certificate except Physical Education Lithuanian language and Biology (0.2 points). Applicants may receive additional points to general competition grade for winning international and national contests and competitions. Considering the fact study programme is proceeding in English language, there is a test to evaluate skills of the entrants in the first month of studies. Those who not achieve minimum requirements obtain additional classes of English to improve their knowledge. The minimum requirement for entrants is B2 level of English. Concerning the programme, Physical Activity and Lifestyle, following interview with students, the Review team are concerned that recruiting should be very explanatory so that potential entrants know and understand the entire emphasis of the programme before enrolment. Some students seemed unsure of the philosophy nature and purpose of the programme; however, these views were not universal.

Over the entire duration of the study programme, the workload is divided into lectures, seminars, practical sessions, individual work and consultations time. [SER, 2.5, p.30] There are many foreign lecturers coming from partner Universities. During the meeting with students, it was found that they were satisfied with the quality of lectures. Nevertheless, students would like to have more practical classes.

Students are encouraged to participate in scientific activities by teachers or supervisors. The programme is new so there are no numbers of students who have already completed the research work. Nevertheless, many students of the programme have been participating in the international scientific conferences in Lithuania and abroad. Students are given extra scores when applying for Masters studies if they have been participating in scientific

activity. This enhancement is used to attract more students into scientific activities. The Review Team would like to recommend the raising of awareness in the importance of participating in scientific activities.

Students are provided with a considerable variety of opportunities to study abroad because this study programme was developed as an outcome of the participation in an international project “European Bachelor in Physical Activity and Lifestyle Counselling” .[SER, 2.5, p.30] However, there is a growing number of incoming students from foreign countries, but the number of outgoing students is decreasing. The administration staff has already noticed this problem. Several actions have been applied: sharing experience events, joint events with international and local students. Nevertheless, a structural plan of particular actions has not been created. The Review Team would recommend to implement action plans which could lead to better results considering outgoing students’ numbers. There is otherwise strong international partnership through the consortium. During the visit, an additional paper was supplied concerning Physical Activity and Lifestyle students' participation in scientific conferences.

There is continuous collaboration between the Director of the study programme, coordinator of the course and students, though student recommendations for changes and improvements seem to go unheard in certain respects. Students appeared to be aware of communication difficulties between teaching staff and management. Contact information is accessible on the University webpage so every student can contact lecturers in any urgent matter. Students who have the best academic results or sports achievements are granted by scholarships. Students are provided with the opportunity to access all leisure and sport facilities at the University, though frequency of access is sometimes less easy. Opportunities to live in a dormitory are provided for everyone. The MOODLE platform is used by teachers and students actively. Here, students can find all study material, timetables and information. During the meeting with students, the Review Team found that students were not well-informed about their career opportunities and had little awareness of internships selection, organisation and future jobs possibilities.

Students achievements are assessed periodically throughout the semester. The cumulative system is applied. The final grade consists of evaluation of interim examinations (2 interim examinations are recommended for each subject of the volume of 5 credits). [SER, 2.5, p.28] Most interim examinations are completed in writing; nevertheless, oral forms may be used. Since the programme is new and so far there are no graduates. However, during the meeting with social partners it was found that specialists prepared by this programme are in high demand.

The Review Team has no doubts that graduates will be needed in society after graduation. Society needs specialists who are able to enhance behavioural changes in healthcare and lifestyle.

Students receive penalties if they indulge in academic dishonesty during examinations. Improper conduct can cause students' dismissal from the examination or an interim assessment, and the student is given a "0" score. More leniently, this could lead to repeating an exact module twice [SER, 2.5, p.30]. The University applies an anti-plagiarism system.

Regulations of the LSU Dispute Settlement Commission defines the procedure of complaints from students. Students are represented by student union members in a commission. The requirements of the complaints and appeals proposals were found to be clear. However, during the meeting with students it was found that the existing feedback systems needs to be improved. Students say that they can make recommendations for change, but there are little or no action from the management and staff. The Review Team believes that students should not be aware of difficulties in communication between various levels of staff, which should be otherwise confidential. They recommend to brighten relations between management, staff and students, so that the students' voice can be heard and acted upon.

2.6. Programme management

The organisation of studies, academic quality and administration of student learning achievements is the responsibility of the Faculty Management, which comprises a Study Programme Committee, the Centre for Academic Quality Supervision, International Relations Office, Career and Competence Development Centre and the Library. The organisation of studies, their implementation and monitoring, are the responsibility of departments and their staff. [SER, 2.6, p.37] All of these management entities are governed by separate sets of approved internal regulations.

