



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SPORTO UNIVERSITETAS
STUDIJŲ PROGRAMOS "*Treniravimo sistemos*" (valstybinis kodas
– 6121RX001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "*Sports Coaching*" (state code – 6121RX001)
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>Treniravimo sistemos</i>
Valstybinis kodas	6121RX001
Studijų sritis (studijų krypčių grupė)*	Gyvybės mokslai (Sportas)
Studijų kryptis	Sportas (Pasiiekimų sportas)
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmosios
Studijų forma (trukmė metais)	Nuolatinės (4); iššęstinės (5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sporto bakalauras
Studijų programos įregistravimo data	2010 m. gegužės 3 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>Sports Coaching</i>
State code	6121RX001
Study area (Group of study field)*	Life Sciences (Sport)
Study field	Sport and Exercise (Competitive Sport)
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4); part-time (5)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Sports
Date of registration of the study programme	3 May, 2010

* 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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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
	An extract from university webpage "LSU International scientific conferences".
	Brief description "The partnership for regional sports development".
	List of schools / organizations with which cooperation agreements have been signed (2012-2017). Paper prepared by Kristina Visagurskienė, Head of Career and Competences Development Centre. 2017 11 24

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

The execution of the study programme Sports Coaching is coordinated by the study programme committee consisting of the director of the study programme, the coordinators of the years of study, social partners and students. The composition of the study programme committee was updated on November 17, 2016, No. ISAK_127 / SK.

Sports coaches have been trained at the University since 1968 and part-time studies were started in 2002. Although the University structural departments changed during this period, the regulated activities ensured that the Sports Coaching study programme was properly executed for trained qualified bachelors of sport - sports coaches. The efficacy of the study programme is characterized by a): famous international sports achievements of Lithuanian athletes, educated and trained by the University and b): fundamental and applied research in sport carried out at the University. The Bachelor's degree is awarded with a profound vocational qualification in a particular field of sport.

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 23rd November, 2017.

1. **Prof. dr. Terence Clifford - Amos**, l' 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 bachelors Sports Coaching study programme of the first cycle is unambiguously defined indicating that a graduate will have trained as a university level bachelor in Sport based on the achievement of fundamental and applied interdisciplinary science and technologies. [SER, 2.1, p.7] Graduates will have developed the knowledge and skills needed to work in areas related to athlete coaching [SER, 2.1, p.7] encompassing eight different competencies: knowledge and management of ideas, communication, leadership and change

management, continuous professional and personal development, knowledge of structure and function of the human body, applying of subject-specific knowledge in practice, creating a safe teaching environment and management of the athlete coaching process. Moreover, the learning outcomes representing the key learning by students are outlined very effectively and are appropriately focused and interfaced in the respective study modules. The study programme covers 4 years of study although this is likely to change to a 3 year programme in the University in 2018. A particular strength of this programme is the wide variety of sports offered as well as the option to choose a specialization.

The aims, programme objectives and intended learning outcomes are expressed precisely and are published on the University website <http://www.lsu.lt/studijos/studiju-programos/sportobiomedicinos-studiju-programos/bakalauro-studijos/treniravimosistema.lt> as well as on Facebook, in information publications, leaflets, flyers-postcards, open days and excursions by school pupils. The SER [2.1, p. 8] provides a comprehensive list of these publications and events.

European employment rates in the sports sector have been rising steadily and the state and labour market needs are met by this course as it prepares graduates to work as sports specialists in state, private and public sports' organizations as sports coaches, as wellness coaches, as non-formal education teachers and as children's education specialists. The SER [2.1, p.12] states that the programme has strong links with other study programmes such as the Physical Education programme. A further attractive element within the programme is the provision of an option to specialise in wellness and personal coaching or to obtain a PE teacher qualification by choosing the relevant pedagogical studies. The SER [2.1, p.8] explains that there will be four new specialisms in outdoor recreation, winter sport, disability sport and sports science and a further seven specialisms may be studied through English. Although dependent on the number of students selecting a particular specialism, the overall number of specialisms offered is very ambitious and is evidence of the intent of the University to meet the needs of the many sporting organisations in Lithuania and beyond. The interviews with alumni of the programme conducted by the Review Team pointed to a niche in the labour market occurring at pre-school/kindergarten level where coaches were working with very young children. This setting needs particular consideration in the preparation of sports coaches and may demand the addition of some very specific learning outcomes and content within the study programme to meet the unique needs of graduates who work in this sector.

