



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SPORTO UNIVERSITETAS  
STUDIJŲ PROGRAMOS "*KŪNO KULTŪRA*" (*valstybinis kodas – 6211MX002*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF "*PHYSICAL EDUCATION*" (*state code -6211MX002*)  
STUDY PROGRAMME  
at LITHUANIAN SPORT UNIVERSITY

**Review' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūno kultūra</i>
Valstybinis kodas	6211MX002
Studijų sritis (studijų krypčių grupė)*	Ugdymo mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ugdymo mokslų magistras
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>Physical education</i>
State code	6211MX010
Study area (Group of study field)*	Education sciences
Study field	Pedagogy
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Education
Date of registration of the study programme	3 <sup>rd</sup> 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

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

The delivery of the 2nd level degree programme Physical Education is coordinated by the Study Programme Committee, consisting of the 1st and 2nd cycle programme directors, 1st programme course coordinator, social partners and students (the composition of the Study Programme Committee was renewed following the Rector’s Order No ISAK\_8/SKPC of

15/10/2016). The Study programme delivery is closely related with LSU vision and mission (<http://www.lsu.lt/apie-universiteta>) through cutting edge sports research, higher education and innovation of an international level to promote, create and develop mental, emotional, physical and social well-being of society members so that they can meet the social, economic, cultural and moral challenges with prudence and with a positive approach.

#### **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 24<sup>th</sup> 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 programme aim to train highly qualified researchers and pedagogues [SER, 2.1.1, p. 7] is clearly stated and expanded to state that the Master study programme is 'inevitable to the functioning of this type of university, as well as to transfer the cutting-edge scientific knowledge to PE teachers in order to raise the level of physical education in schools'. The aim might be stated more succinctly to capture the essence of the programme and the term 'transfer of knowledge' might be amended to emphasise deepening knowledge of physical education teachers informed by cutting-edge research. Such enhanced clarity could serve to make the marketing of the second-cycle programme more attractive.

The generic and subject-specific competencies are divided clearly into 9 categories. Communication, continuous professional development, scientific understanding and leadership and change management are grouped as generic competencies and each competency is well supported by well-defined learning outcomes. Subject-specific competences are outlined in six categories: research activities, application of education theories and technologies, education management, physical activity promotion and health enhancement and physical education content modelling and management. Each category is further explicated within the specific learning outcomes. While inclusion of special populations is evident in learning outcomes, it

should be considered if this is sufficiently explicit to highlight the ever increasing priority of the issue. The interview conducted with students by the Review Team confirmed the importance of this area of study for students. It is commendable that the work of defining outcomes was influenced by the recommendations of social partners [SER, 2.1.3, p. 8] and the interviews conducted by the Review Team with the social partners indicated that this work was important to them. The programme aims and learning outcomes are appropriate to the field of physical education and beyond, are appropriately focused and interfaced in the respective modular subject areas.

The programme aims and intended learning outcomes are accessible on the University website <http://www.lsu.lt/studijos/studiju-programos/sporto-edukologijos-fakultetas/magistranturos-studijos/kuno-kultura> as well as on Facebook, within periodicals, on public transport and among alumni of Bachelor programmes. There is further information on the official website of the Open System of Providing Information, Tutoring and Vocational Orientation (AIKOS).

A strong statement outlining the current status of Physical Education with reference to the labour market (acknowledging that there are no national statistics available on the number of PE teachers holding the Master degree) is provided [SER, 2, p.8] and a convincing rationale is offered for promoting study at second level to enhance the quality of Physical Education that is offered in schools. The reference to the shortage of Physical Education teachers holding university degrees as well as the lack of specialists is key to understanding the labour market. An additional significant factor is identified: the need for more graduates to advance to third-level studies. The ratio of applicants to available places is further evidence of the significance of this programme within the state. The statement in the SER [2.1.2, p.8] describing the balance between theoretical studies, praxis and scientific research is supported by the description of the study programme.

The Physical Education programme of study is closely related to the University's mission with a particularly strong link to contributing to the research agenda of the University with reference to research in Physical Education. Furthermore, there is a strong commitment to professional development of Physical Education teachers to impact on the implementation of high quality Physical Education in schools. The learning outcomes reflect the core values of the University with particular alignment with the promotion, education and display of respect for a healthy lifestyle.

