



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SPORTO UNIVERSITETAS
STUDIJŲ PROGRAMOS "*Kūno kultūros ir sportas*" (*valstybinis kodas - 6121MX001*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "*Physical Education and Sport*" (*state code – 6121MX001*)
STUDY PROGRAMME
at LITHUANIAN SPORT UNIVERSITY

Review' team:

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūno kultūros ir sportas</i>
Valstybinis kodas	6121MX001
Studijų sritis (studijų krypčių grupė)*	Ugdymo mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4); Iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ugdymo mokslų bakalauras; Pedagogas
Studijų programos įregistravimo data	2016 m. spalio 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 and Sport</i>
State code	6121MX001
Study area (Group of study field)*	Education Sciences
Study field	Pedagogy
Type of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (4); Part-time (6)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Education Sciences
Date of registration of the study programme	3 rd October, 2016

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

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

The University consists of administrative, study and research units that enable the institution to carry out science-based studies of all cycles in the fields of biomedical and social sciences. The studies are implemented and coordinated in two faculties - the Faculty of Sport Education and the Faculty of Sport Biomedicine. The faculties are assisted by the Department of Health, Physical and Social Education; the Department of Sport Management, Economics and Sociology; the Department of Applied Biology and Rehabilitation; the Department of Training Science; the Institute of Sport Science and Innovation; the Centre for Academic Quality Supervision; the International Relations Office; the Career and Competence Development Centre; Information Technology and Distance Education Centre; the Library; Marketing Department; Sports and Leisure Centre. The organisational structure and substantial support are suitable for the implementation of the PES and training the professionals who will acquire the Bachelor Degree in Education Sciences and the professional qualification of a teacher, and, who are ready for educational activities and research.

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 24th 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 Bachelor study programme in Physical Education and Sport is stated broadly as the training of a university level teacher of physical education who is informed by their study of fundamental and applied interdisciplinary sciences and technologies. Within the statement of the aim there is reference to the student becoming widely-educated, ethically responsible, creative and enterprising as well as being able to manage physical education in

formal and non-formal education. The student undertaking the programme should be able to motivate learners, promote physical activities and develop life-long skills of physically active behaviour by young people. The qualities of a physical education teacher as well as the anticipated capacities and competences outlined within the broad aim are reflected in the learning outcomes. The general and professional competences that are outlined within the learning outcomes illustrated in Table 3 [SER, p. 6-7] are appropriate for studies of this nature and are interfaced well with the study programme. Through these, students attain diversity.

General competences are divided into 4 categories (multidimensional knowledge and idea management, communication, leadership and change management, continuous professional studies and personal development) while professional competences are sub-divided into 6 categories (knowledge of the human body and motor skills, content of teaching physical education, the creation of physical environments for physical education, management of the process of physical education at school, learners' motivation and support and conducting scientific research).

The learning outcomes for each module are outlined clearly in SER. Annex 2 and the SER [p.7] outline the relationship between the aims and learning outcomes of the study programme and the European and Lithuanian equivalents. It would be worthwhile to consider in the set of learning outcomes related to management of the process of physical education [SER, Table 3, row 8, p. 7] for the collaborative nature of work that is subsequently reflected in the study programme. This could mean highlighting how the physical education teachers might work with the sports' coach to identify good technique and tactics, for example, and how these elements might be enhanced by taking a collaborative approach by two professionals. In interviews with staff, it was clear that having designed the learning outcomes, they were happy that they reflected a balance across the programme in Physical Education and Sport. Students reported that in completing portfolio work they were reminded to reflect on learning outcomes regularly.

The programme aims and learning outcomes are published on the University website <http://www.lsu.lt/studijos/pirmosios-pakopos-bakalauro-studijos/studiju-programos>

They are publicly available also within promotional booklets, during various events and during teacher seminars at national and international level. The Study Programme Committee is responsible for monitoring the implementation of learning aims and learning outcomes. This committee includes a student representative.

For clarity of purpose it is recommended that the aim might be stated more succinctly to promote understanding by students, the academic community and the wider public.

The objectives and learning outcomes are very closely linked to the European literature which is cited appropriately and the various Lithuanian guidelines for school physical education. There is a clear link to the needs of the labour market with reference to the provision of physical education teachers whose primary focus is on promoting active healthy lifestyles rather than those traditionally conceived as having responsibility for educating young people for excellence in sport. The inclusion of populations with special needs could be reflected more strongly in the learning outcomes to meet societal needs. The background information provided within the SER [p.10] related to the status of physical education in schools is very useful and sharing the insight related to the misconception of physical education as sport provides a very interesting backdrop to the study programme where health promotion is prioritised. The emphasis placed on preparing a new generation of physical education teachers in line with a national priority is very welcome.