The University Senate approves the internal system of academic quality assurance, and monitors its implementation and operation. For the faculty, there is an Academic Quality Supervision Committee, managed by the faculty Dean. Quality for the study programme lies with the Study Programme Committee, with supervising personnel comprising the director of the study programme, the head of department, course and international coordinators, student representatives, social stakeholders and teaching staff. [SER, 2.6, p.37] The academic quality-assurance system operates at several levels: departmental, faculty, university, national and international. [SER, 2.6, p.40]

Each semester, teaching staff and student responses towards all aspects of academic quality and the quality of the programme are considered. Feedback is collected from students, the results of which are used for attestation and improvement of teaching quality. Surveys take place annually and teacher surveys take place every 2 years. Each year, the Study Programme Committee undertakes a full evaluation of the programme's implementation, which includes infrastructure, labour market needs, destination statistics, employers' feedback, applicants' interest in the programme, human and material resources, student progress, mobility and attrition. [SER, 2.6, pp.40-41]

The Academic Quality Supervision Committee and the Study Committee of the Senate receive an annual implementation report on all aspects of the study programme containing proposals towards improving the implementation of the study programme. It is for the Senate to approve any recommendations in the study programme. Following consent of the Senate, outcomes are made public and the faculty Dean organises the presentation of the conclusions which are discussed with all faculty personnel. The Study Programme Committee, Student Union and the Head of the Department then make proposals to the Dean towards the further improvement of the quality of studies. [SER, 2.6, p.41] Concerning the competence of teaching staff, pedagogical and scientific competence is based on the Procedure for Workload Planning and Accounting [SER, 2.6, p.39] There is a continuous analysis of students' learning experiences, which is carried out in accordance with the Organization and Assessment Procedure of Students' Attitude towards Academic Quality. The findings from this analysis are considered by the Study Programme Committee. Outcomes are presented to the faculty Dean, who subsequently communicates with departments. [SER, 2.6, p.40] Management for this programme should consider whether this programme would be better placed as a highly-specialised Master programme.

There is an organised Social Partner Forum [2.6. p.39] and feedback from the social partners on the readiness of graduates for employment in the field.

Concerning general policies and procedures the system of quality assurance is quite sound, though in relation to what has been said in the previous section (Section 5) the student voice should be heard and responded to in all aspects. The issues raised in section 5 are not considered to be serious defects in management, but more to do with communication.

Information about the quality of studies can also be found on the LSU website <http://www.lsu.lt/studijos/studiju-kokybe>.

2.7. Examples of excellence *

Membership of a strong and vibrant international *PAL* Consortium

III. REKOMENDACIJOS*

1. Kartu su studentais peržiūrėti studijų programos turinį ir įsiklausyti į jų nuomonę, išgirsti jų idėjas ir interesus.
2. Užtikrinti lengvesnę prieigą prie sporto materialiosios bazės.
3. Darbuotojus į darbą priimti skaidriai ir atsakingai, atsižvelgti į studentų lūkesčius.
4. Apsvarstyti, ar ši studijų programa galėtų būti labiau specializuota magistrantūros programa.
5. Užmegzti glaudesnius ryšius su studentais kaip proceso partneriais.
6. Sukurti glaudesnius ryšius su vadovybe ir dėstytojais. Studentai neturėtų žinoti apie bendravimo aukštesniame lygmenyje sunkumus.
7. Patobulinti studentų grįžtamojo ryšio sistemą.
8. Studentams suteikti didesnę pagalbą randant vietą specialiajai praktikai.
9. Suteikti studentams galimybę išsamiai studijuoti vieną studijų turinio aspektą ir tam dalykui skirti reikiamą kreditų skaičių.
10. Apsvarstyti debatus ir jungtines užduotis studentams su konsorciumo nariais.

* Jei numatoma studijų programą įvertinti neigiamai (neakredituoti), vietoj REKOMENDACIJŲ būtina pateikti pagrindinius **argumentus, kodėl vertinimas yra neigiamas** („neakredituoti“), ir kartu pateikti **sąrašą veiksmų, kuriuos privaloma atlikti** siekiant užtikrinti, kad studentai, kurie buvo priimti į studijų programą iki sprendimo jos neakredituoti, įgytų minimalių žinių ir įgūdžių.

IV. SANTRAUKA

Kalbant apie žinias, studijų programos tikslai ir studijų rezultatai yra gerai suprantami kognityviniu, profesiniu, techniniu ir socialiniu aspektais. Juos sudarė ir jiems pritarė universiteto dėstytojai ir kiti darbuotojai, atsižvelgę į įvairias nacionalines ir tarptautines gaires, jie taip pat atitinka Europos ir Lietuvos kvalifikacijų sąrangos 6 lygį. Ekspertų grupė šiuo klausimu darbą vertina puikiai.