Academic and professional requirements for the Physical Education teacher are well-represented within the learning outcomes that are described related to the generic and subject-specific competences. It is significant that students at this level will focus on analysis of

movement for example complementing the clear focus on Physical Education content modelling and management that typically forms the core professional requirement. Furthermore, this deepening of academic knowledge and understanding related to a breadth of topics/areas is relevant to the programme aim of meeting the University needs for expertise in Physical Education.

The programme objectives and intended learning outcomes are underpinned by the general regulations applicable to second-cycle study programmes. [SER 2.1 p. 6] and to meet the European Qualifications Framework Level 7. Additionally, part of the process of reviewing the study programme modules in 2015 involved reorganizing the programme in line with the system for ECTS and adjusting learning outcomes in accordance with the Regulation for teacher training (2012). [SER, 2.1.5, p.10] Each year, students fill the competence portfolio and report on how they have achieved the learning outcomes. This was evident in the interview conducted by the Review Team with the students and is a highly commendable facet of the programme.

The more recent focus of the Study Programme Committee on aligning the learning outcomes with the study programme is also commendable [SER, 2.1.2, p.8]. The outcomes of this process are clearly represented in Table 4 [SER, 2.1.2, p.12] and offer a very useful overview of the contribution of each module to the learning outcomes presented. The study programme SER states that graduates will be able to work in both formal and non-formal educational environments offering a strong rationale for further study to potential students of this programme. The emphasis on in-depth development of skills and competences such as critical thinking, problem-solving and research is reflected in the learning outcomes and within the study programme, building on the skills acquired in the 1st cycle studies. The awareness of this process of enhancing previous learning was evident from the interview conducted by the Review Team with the students. Furthermore, it is stated [SER, 2.1.3, p. 8] that the process is monitored for compliance by the Study Programme Director and Study Quality Assurance Committee. In summary, there is strong coherence and excellence across the programme title, outcomes, content and qualification.

## ***2.2. Curriculum design***

The structure of the study programme Physical Education and Sport is in line with the legislative requirements for higher education study programmes in the Republic of Lithuania as featured in the General Requirements for the Master Study Programmes approved by Order of the Minister of Education and Science of the Republic of Lithuania No. V-826 of 3 June 2010 (consolidated version since 09/07/2015). The last revision of the study programme was completed on 22 June 2015 (LSU Senate meeting Minutes) in which total number of modules

increased from 8 to 9. The total number of modules on the programme is 9 with the title of each module reflecting the focus of the module. The conformity of the Master study programme with the requirements for second-cycle programmes is illustrated in Table 5 of the SER. SER, 2.2.1, p. 14]

The total volume of the programme is 120 ECTS credits composed of both compulsory (70 credits, 58% of all course unit being taught) and optional subjects (20 credits, 10%). [SER, 2.2.1, p. 14] 1 credit is equal to 26 student work hours (both contact and self-study hours). Self-study hours form 90% for each module. [SER, Annex 1]. The scope of the final thesis is 30 credits, according to legislative requirements and the thesis defense culminates in the closure of studies.

The Master study programme consists of three modules (Organizational innovations and research projects, Neuroscience, Social science research methods and statistics) common to all LSU postgraduate study programmes and of four special modules (Innovations of Physical Education science, Interdisciplinary physical education in sociocultural environment, Modern health education and enhancement technologies, Modern technologies of integrated teaching) designed for this study programme. [SER, 2.2.1, p.14; Annex 1] The modules common for all study LSU postgraduate programmes allows the enhancement of the competences for working in various educational environments. The elective modules consist of 9 subjects: Nutrition and metabolism of physically active people, Physical activity and disability, Psychology of sport and physical education, Physiology of aerobic fitness, Sport and tourism economics, Education in multicultural society, Modern rehabilitation technologies, Management science innovations and Athlete testing methods. The selection of each module is relevant, logically built up and with no repetition of the subjects or topic.

The curriculum itself satisfies all requirements at second cycle and the content of Education as an applied science. The content of the programme and the learning outcomes are consistent with Lithuanian Qualification Framework Level 7 qualification requirements. The content of the modules equips alumni of the programme with highly specialized knowledge in that field. [SER, Appendix 1] The Review Team also found that high-knowledge acquisition was greatly valued by both alumni and employers (during meetings with alumni and social partners). It was also acknowledged that the content of subjects stimulates specialized problem-solving skills required in research and innovation. During meetings with students the Review Team found that practice through seminars with work-related issues help students develop more knowledge in real-work situations. Students noted a need for yet more knowledge and practical skills for working on different areas of education.