The programme is directly related to the mission of the University [SER, 2.1, p.7] with particular reference to the statement outlining its focus on sport underpinned by newest research and technologies, continuing education and sustainable development programmes: each

of these emphases is represented clearly within the Sports Coaching programme. The LSU Progress Strategy – 2030 is also referenced within the SER [2.1, p.7] where its aim is outlined and some further detail is provided illustrating its direction.

The first-cycle study programme in Sports Coaching is linked to both academic requirements as outlined by the Lithuanian Law on Science and Studies under Order of the Minister of Education and Science No. V-1168 and to the International directives. [SER, 2.1, p.11] The study programme is based on the Description of the International Sport Coaching Framework developed by the International Council for Coaching Excellence. Graduates can continue their studies in postgraduate programmes in the University with a particularly strong link to the Master degree in Sports Coaching.

The programme corresponds to Level 6 of the European Qualifications Framework which is generally higher than the typical level in many European countries for undergraduate degrees in sports coaching.

The title of the programme is very clear and the learning outcomes display a very close alignment with study modules. Table 3 [SER, 2.1, p.9-11] is commendable illustrating a very clear illustration of competences, learning outcomes and study modules. The qualification obtained is well suited to the labour market which is a growing market at European level with employment in the sports sector rising [SER, 2.1, p.6]. It is significant that the programme is providing sports coaches with an opportunity to gain a university bachelor degree recognising the depth of knowledge and practical engagement that the sports coach needs to undertake work in the wide variety of settings that were reported by graduates in interviews with the Review Team. The bachelor level qualification is a significant addition to the Coaching Licence that is the standard requirement for coaches across Europe. Coaching is an honourable profession in Lithuania.

2.2. Curriculum design

The structure of the study programme Sport Coaching first cycle is in line with the legal acts of the European Union and the Republic of Lithuania, the orders of the Minister of Education and Science, approved regulations, and especially with regard to changes in the labour market. Most of the changes in the curriculum were advised based on the orders of the University - for instance, Rector's Order No. 1440-s of June 8, 2011, in which the structure of studies courses was changed and approved by the LSU Senate on June 26, 2012 (Minutes No. 10). The latest upgrade of the Sports Coaching study programme was completed on June 30, 2014, and approved by the University Senate (Senate Minutes No. 10). Several subjects related to the certain specific content and taught by several lecturers were integrated into the modules

according to the defined goal, learning outcomes and focused on the acquisition of competences provided by the study programme.

The volume of the first-cycle Sports Coaching University study programme is 240 credits that is consistent with Lithuanian Qualification Framework Level 6 qualification requirements. Full-time students study have 8 semesters, 30 credits in each semester, and part-time students - 12 semesters, 20 credits in each of them. The programme consists of three groups: 1. General University studies – 30 credits 2. Basic studies – 200 credits 3. Optional modules (electives) – 10 credits. The scope of the final thesis is 30 credits, according to legislative requirements and the thesis defense culminates in the closure of formal studies.

The courses of the basic studies are grouped together to form seven different study modules and the subjects are taught in a consistent manner. Students who choose the coaches' speciality must take these seven modules presented in Table 4. [SER, 2.2, p. 13] 1. Functional Anatomy and Biochemistry; Sports and Exercise Physiology; Motor Control, Neuromechanics and Learning, 2. Pedagogy and Psychology, 3. Sports Medicine (combining two modules), 4. Research Methods and Final Thesis, 5. Athlete Training Technologies, 6. Internship Practice 7. Coaching Science of a selected sport. The relationships between the study modules and their sequence by semester are logical and the modules are grouped together to achieve the learning outcomes adequately. This structure of the modules enables the achievement of learning outcomes for the above-mentioned modules of the curriculum and provides the competences of the professional qualifications for a coach. Additionally, the students could study the modules related to PE: 10 credits of the Didactics of Physical Education Lesson, 5 credits of the Physical Education Theories and 30 credits of Pedagogical Internship Practice. This block of subjects gives graduates the opportunity to work in secondary school as they have the professional qualification of a teacher. The themes of the subjects are not repeated over the four-year' duration of the study programme.