The programme objectives are compatible with the broad strategy of the University. The objectives provide a clear sense of how the programme can provide for societal needs (those related to leadership, change management and subject knowledge as well as making contributions to research appropriate to the level of the programme (e.g. objective related to the conducting of scientific research). The promotion of respect for healthy lifestyles outlined as one of the key values of the University is well described within the section devoted to the professional competency related to promotion of physical activity linked to motivating learners. (SER, 2.1, p.7, Table 3.9)

The documents that informed the consideration of academic and professional requirements are clearly listed [SER, 2.1, p.8,9]. It is noteworthy that the programme objectives related to professional performance are underpinned by literature drawn from a wide range of fields such as medicine, health science, business and management and pedagogy.

The type and cycle of studies (first level studies, Level 6 of the European Qualifications Framework) are reflected in the programme and learning outcomes. The general and professional competences and corresponding learning outcomes of the PES as presented in the SER [2.1, p.7] are directly related to the aims of physical education in Lithuania and in Europe. The relevant references at national and European level are provided. [SER, 2.1, p.7,8]

The intended learning outcomes, the content of the programme and the qualification to be obtained are connected in a clear and coherent way. The distinction between physical education and sport is further emphasised by the wording of the title which is commendable. The inclusion of a specialisation in pre-school and primary school physical education as a specialism is noted [SER, 2.1, p. 8]. It would be appropriate to make reference to

this important element in the learning outcomes given the significant emphasis placed on early childhood and primary learning within physical education and physical activity settings.

2.2. Curriculum design

The structure of the study programme Physical Education and Sport (PES) is in line with the several legislative requirements for higher education study programmes in the Republic of Lithuania such as Regulation on training pedagogues, approved by order of the Minister of Education and Science of the Republic of Lithuania No. V-827, 15/05/2012), Description of the Framework of Qualifications for Lithuania, approved by the Resolution of the Government of the Republic of Lithuania No. 535, 04/05/2010. The last amendments to the programme, which were approved by the Senate on 22/06/2015, were related to the introduction of minor studies of Bachelor in Sports. The number of scientific publications have also also used for the development of the curriculum. [SER, 2.1, p.9]

The total volume of the programme is 240 credits (8 semesters, 30 credits each, in FT studies; and 12 semesters, 20 credits each, in PT studies). 30 credits are assigned for general University courses, and 210 credits are intended for major studies. The volume of a study modules is 5, 10, 15, 20, etc. credits. The duration of the implementation of a module is not more than 2 semesters. The study module combines several different academic courses or their parts for students to achieve certain learning outcomes and develop general and professional competences that are anticipated in the study programme. According to the University Study Regulations (26/06/2013), in the 1st year of the studies, contact hours comprise 38% of student's academic load; in the 2nd year - 25 %, in the 3rd year - up to 20 %t and in the 4th year - up to 10%. [SER 2.2, p.11]

The bachelor study programme Physical Education and Sport is composed of major studies including 14 courses, general University studies with three courses and minor studies with 6 courses. [SER, Annex 1]. Subjects of study (modules) are taught in a consistent manner and subjects or topics are not repeated. The learning outcomes of the PES are linked with ten competences from which four characterize the general and 6 professional competences [SER, 2.1.,Table 3, p.6; SER, 2.2., Table 4, p.11-20]. Links between the learning outcomes and study models are well presented and reported in Table 4. The presentation of the used study methods in Table 4 are presented discursively.

The subjects in the module are logically joined and the partial connections with other modules are presented. The subject-specific competences the competences of knowledge of the structure of the human body and mobility skills are covered by motion control subjects. There is a shortage of sub-subjects enabling knowledge on the field of kinesiology

(biomechanics, kinematics). However, nonetheless, the content of subjects (modules) corresponds to the type and cycle of studies and is in accordance with Lithuanian Qualification Framework (6th level).

The curriculum design, established through the modules enables the effective achievement of learning outcomes. The curriculum also develops the abilities of critical thinking, decision-making, participation in teamwork and promotes creativity and ability to see a person as a whole by understanding and comprehending his/her physiological, psychological processes. This enables students, through the application of scientific knowledge, to create a safe and attractive educational environment for children. A variety of modern teaching methods used during bachelor study is presented in Table 4 (SER,2.2, Table 4] During interview with students, the following methods were mentioned: problem-based teaching, brainstorming, group discussion, empirical studies, seminar, concept map, group discussion, cross-discussion, group activities, study of research papers and books, viewing and analysis of film, case study, situation analysis, reflection of research work and teamwork. Teacher Education is going in the right direction - especially the breadth for bachelor, particularly in relation to motor-control research. Student expectations as future PE teachers are met. The Review Team asks the programme team to consider whether there is need for a module to cover 'fundamental movement skills'.