In general, the content of subjects [SER, Appendix 1] enables students to achieve the intended learning outcomes and generic competences as detailed in the SER. [SER, 2.1.5, p.11-10; Table 3]. The variety of teaching and learning methods (lectures, seminars, practices, laboratory work, individual work of lecturers with students, self-study, examinations) encourages student responsibility and creativity. The opportunity to watch the lectures on videos was highly estimated among students. Students felt that their teachers' behaviour was very supportive and encouraging. To assess the learning outcomes, 4 interim tests are recommended for each 10 credit module. Interim testing grades are entered into electronic system so that students are able follow their assessments. The programme concludes with an assessment of competences gained throughout a student's final thesis, which has now more detailed regulation for selection of themes, the components of study and the defense procedure. [SER, 2.2.1.p. 16]. The Review Team's reading of dissertations, found that the reference list was extremely large.

The comprehensive 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, Annex1 and SER, 2.2.1, p.14, Table 5]

The final study semester is organized in a manner that encourages students to work in parallel both on their Master theses while realizing their professional practice in various organizations. From the perspective of the alumni, learning outcomes concerning scientific research and skills related to them, for students who do not plan to continue on PhD level, are not of such crucial consequence in relation to their daily work.

The content of the programme largely corresponds to the latest academic achievements in the field of physical education on Master level. The modules descriptions are representative and contain the modern scientific readings for students of the Master level. There is a good balance of theoretical readings and empirical texts and a good balance between sources in English and Lithuanian languages.

In sum, the programme is very well designed with an appropriate synergy between content and learning outcomes that enables an advanced education and training for the professional educators. The curriculum at Master level is very well crafted and emancipatory for the talented students.

### ***2.3. Teaching staff***

The second cycle (120 ECTS) entitled "Physical Education" is served by 25 teaching staff members. All teachers already attained their Phd diploms ["Annex 3". Legal requirements were accommodated: >80% of all study subjects teachers have already obtained a

scientific degree; out of them, >60% of major study field teachers' exercised research activities that complied with their taught study subjects.

In general the teaching staff are reasonably qualified, have been participating in diverse teaching programmes and have sufficient number of publications. From the 25 teaching staff members 10 obtained their diplomas in Biomedicine (40%). The main specialization in Biomedicine is Biology. In parallel, the number of PhD teachers with a degree in Social Sciences is also 10 (40%) composed by the following fields of specialization: Education (n= 8), Psychology (n=1), Law (n=01). Other PhD titles were found: Neuroscience Psychology, Health Enhancing Physical Activity and Humanities in the field of Philosophy [Annex 3]. Some examples of projects [SER, p19] may be more tangentially related to Physical Education, though certainly not irrelevant: 'A survey of academic integrity education and prevention of dishonesty in higher education institutions: Experience of Lithuanian and foreign higher education institutions'; 'Analysis of the popularity of alcohol and other psychotropic substances in higher education institutions, 'Importance of social support for addiction prevention and students' healthy lifestyle'; and 'Increasing the effect of high intensity workout with Biolight technologies'. Advanced research projects are appreciated if closely aligned with the nature of the academic programme under evaluation (Master level) and consistent with the learning outcomes of Physical Education, demonstrating that "Physical Education", "Physical Activity and Lifestyle", "Sports" are distinct areas ) Such definition would be appreciated in future years.

The number of teaching staff of 25 is considered adequate to ensure learning outcomes across the programme, especially taking into account the number of students as stated in Table 11. [SER, p.20]

Teaching staff turnover ensures an adequate provision of the programme. As stated before, the teaching staff is composed by 25 members (SER, Table 10, p. 20). Five years ago the Master was served by 17 teachers and the number increased to 31 in 2015/2016. (SER: Table 8, p. 18; Table 10, p.20]. Available documents illustrated an impressive ratio of students per teaching staff member. Oddly, in 2016/2017 there were more teachers (n=25, plus two incoming as reported in Table 11) than there were students (n=20). The policy of the University thoroughly reflects its specialization with three parallel Bachelor and two Master programmes.

The University ensures conditions for professional upgrading. The institution is located in an area of high-density facilities for Sports and Physical Education, including several laboratories. This academic programme is actively building an efficient ecosystem with the community.