The group of general University studies consists of the following subjects: Academic communication and career planning, the English language, Philosophy of education, Standard Lithuanian and Oratory science, and Alternative (select one of the three). From the list of optional courses two of three have to be selected. (SER, Annex 1]

Thus, the curriculum allows students to choose between a wide range of sports (17 different sports) listed in Annex 2. However, the Psychology of Sports' Coaching needs more contact hours and this focus should also be represented in more qualitative theses underpinned by Psychology;

The curriculum itself satisfies all requirements at first cycle and the content of Sport Sciences. The content of the modules equips alumni of the programme with highly

specialized knowledge in different sports fields. [SER, Annex 2] The Review Team also found that high-knowledge acquisition was greatly valued by both alumni and employers (during meetings with alumni and social partners). Flexibility of the curriculum enables students to acquire sufficient knowledge for school work as a PE teacher beyond the professional preparation of coaches.

The Review Team, again confirms that level 6 was clearly in evidence when they read examples of students' theses in their contribution to knowledge in sport sciences.

Overall, the content of subjects enables students to achieve the intended learning outcomes and generic competences as detailed in the SER. [SER, 2.1, Table 3, p.9-11; SER, 2.2 Table 5, p. 14-18 and Appendix 1] Different teaching methods are used: lectures, seminars, practice sessions, laboratory work, individual work of lecturers with students and independent work of students. It is highly appreciated that the LSU Senate approved the Procedures for Teaching Students Reflection and the Accumulation of Learning Achievement Portfolio. (Minutes No. 30 of the LSU Senate Meeting of June 30, 2014). In teaching the process of reflection, the students' attention is turned on the constant self-evaluation in the daily activities of learning and practice. The student collects information obtained during non-formal learning and self-study, applying different forms of reflection. Students' knowledge, abilities and skills are assessed by different methods, depending on the specifics of the subject: oral assessment, tests, oral reports, written assessment methods, written questions, essays and tests. Most of the study modules are subject to a cumulative assessment system, where the final grade aggregates marks of intermediate examinations, which are given relevant weighted coefficients.

The broad and specific scope of the programme is sufficient to achieve the learning outcomes as presented in the generic and subject-specific competences and purpose of the study programme. [SER, 2.1, Table 3, p.9-11; SER, 2.2 Table 5, p. 14-18]. The curriculum corresponds to the requirements for the acquisition of University education and the integrated studies of the chosen sport. This structure of the programme enables the learner to individualize the competences and their development process according to the characteristics of the chosen sport and personal career plan. It is noteworthy that modules are designed considering the achievements of other related and fundamental sciences as well, such as motor control and learning. During interview, students called for need for student/teacher contact during the practical session to help with the better consolidation of theory and practice.

The content of the programme largely corresponds to the latest academic achievements in the field of Sport Sciences [SER, Appendix 1,2] The good technical equipment of the laboratories facilitates the acquisition of the content of the programme which is consistent with the latest academic, artistic or technological achievements.

2.3. Teaching staff

The first cycle (240 ECTS) entitled “Sports Coaching” is served by 77 teachers. About 74% of the teachers (n=57) have already attained a PhD degree. [SER- Annex_CV] This percentage fits the legal requirements that no less than half of study field should be taught by recognized teachers.