The comprehensive scope of the curriculum itself satisfies all requirements at first cycle and the content of pedagogy as an applied science. The content of the modules [SER, Appendix 1]equips alumni of the programme with highly specialized knowledge that enables them to work in health- enhancement teams and to develop and coordinate physical education and health promotion projects in schools. By the resolution of the Senate (University Study Regulations, 26/06/2013), the studies that are focused on practical activities can be assigned up to 50 per cent of contact hours. However, during the meeting with the students, it became evident that they would like more practical contact.

The content of the programme in general corresponds to the latest achievements in the field. The modules descriptions are representative and contain the most important readings for students of the BA level. There is a good balance of theoretical readings and empirical texts and a good balance between sources in English and Lithuanian languages. The 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. Video lecturers, for example, are popular with students.

In summary, the content of the modules of the curriculum programme are based on the latest physical education pedagogy, sport science studies and modern learning methods that ensures deeper learning.

2.3. Teaching staff

The first cycle (240 ECTS) entitled “Physical Education and Sports” is served by 59 teaching staff members and fits legal requirements: (i) no less than half of study field subjects are taught by recognized teachers; (ii) No less than half of study field subjects must be taught by scientists or recognized artists. About 76% (n=45) have obtained Phd degrees . [Annex 4].

In general, the teaching staff are highly qualified and experienced. Their qualifications are adequate to ensure learning outcomes. From the 45 teachers, 26 obtained their degrees in Biomedicine (58% of the PhD teaching staff; 44% of the total). Another substantial group, PhD teaching staff members are qualified in Social Sciences (total of 25, corresponding to 42% of all PhD staff, and to 56% of the total teaching staff) and is composed by the following fields of specialization: Education (n= 20), Education Management (n=1), Management and Business (n=02), Psychology (n=2). Three other PhD degrees were counted: Humanities (n=2, specializations in Education and Philosophy), Technology (specialization in mechanical engineering, n=1). The PhD degrees show a concentration in the two scientific areas that are well correlated with the academic programme, particularly with the learning outcomes and the disciplines. [Annex 4] It was possible to note during the Review Team’s meeting with programme committee teaching staff, that the majority of lecturers have a strong and lasting cooperation with organizations and are able to present students’ materials in a judicious blend of practice and theory.

The number of teaching staff [n=59, Table 5, SER, p. 21] is far more than adequate to ensure the learning outcomes for the current number of students [n=127, Table 7, page 21]. The number of students decreased from 186 in 2011/2012 to 127 in the most recent academic year reported in the table (2016/2017). In parallel, teaching staff are stable and well prepared to attain the learning outcomes and accommodate the supervisions of students’ activities. It was gratifying to observe the number and type of applied research projects that were consistently translated in the central themes of the bachelor dissertation.

The teaching staff ensures an adequate provision of the bachelor in Physical Education and Sports. In general, the teachers of the programme under evaluation are adequate and stable. Individual records correspond to three Professors (5%) and 26 Associate Professors (44%). About half of the teaching staff belong to the categories of Professor or Associate Professor. In current days, this is viewed as a positive investment by the Lithuanian Sports University [Annex 4]. The overall policy of the University reflects a specialization with three parallel bachelors. Physical Education and Sport is a very robust programme with the principles

of the Bologna process contained within a broad perspective, managed by two balanced groups (Social Sciences and Biomedicine Sciences) and focus on applied research.

The University ensures conditions for professional upgrading. It was possible to observe with a positive trend [SER, Table 6] the promotion of research projects and internationalization. From 2011 to 2016, the number of teaching staff members who participated in national and international actions was 7 and latterly 5. More recently, in 2016, the frequencies were 31 and then 19. Annex 4 suggests that teachers are attaining visibility in international projects and also among top journals. In parallel, the teaching staff is also publishing in local and regional journals. In the meeting with social partners, various forms of cooperation were expressed between the staff and the community. This academic programme is actively building an efficient ecosystem, from which the students take advantage. There is indeed excellent profile in this field.

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 gyms, swimming pool, Azuolyno park in close approach); laboratories, also facilities offered by the municipality and social partners (Kaunas Tadas Ivanauskas Progymnasium) [SER, 2.4, p.23-24] are numerous and completely suitable for the programme delivery. 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 independent search for information, while wireless Internet connection in many premises of the University [SER, 2.4, p. 24], is considered by the Review Team a helpful tool in facilitating the access to learning resources.