Studijų programa *Fizinis aktyvumas ir sveika gyvensena* yra ir plati, ir konkreti, o to pakanka studijų rezultatams, kurie išdėstyti bendrai ir su konkrečiu dalyku susijusiose kompetencijose ir studijų programos tiksluose, pasiekti. Studijų programos komanda turėtų apsvarstyti ir suteikti studentams galimybę išsamiai studijuoti vieną studijų turinio aspektą ir tam dalykui skirti daug kreditų. Nors dedama daug pastangų kuriant studijų programos darbo žinių bazę, kad būtų gerai suprantami studijų rezultatai, nustatyta, jog kai kurie studentai nevisiškai supranta studijų turinio elementų ryšį. Ekspertų grupė siūlo apsvarstyti galimybę šią studijų programą parengti kaip labiau specializuotą magistrantūros studijų programą.

Dėstytojai yra aukštos kvalifikacijos ir užtikrina studijų rezultatų pasiekimą. Profesorių pasiskirstymas pagal mokslo sritis: biomedicinos mokslai, neurologijos mokslai, gamtos mokslai, visuomenės sveikata, fizioterapija ir socialiniai mokslai. Iš 21 docento 13 įgijo mokslų daktaro laipsnį biomedicinos srityje (fiziologija, biologija, visuomenės sveikata, mityba, fizioterapija, rehabilitacija), 4 docentai įgijo mokslų daktaro laipsnį socialinių mokslų srityje (specializacijos švietimo ir ekonomikos srityse). Doktorantūros laipsnių įvairovė yra naudinga, o įvairovė – teigiamas dalykas. Dėstytojų publikacijos yra geros, jie vertinami dėl jų kompetencijos.

Ekspertų grupė įvertino patalpas, mokymo ir mokymosi išteklius – jie yra pakankami ir sudaro sąlygas sėkmingai vykdyti studijų programą. Visose auditorijose įrengta šiuolaikinė informacinė įranga, nuolat investuojama į mokslinę laboratorijų įrangą. Dėstytojai informavo, kad galima naudotis vaizdo paskaitomis, tai patvirtino ir studentai, tokią galimybę įvertinę kaip naudingą priemonę, palengvinančią mokymosi procesą. Ekspertų grupė nustatė, kad sporto klubai yra pagrindinė ir naudingiausia vieta praktikai atlikti. Tai patvirtino studentai ir dėstytojai.

Ekspertų grupė nustatė, kad studentų aprūpinimas įvairiais aspektais yra geras. Parama studentams taip pat puiki, nors jiems teikiamas grįžtamasis ryšys ir reagavimas į pokyčius galėtų būti aktyvesni. Studentai neturėtų žinoti apie sunkumus, susijusius su bendravimu tarp įvairių lygių personalo narių; tai turėtų būti konfidencialu. Rekomenduojama

gerinti vadovybės, personalo ir studentų santykius, kad studentų balsas būtų išgirstas ir į jį būtų atsižvelgiama.

Apskritai, studijų programos vadyba yra gera, užtikrinama kokybė ir programos vykdymas. Konsorciumas yra tvirtas. Ekspertų grupė nustatė, kad vidaus kokybės užtikrinimo priemonės yra veiksmingos ir tinkamos, jų nėra pernelyg daug, jos ne itin biurokратиškos. Tačiau reikėtų geriau ir veiksmingiau atsižvelgti į studentų nuomonę. 5 dalyje iškelti klausimai nelaikomi rimtais vadybos trūkumais, tačiau daugiau dėmesio rekomenduojama skirti bendravimui. Vadovybė parengė labai gerą savianalizės dokumentą, su kuriuo ekspertų grupė su malonumu susipažino. Vadovybė turėtų įsiklausyti į šiame dokumente pateiktas rekomendacijas, nes ekspertai tiki šios studijų programos, kuri apima tokias svarbias temas ir problemas, perspektyva.

V. GENERAL ASSESSMENT

The study programme *Physical Activity and Lifestyle* (state code – 6121RX002) at Lithuanian Sports University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	3
	Total:	18

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

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

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

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

Grupės vadovas: Team leader:	Terence Clifford – Amos
Grupės nariai: Team members:	Manuel Joao Coelho-e-Silva
	Vello Hein
	Frances Murphy
	Inga Gerulskienė
	Tautvydas Šimanauskas