The teaching staff members are highly qualified and adequate to ensure learning outcomes. Of the 57 PhD teachers, 34 obtained their academic degrees in Biomedicine. The main specialization in Biomedicine is Biology (n=32) including two other teachers who attained the PhD specialized in Physiology and in Public Health. The second most representative group of PhD teaching staff members is Social Sciences with a total of 23 members composed by the following specialization: Education (n=18), Psychology (n=3), Law (n=1). Finally, one PhD teacher attained the diploma in Mechanical Engineering. [SER - Annex_CV]. The group of teachers have experience of participating in diverse research programmes as presented in Table 13 [SER, p. 24]: (i) Athlete Training Technologies; (ii) Health enhancing physical activity and education through sport; (iii) Management and economics of sports industry; (iv) Brain and skeletal muscles; (v) Exercise physiology and genetics.

Many contents from Table 13 [SER, p.24] and from individual CVs of the teachers [SER- Annex_CV] seemed more aligned with the objectives of the Master degree course in Sports Coaching: “Exercise physiology and genetics” (for example). In parallel, another group of teachers not specifically related to this bachelor in Sports Coaching also appeared to be more oriented towards advanced studies the Master in Sports Coaching. Not surprisingly, this is well reflected in the titles of their publications. Contemporary methodologies tend to combine Biomechanics while teaching gymnastics, or Physiology combined with Athletics. The Self-Evaluation Report recognized the need for improvement in the qualifications and involvement of the selected sports’ teachers [SER, p.27]. Promotion of applied research is needed and it should be distinct from the research prepared in the Master and PhD levels and be consistent with the main learning outcomes of the bachelor in Sports Coaching. The Review Recommends to ensure research that all actions of staff and students -including dissertation outputs, reinforce the central aspects of coaching.

The University offers three parallel bachelor and this differentiation which should also have implications on the specialization of the outputs produced by teaching staff. Otherwise, the interested general public would perceive Physical Education, Exercise, Recreation and Sport as non-specific fields. High specialization should probably be pursued at Master level (2nd cycle).

The number of teaching staff is adequate to ensure learning outcomes, although many were included in the more than one bachelor /master offered by the Lithuanian Sports University. The Self-Evaluation Report[p. 20] stated that the teaching staff in the first-cycle Sports Coaching study programme includes 97 persons. The number of students was reported as 583. [SER, Table 8, p22]. Taking into account that the Higher Education institution performs several programmes, it may be appropriate to implement a specialization into a specific group of professors devoted to singular programmes. Otherwise, it is difficult to judge the arrangement between the number of students in each academic programme and the staff who serve all programmes.

Teaching staff turnover ensures an adequate provision of the programme. It was possible to count 11 professors and 31 associate professors. All together the two groups of professors correspond to 55% of the teaching staff members. These numbers correspond to stable staff over the period 2011-2016 as demonstrated in Table 3 [SER, p. 21]. Moreover, Table 8 [SER, p. 22] summarizes the annual variation of teachers which fluctuated between 93 and 97 members. Students increased from 301 in 2011-2012 (ratio of 3.1 students per teacher) to 583 in 2015-2016 (ratio of 6.0 students per teacher). In the European context this is a very reasonable ratio indeed.

The higher education institution ensures conditions for professional upgrading of staff necessary to implement the bachelor in Sports Coaching. It is located in an area having several types of sport facilities. The Lithuanian Sports University has several specific laboratories that seem more oriented to attain the learning outcomes of a Master-level programme. Although there is some heterogeneity, the teaching staff members have remarkable individual records regarding publications and research projects. From the meeting with the teaching staff, it was noted that they continuously upgrade their skills and knowledge and have opportunities for incoming and outgoing internationalisation.