Given that the programme under evaluation corresponds to a Master in Physical Education, it was expected that the results of the research actions pertaining to the nature and

scope of the academic programme would be more ambitious. For example, the Review team undertook a guided tour to the main institutional laboratories and confirmed very good resources and focal organization to cover research projects in motor control, biomechanics, genetics, biomechanics and biochemistry. However, the resources and research groups mentioned seemed more aligned to serve advanced research linked to the Master in the field of Sports Sciences. The Master in Physical Education is registered in the field of “Education Sciences” and the staff need to create particular research laboratories designed to serve the learning outcomes expressed in Table 3 of the SER [pages 11-12].

#### ***2.4. Facilities and learning resources***

The Review Team assessed the premises for the studies as sufficient both in their size and quality. They found good delivery of access to the numerous sport facilities, classrooms and places for research in the overall University premises [SER, 2.4.1, p. 23]. The library has been 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, while wireless Internet connection in many premises of the University [SER, 2.4.2, p.24] is considered by the Review Team as a helpful tool in facilitating the access to library databases.

The Review Team assessed the teaching and learning as sufficient to implement the study programme successfully. All classrooms are equipped with modern information equipment, and there is constant investments in scientific laboratory equipment and technological learning equipment. [SER, 2.4.2, p.24]. The availability of video lectures was reported by the teachers and confirmed by the students as a useful tool for facilitating the learning process.

An in-depth scientific approach was discovered by the Review Team regarding laboratories equipment, which is more than sufficient for this particular programme implementation and embraces a variety of equipment. There is both purchased and self-made equipment (i.e., device “Atletas”) laboratory equipment including portable devices and physical activity registration systems such as ACTITRAINER with ACTILIFE software, numerous consumables and other material in helping to develop students’ practical competences. [SER, 2.4.2, p. 24]. 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 strong preconditions for reaching learning outcomes related to students’ ability to apply valid methods and instruments for testing physical fitness and establishing physical activity. [SER, 2.4.2, p. 24]. The Review Team were advised during the

meeting on the forthcoming specialised training laboratory for students' individual assignments. As presented by the Librarian, students are provided conditions for printing, scanning, photocopying in accessible and convenient ways. 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 found that the social partnership is appropriately managed in the programme implementation. Students as future researchers are in close contact with national-and municipality-level social partners, revealing ideas for investigations and providing ideas for social changes. Social partners are actively engaged in the activities of the Study Programme Committee, as well as participation in final these defence. The list of 26 schools of general education offering internship by written agreements was provided during the visit, and also other placements were reported by teachers and students.

The Review Team considered feedback on the achieved learning outcomes received from social partners in written or verbal ways, mostly during the Study Programme Committee meetings, to be effective and objective. Reported by the social partners, the wider outlook of the students enrolled on this programme was reported to the Review Team.

Based on SER data, the University's teaching materials are greatly focused on specialized physical education and sport literature, consisting of 7482 publications in the library database. There are 700 textbooks and monographs (162 titles) in several foreign languages, and improvement in teaching resources growth are observed by the increase in number of publications (2688 new titles in 2014–2016 period). The electronic publications are sufficient in number (81048) to satisfy the students' needs in distance learning, and are in line with teaching staff members' publications placed in an e-learning environment. [SER, 2.4.3, p.25]. The Review Team found progressive ways of learning (e.g., Moodle e-learning environment) used, though some IT equipment, necessary for the quality study process are to be renewed. [SER, 2.4.3, p.26]. The Review Team found, as asserted by the librarian, that 10 subscribed databases, including specialized ones in sport and physical education field are available. These include SPORTDiscus, as well as five currently being tested. [SER, 2.4.3, p.26].

The conversions of paper publications to electronic form [SER, 2.4.3., p.26] is suggested by the Review Team and foreseen by the University as a tool for future improvement. The Review Team considered teaching and learning materials to be more than adequate.

Facilities, learning and teaching resources were found by the Review Team as excellent for high - quality programme implementation.

## **2.5. Study process and students' performance assessment**

Admission requirements to Physical Education Master degree programme can be easily found on the University webpage (<http://www.lsu.lt/studijos/antrosios-pakopos-magistranturos-studijos/konkursinio-balo-sandara>) in Lithuanian. The main criteria is the average of subject grades in the bachelor diploma. Additional scores can be given for research, sports activities or participation in mobility programmes or work in the field of athletic performance analysis. [SER, 2.5, p.26]

The Academic load of the Masters degree programme is distributed to lectures, seminars and individual work. The most part of time is dedicated to individual work [SER, 2.5, p.30]. During the meeting with students, the Review Team found that students appreciate that teachers apply innovative teaching methods in classes, such as video lectures and e-learning.