2.4. Facilities and learning resources

The Review Team assessed the premises for the studies as sufficient both in their size and quality. Greater part of sport-related facilities are lately renovated and completely match expectations of the students of approximately 30 different specialisations (including swimming pool, athletics arena, outdoor sports grounds, gyms for variety of sports and others). Ongoing renovation is also foreseen [SER, 2.4, p.27]. The number of 27 classrooms with 1215 places were assessed by the team as completely satisfying the needs of students in quantity, while the renovation, due to aesthetic considerations, is suggested by both the students and the Review Team. [SER, 2.4, p.27] The Review Team found good delivery of access to the research places

in numerous laboratories and classrooms in the Institute of Sport Science and Innovations. [SER, 2.4, p.27]. The library's renewed and newly created computerized workplaces were found by the Review Team to be suitable and comfortable for the students' assignments and self-dependent search for information. Wireless Internet connection in many premises of the University and students' dormitories [SER, 2.4, p.28-29] is in line with developed distance-learning system (via Moodle). This was given satisfactory feedback by the students during the visit and considered by the Review Team a helpful tool in facilitating access to learning resources.

The Review Team assessed the teaching and learning equipment in its amount, quality and management as more than sufficient to implement the study programme successfully. Premises for implementation of the study programme are equipped with permanently installed and portable projectors, as well as use of video lectures, which were reported by the teachers and confirmed by the students as a useful tool for facilitating the learning process. [SER, 2.4, p. 28]

An in-depth scientific approach was discovered by the Review Team regarding laboratory equipment, which is more than sufficient for this particular programme implementation. It embraces a variety of both purchased equipment for evaluation of functional state, body composition, psychological character, running and power, muscle and other, as well as self-made instruments (i.e. the device "Atletas") and laboratory equipment including numerous portable devices, which were found by the Review Team as excellent. These are fulfilling the requirements for high-quality scientific investigations by the teachers as well as preparation of the final thesis for students. [SER, 2.4, p.28] According to the teaching staff, special focus is paid at motor-learning issues which seem to be the strongest part in the University's investigatory field. The Review Team were advised about the forthcoming specialised training laboratory for students' individual assignments. Students are provided with conditions for printing, scanning, photocopying in accessible and convenient way. The needs of visually, hearing and bodily impaired students are also satisfied by providing them with suitable conditions to use adapted-learning material.

The Review Team revealed adequate arrangements for students practice. Close relations between teachers and different sports federations, reported during the meeting, provide good opportunities for students to acquire different coaching experience and facilitates internship search process for the students. Students are also encouraged to find the most suitable placements by themselves choosing from sports clubs, sports schools. [SER, 2.4, p. 28] The Review Team considered feedback from social partners in written form and oral discussion as being appropriate. The usefulness of social cooperation was highlighted both by the partners and students in future job placements. For example, 97 percent of basketball coaches are graduates of the programme, as reported during the meeting.

The Review Team found teaching materials as adequate and accessible. Progress in the University's technological advance is manifested in fast development of access to numerous national and international electronic databases, including institutional electronic thesis, dissertations, the teaching staff's prepared teaching material, as well as outstanding international ones, such as EBSCO, SPORTDiscus, Springer LINK. [SER, 2.4, p.29] The Review Team found the number of publications (106888 copies) rather sufficient, including those dealing with specific sports and physical education issues. There is a variety of scientific periodicals and journals, including the 'International Journal of Performance Analysis in Sports', and the 'Journal of Sports Medicine and Physical Fitness'; some of them are offered in electronic versions, which is impressive. [SER, 2.4, p.29] 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.24]

The Review Team concludes that facilities, learning and teaching resources and internship arrangements are in excellent accord with the programme outcomes.

2.5. Study process and students' performance assessment

Admission procedure to Sports Coaching study programme is carried out in co-ordination with the other Lithuanian institutions of higher education according to the order of organization of general admission set by the association of higher education institutions in Lithuania (LAMA BPO) [SER, 2.5, p.31]. Admission requirements to the programme can be easily found at 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 exam (0.2 points), Lithuanian maturity exam (0.2 points) and any subject in the maturity certificate except Physical Education Lithuanian language and Biology (0.2 points) [SER, 2.5, p.31]. Applicants may receive additional points to the general competition grade for winning international and national contests and competitions.

The study programme workload is divided into lectures, seminars, practical sessions, individual work and consultations time. During the meeting with students the Review Team found that students would like to have more contact hours and individual attention, especially in practise sessions. They would like to have smaller working groups during practise time. Nevertheless, students are happy that they have possibilities to try out different sports.

During the studies, students often apply elements of research work, analyse research articles, review literature and perform tests. Every year a Student Scientific Conference is held, where all students can submit their scientific papers. [SER, 2.5, p.33] Participation in

research activities is being promoted by giving additional scores in the general competition grade for such activity, where students apply for Master studies.

Students are encouraged to participate in mobility programmes by the International Relations Office staff. During the meeting with students, it was found that they are well informed about the possibilities mobility programmes provided for them. During the evaluation period, the number of outgoing students has increased, for example, last year 17 students have joined the programme. Upon updating the study programme according to the ECTS concept, better opportunities to use the possibility of academic exchanges have been created, as 15 ECTS are given for the internship practice. [SER, 2.5, p.34].

The best students obtain scholarships for good academic achievements throughout the previous semester. Students may receive benefits, social grants according to their difficult financial situation. In keeping students motivated, nominal scholarships can be given for outstanding achievements in studies, scientific activities. Students are allowed loans for living expenses or tuition fees [SER, 2.5, p.34]. Students have opportunity to live in a dormitory.

For those who are highly skilled in sport and attend sport competitions often and cannot attend lectures, the University provides with the opportunity to access all lectures in the distance education system MOODLE. Information about all study modules is uploaded in the MOODLE platform. Students can find all information in one place. Students get extra support and time for consultation by email, phone or arrange meeting with teacher if they face problems during their studies. The specialist knowledge of staff is very highly regarded.

The assessment of student outcomes and achievements during the semester is carried out periodically and systematically. The assessment of study results consists of: assessment of knowledge and understanding, assessment of skills. [SER, 2.5, p.35] The University applies a cumulative grade system in learning-achievement assessment. At the end of the semester, the final assessment of the study results is carried out. For theses, the Review Team recommends putting a limit on the number of bibliographic references.

A portfolio of students learning achievements is assessed. Students accumulate materials related to their non-formal learning and self-study as well as social (sport, volunteering, citizenship) activities during the period of study. [SER, 2.5, p.36]

Employers and social partners are encouraged to participate in study quality improvement processes. As data has shown, the majority students found jobs regarding their profession after graduation. (72.5%). [SER, 2.5, p.37] In general, employers are satisfied with the competences of graduates. However, during the meeting with social partners it was found that employers would like students to acquire more skills in how to work with pre-school children, more knowledge in psychology and foreign languages.

Considering that graduates are in high demand in Lithuania, there is no doubt about the study programme's importance to society. Society needs professional coaches in different areas. There are no problems in finding internships. Graduates with innovative skills are able to change the understanding of the importance of healthcare in different societies.

There are strict rules for academic misconduct which can be applied for students who practice unfair study. The Code of Academic and Professional Ethics present the values of honest academic activity. [SER, 2.5, p.38] The Academic staff promote this idea to students in different ways. The University uses an anti-plagiarism system for the bachelor thesis.

The Regulations of the LSU Dispute Settlement Commission defines the procedure of complaints from students. [SER, 2.5, p.39] Students are represented by student union members in this commission. The requirements of the complaints and appeals were found to be clear. During the meeting with students, it was found that students were not familiar with these procedures. The Review Team would therefore advise to raise the awareness among students about them.

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.40] 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.43]

Departmental and faculty involvement quality of studies is ensured and improved through the internal evaluation of the quality of study programmes, attestation of study modules and monitoring of feedback. All of these are carried out in accordance with the procedures for organizing and evaluating the students' opinions towards study quality and approved by the

Senate. The collection of data on the quality of studies and their analysis, ensures the suitability and adequacy of the material resources necessary for studies. This means: 'raising the qualifications and competences of teachers, promoting the application of innovative teaching and learning achievement assessment methods, monitoring and analysing the progress of studies, analysing students' learning experiences and improving study programme management'. [SER, 6.2, p.43]