Students are encouraged to participate in research activities and the data shows it. Considering the data during last year more than a half of students participated in such activities. [SER, 2.5, p.27] Students present their final papers national and international events. Also, students do research work in alternative modules. Students are encouraged to combine athletic activities with studies. There are good examples of students who have achieved fine results in championships. Numbers of active students in scientific activities are sufficient.

In the period under the evaluation there were no students of this master degree programme who participated in mobility programmes [SER, 2.5, p.30]. Nevertheless, students participate in short term courses abroad. The main reason why students refuse to go for studies abroad is because they have employment places here and the majority work full time. The Review Team would recommend to implement a possible plan of students' for encouragement in mobility programme, though for Master students, it must be said that this is not a priority.

Academic support for students of masters' degree programme is provided consistently in any urgent matters related to studies. Students can contact study programme director who is ready to help. Also, students can receive support from student representation and Dean's office. Most of the information related to academic topics is accessible on the University webpage. Students have opportunities to ask the University Career and Competence Development Centre for help. Scholarships are provided to those who achieved the best academic results during previous semester. Students can receive a loan to cover the living expenses or tuition fees if needed. They have opportunities for living in a University dormitory.

Students achievements are being constantly assessed throughout the semester. The University uses a cumulative grade point assessment system. Interim examinations are usually used to evaluate students' skills and there is a clear system of knowledge testing and the re-taking of examinations.

From the employment data analysis it was found that majority graduates have successfully integrated themselves in the labour market [SER, 2.5, p.31]. The majority students had jobs before Master studies. During the meeting with social partners, it was found that employers have positive responses about programme graduates. Employers are happy that young specialists are able to use innovative methods in their work and have a broad understanding of physical education.

During the meetings with Master degree programme graduates and social partners of the programme, the Review Team found that there is a large demand for young specialists who graduate from this study programme. Graduates are able to teach sports in up-to-date methods and apply innovative methods. Social partners emphasised the importance of this study programme and the whole university for its various expertise.

There are strict rules for academic misconduct which can be applied for students. The University Code of Academic and Professional Integrity declares that academic honesty is of strong value. The University Regulations state that for academic misconduct students may receive particular penalties and must repeat modules. [SER, 2.5, p.31]. The University applies anti-plagiarism systems for master thesis.

The Regulations of the LSU Dispute Settlement Commission defines the procedure of complaints for students. University students are represented by student union members in this commission. The requirements of the complaints and appeals were found to be clear.

The Review Team found this field to be thorough and excellent.

## ***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.34] 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. The Study Programme Committee liaises

with the academic staff, the Board of Studies, study and science divisions and students. One of its main functions is to submit the results of the assessment of study programme delivery and any proposals for improvement in relation to the content and descriptions of study modules to the Board of Studies. Any amendments to the study programme are approved by the Senate. [SER, 2.6, p.35] The academic quality-assurance system operates at several levels: departmental, faculty, University, national and international. [SER, 2.6, p.37]

Information of is collected through various self-assessment processes, including self-assessment conducted by Faculty members who review their professional development and research activities. Students express their opinion through the student representative in study programme committee and also through surveys, meetings and discussions with course and international coordinators. Employers are represented in the study programme committee and participate in projects, attend events and final theses defence. Through these and other means they provide feedback. [SER, 2.6, p.38]

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 findings from this analysis are considered by the Study Programme Committee. Outcomes are presented to the faculty Dean, who subsequently communicates with departmental Heads, who in turn inform the academic staff about the quality conclusions. [SER, 2.6, p.38]

The study programme delivery is monitored on a regular basis and the process involves social partners, who attend meetings and evaluate the study programme results. They evaluate placements and assist students in the acquisition of practical and transferable skills. Academic staff members are experts in the various fields at national and international levels. Through these means, they maintain direct contact with social partners. [SER, 2.6, p.38]

The results of the internal quality assurance measures inform a programme with high results and external satisfaction at the helm. The nine changes made after the 2014 evaluation are outlined and tabulated in section 6 of the SER.

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 \***

The programme produces graduates of excellence for engagement in Lithuania's formal and informal education.

\* if there are any to be shared as a good practice

Core definition: Excellence means exhibiting characteristics that are very good and, implicitly, not achievable by all.