The sources of information on the quality of studies include the data of student surveys (questionnaires for each course module of the semester and the annual survey on the general approach to the quality of studies). There are also extracts from the minutes of the study programme committees and advice from the Centre for Academic Quality Supervision. Infrastructure, facilities and resources are also surveyed. [SER, 6.2, p.44] The study programme quality-assessment process at the University is organized periodically. Each semester, students' attitudes towards the quality of studies in general are sought. Feedback is obtained from students and lecturers on the quality of teaching, the results of which are used for attestation and improving the quality of teaching. More cumulatively, student surveys on the quality of teaching and study courses take place each year, and teacher surveys take place every 2 years. [SER, 6.2, p.43]

The Study programme committee is an evaluative body which considers the implementation of the study programme. It provides suggestions how to improve the study programme and its concomitant practices. Recommendations are submitted to the Commission of Studies. The Senate approves any suggested changes with the approval of the Commission of Studies. Any issues concerning the organization of studies are resolved, and student and teacher feedback is analysed towards possible improvements. Moreover, teachers who participated in conferences or seminars share their experiences, knowledge and professional activities. Each year, plans are prepared for improvement of the study programme in terms of departmental activities. The results of the implementation of the previous semester activity plans are reviewed and evaluated, together with an overview of the need for updating the study programme. [SER, 6.2, p.43]

Social partners are included in the Study Programme Committee. They are actively engaged in the discussion of competences and the relevance of these to the professional world and to the study programme. Social partners take their place in the defence and evaluation procedures of the final theses. Social Partners have a full role to play. [SER, 6.2, p.44]

The procedures are working well, though the management should always be very attentive to the student voice. The presentation of procedures in this section could have been organised in a simpler way.

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

III. REKOMENDACIJOS*

1. Aktyviau reklamuoti bakalauro studijų programą, siekiant pritraukti daugiau būsimųjų studentų.
2. Paklausūs plaukimo, paplūdimio tinklinio ir vandens aerobikos specialistai.
3. Daugiau kontaktinių valandų skirti treniravimo sistemų psichologijos dalykui. Tai turėtų pagerinti baigiamųjų darbų, pagrįstų psichologija, kokybę.
4. Aktyvinti studentų ir dėstytojų bendravimą, įskaitant praktinius užsiėmimus.
5. Skatinti įvairią dėstytojų ir studentų mokslinių tyrimų veiklą, įskaitant baigiamuosius darbus ir jų rezultatus, iš esmės stiprinti treniravimo pagrindinius aspektus bakalauro studijų lygmeniu, nors moksliniai tyrimai privalomi kiek įmanoma aukštesnio lygio.
6. Nustatyti baigiamuosiuose darbuose naudojamos literatūros šaltinių (citavimo) skaičių.

*Jei numatoma studijų programą įvertinti neigiamai (neakredituoti), vietoj REKOMENDACIJŲ būtina pateikti pagrindinius **argumentus, kodėl vertinimas yra neigiamas** („neakredituoti“), ir kartu pateikti **sąrašą veiksnių, 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. Studijų rezultatai, atspindintys pagrindines studentų studijas, yra labai gerai apibrėžti ir tinkamai sutelkti bei susieti su atitinkamais studijų moduliais ir dalykais tiek pagal mastą, tiek pagal gylį.

Pats studijų turinys atitinka visus pirmosios pakopos studijų reikalavimus ir sporto mokslų turinį. Modulių ir (arba) dalykų turinys suteikia galimybes šios studijų programos absolventams įgyti specializuotų žinių įvairiose treniravimo srityse. (Savianalizės suvestinės 2 priedas.) Ekspertų grupė taip pat pastebėjo, kad tokį žinių įgijimą aukštai vertina alumnai ir darbdaviai. Studijų turinio lankstumas leidžia studentams įgyti pakankamai žinių, kad jie be profesionalaus trenerio parengimo galėtų dirbti mokyklose kūno kultūros mokytojais.