Explanatory context Excellence enshrines one meaning of quality: a traditional view that associates quality with the exceptional



### III. REKOMENDACIJOS\*

1. Būti kiek įmanoma ambicingesniems rengiant magistro baigiamuosius darbus, kad pavyktų pasiekti dar didesnę poveikį.
2. Apsvarstyti galimybę labiau suderinti studijų kryptį dėstytojų mokslinių tyrimų projektuose.
3. Tęsti puikų darbą rengiant aukščiausios kokybės magistro studijų absolventus.

\*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 sukūrė ir jiems pritarė universiteto dėstytojai ir kiti darbuotojai, atsižvelgę į įvairias nacionalines ir tarptautines gaires, jie taip pat atitinka Europos ir Lietuvos kvalifikacijų sąrangos 7 lygį. Studijų programos tikslai ir studijų rezultatai yra tinkami kūno kultūros kryptčiai ir už jos ribų, jie tinkamai sutelkti ir susieti su atitinkamomis dalykų sritimis. Kiekvienais metais studentai rengia savo kompetencijų aplanką ir informuoja, kaip pasiekė studijų rezultatus. Tai buvo matyti ekspertų grupės susitikimuose su studentais. Tai ypač puikus šios studijų programos aspektas.

Pats studijų turinys atitinka visus antrosios pakopos studijų reikalavimus ir ugdymo kaip taikomojo mokslo turinį. Dalykų turinys sudaro galimybes šios studijų programos alumnams įgyti specializuotą šios studijų krypties žinių. Profesionalių žinių įgijimą labai vertina alumnai ir darbdaviai, o dalykų turinys paskatino ugdyti specializuotus problemų sprendimo įgūdžius, reikalingus moksliniams tyrimams ir inovacijoms. Magistrantūros studijų programa yra labai gerai parengta ir padeda atsiskleisti talentingiems studentams.

Dėstytojai yra pakankamai kvalifikuoti, dalyvavo ir dalyvauja įvairiose dėstytojų programose, paskelbė pakankamą skaičių publikacijų. Dėsto 25 dėstytojai, jų skaičius yra tinkamas visos programos studijų rezultatams pasiekti, ypač atsižvelgiant į šią studijų programą studijuojančių studentų skaičių. Egzistuoja tinkama turinio ir studijų rezultatų sinergija, kuri leidžia užtikrinti pažangų ugdymą ir treniravimą. Rekomenduojama vykdyti daugiau specializuotus studijų krypties mokslinius tyrimus.

Ekspertų grupė įvertino studijų patalpas – jos yra tinkamos pagal dydį ir kokybę. Nustatyta gera prieiga prie daugybės sporto patalpų, auditorijų ir moksliniams tyrimams skirtų patalpų visose universiteto vietose. Universiteto mokymo medžiaga sutelkta į specializuotą kūno kultūrą ir sporto literatūrą, ją sudaro 7482 publikacijos bibliotekos duomenų bazėje. Yra 700 vadovėlių ir monografijų (162 pavadinimų) keliomis užsienio kalbomis. Padidėjus publikacijų skaičiui (2688 nauji pavadinimai laikotarpiu nuo 2014 iki 2016 m.), išaugo mokymo išteklių. Patalpos, mokymo ir mokymosi išteklių, ekspertų nuomone, puikūs, tinkami užtikrinti kokybišką studijų programos vykdymą.

Studentams nuolat teikiama akademinė pagalba. Studentai gali kreiptis į studijų programos direktorių. Studentams paramą taip pat teikia studentų atstovybė ir dekanatas, pagalbos galima kreiptis į universiteto Karjeros ir kompetencijų ugdymo centrą. Stipendijos skiriamos patiems pažangiausiems studentams; studentai taip pat gali gauti paskolą ir padengti pragyvenimo išlaidas, sumokėti mokesčių už mokslą. Priėmimo reikalavimai ir struktūrinė pagalba studentams yra aiški ir gausi, puikiai atitinka magistrantūros studentų poreikius.

Studijų programa valdoma gerai, užtikrinamas jos kokybiškas ir patikimas vykdymas. Magistrantūros studijų programoje užtikrinama brandi ir nuosekli kontrolė. Ekspertų grupė nustatė, kad vidaus kokybės užtikrinimo priemonės yra veiksmingos ir tinkamos, jų nėra pernelyg daug, jos ne per biurokratinės, jas galima plačiai taikyti. Programa valdoma patikimai.

## V. GENERAL ASSESSMENT

The study programme *Physical education* (state code – 6211MX002) at Lithuanian Sport 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	4
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	4
6.	Programme management	4
	<b>Total:</b>	<b>23</b>

\*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
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