Dėstytojų komanda dalyvauja įvairiose mokslinių tyrimų programose, tai: i) atletinio rengimo technologijos; ii) sveikatą stiprinanti fizinė veikla ir švietimas per sportą; iii) sporto pramonės valdymas ir ekonomika; iv) smegenys ir skeleto raumenys; v) treniruočių fiziologija ir genetika. Nors yra tam tikro nevienodumo, dėstytojai yra paskelbę puikių publikacijų ir mokslinių tyrimų projektų. Susitikimo su dėstytojais metu pastebėta, kad jie nuolat tobulina savo įgūdžius ir žinias, turi galimybių užtikrinti atvykstantį ir išvykstantį tarptautiškumą.

Ekspertų grupė įvertino studijų patalpas ir mano, kad jos tinkamos pagal dydį ir kokybę. Didžioji dalis su sportu susijusių patalpų pastaruoju metu buvo atnaujintos ir visiškai atitinka maždaug 30 skirtingų specializacijų studentų lūkesčius (įskaitant plaukimo, lengvosios atletikos areną, lauko sporto aikšteles, sales įvairioms sporto šakoms ir kt.). Ekspertų grupės nuomone, mokymo medžiaga yra tinkama ir prieinama. Universiteto technologinę pažangą rodo sparčiai plėtojama prieiga prie daugelio šalies ir tarptautinių elektroninių duomenų bazių, įskaitant kitų institucijų studentų elektroniniu formatu pateiktus baigiamuosius darbus, disertacijas, dėstytojų parengtą mokymo medžiagą, taip pat tokias išskirtines tarptautines bazes kaip EBSCO, „SPORTDiscus“, „Springer LINK“. Materialioji bazė ir ištekliai yra puikūs.

Parama studentams. Aukštos kvalifikacijos sportininkai dažnai dalyvauja sporto varžybose ir negali lankyti paskaitų, todėl universitetas jiems suteikia galimybę naudotis visų paskaitų medžiaga per nuotolinio mokymo sistemą MOODLE. Informacija apie visus studijų modulius ir (arba) dalykus įkeliami į MOODLE platformą. Galimybė turėti prieigą prie paskaitų ypač pagirtina ir padeda išlaikyti pusiausvyrą tarp dalyvavimo elitiniame sporte ir pasirengimo

gyvenimui baigus sportinę karjerą. Vis dėlto labai svarbu akcentuoti ir daug dėmesio skirti dalyvavimui bendrame grupės darbe, kuris vyksta bendraujant „gyvai“, taip pat svarbu dalyvauti diskusijose aptariant aktualius klausimus, praktiką ir mokslinius tyrimus. Žinoma, toks dalyvavimas gali vykti, pavyzdžiui, per „Skype“, tačiau ypatingą dėmesį reikia skirti tam, kad elitiniai sportininkai pasinaidotų galimybėmis, kurias teikia toks dalyvavimas.

Studentai visą informaciją gali rasti vienoje vietoje, jiems teikiama papildoma pagalba, skiriamas laikas konsultacijoms elektroniniu paštu, telefonu arba organizuojamas susitikimas su dėstytoju, jei jiems kyla problemų studijų metu. Ypač vertinamos profesinės personalo žinios. Priėmimas į studijas yra sąžiningas, siūlomų paslaugų spektras yra geras ir platus.

Ši studijų programa yra gerai valdoma, užtikrinama jos kokybė ir pasitikima jos vykdymu. Ekspertų grupė nustatė, kad vidaus kokybės užtikrinimo priemonės yra veiksmingos ir tinkamos, jų nėra pernelyg daug, jos ne per biurokратиškos. Ateityje reikėtų šią bakalauro studijų programą aktyviau reklamuoti siekiant pritraukti daugiau būsimųjų studentų – ypač reikia plaukimo, paplūdimio tinklinio ir vandens aerobikos specialistų. Visada būtina išklausti studentus ir reaguoti į jų pastabas, tai turėtų atsispindėti studijų turinyje ir universiteto profesiniame gyvenime.

V. GENERAL ASSESSMENT

The study programme *Sports Coaching* (state code – 6121RX001) 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	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	19

*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
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