The Review Team assessed the teaching and learning as sufficient to implement the study programme successfully. Most lecture and seminar rooms are equipped with stationary multimedia projectors and computers, and video accessibility is widely used in line with possibility to enjoy e-learning system (via Moodle), which was given satisfactory feedback by the students during the visit. Laboratory equipment was found to match the requirements for scientific purpose and, as reported by the staff, it is constantly updated. Computers software also proved to be up-to-date for carrying out data-analysis and other assignments (e.g., SPSS for Windows 24.0 is used for qualitative data analysis); the portable physical activity registration systems ACTITRAINERS and ACTILIFE software are relevant in their amount, while specialized equipment for physical fitness evaluation [SER, 2.4, p. 24] was regarded by the Review Team as having a particular value in future teachers' preparation.

Students are provided with conditions to printing, scanning, photocopying in accessible and convenient ways, and the Review Team found the needs of visually, hearing and bodily impaired students are being satisfied by providing them with suitable conditions to use adapted learning material. The programme team should do its best to facilitate access to all sports, whether they are over-or under-subscribed.

The Review Team revealed that social partnership is well managed in the programme implementation. 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. A particular highlight on students' preparation for work with disabled children (7 integrated schools at the moment are offering internship) was observed by the Review Team and ascertained by the teachers. This was considered to be of great value for the programme. Possibilities to undertake internships abroad was considered by the Review Team as a valuable aspect of the programme. The Review Team considered feedback on the achieved learning outcomes received from social partners in written or verbal way to be effective and objective. The Review Team also noticed the practice of using signed trilateral agreements on scholarship, presented during the meeting, as being very positive for social cooperation and benefit for the students.

The Review Team found teaching and learning materials to be very good in their amount and variety. Good access to the internet and such Virtual Library programme as PRIMO provides students with excellent access to large numbers and quality subscribed, or tested databases. Methodological literature is also available in separate departments. [SER, 2.4, p.24] Improvement in the growth of teaching resources is observed by the increase in the number of publications (2688 new titles in 2014–2016 period). [SER, 2.4, p.24] Students are provided with 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 concluded that facilities, learning and teaching resources were found to be excellent and completely adequate and sufficient for high-quality programme implementation.

2.5. Study process and students' performance assessment

Admission of students to the Physical Education and Sports bachelors' degree study programme is administrated in co-ordination with the other Lithuanian schools of higher education following the Order for Admission to Higher Education Institutions approved for the current year by the Association of Lithuanian Higher Schools for General Admission. (LAMA

BPO). [SER, 2.5, p.25] 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 consists of 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) [SER, 2.5, p.26]. Applicants may receive additional points to general competition grade for winning international and national contests and competitions. Applicants of the programme have to take a motivation test which can give 1 to 2 additional scores to the final grade.

Academic load is distributed to lectures, seminars, practical activities and individual work. The greater part of time is dedicated to individual work. During the meeting with students the Review Team found that students would like to have more time for practise classes. Students expressed the concern that the study process is quite intensive. Because of this, sometimes there is not enough time to deepen knowledge in some modules. Students appreciate that teachers apply innovative teaching methods in classes, such as video lectures and e-learning.

The number of students from study programme who participate in scientific activities, conferences is stable but comparing to the whole number of students' there could be more activities. [SER, 2.5, p.27] The Review Team would suggest to implement a detailed plan of students' encouragement in scientific activities.

Only two students attended mobility programme last year and the number is decreasing. Also, the number of incoming students is decreasing, e.g. last year there were no students who came to study to LSU from foreign countries. [SER, 2.5, p.30] The Review Team would recommend informing students more effectively about the opportunities for mobility programmes and increase numbers, where possible. The Review Team understands the various difficulties in this matter, however.

There is continuous collaboration between the Director of study programme, the coordinator of the course and students who let students know about ongoing processes and any changes. Contact information is accessible on the website so every student can contact lecturers in any urgent matter. Students receive extra support and time for consultation by email, phone, or can arrange meetings with teachers if they face problems during their studies. Students who have the best academic results or sports achievements are granted by scholarships. Students are provided with the opportunity to participate in all leisure and sport facilities at the University. The opportunity to live in a dormitory is provided for everyone. Students are supported academically and socially.

The assessment of students' learning outcomes and achievements during the semester is carried out periodically and systematically. It includes the assessment of knowledge, understanding and abilities. The University applies a cumulative system of the assessment of learning outcomes. If a study subject is taught for the whole semester then final assessment is at the end of semester; if module is taught in cycles, then in the end of cycle. Usually, interim assignments are administered in writing; the final examination can be taken in written form or orally. During the meeting with students, it was found that the assessment procedure of practical classes could be more flexible. They should be encouraged in ambition while writing their the bachelor final theses to attain even higher impact and consider a upper limit on the inclusion of references. Teachers should ensure that learning outcomes are always accurately tied to assessments, though the Review Team believes that this is very largely being achieved.

Graduates' employment data analysis shows that the majority graduates have successfully integrated themselves in the labour market [SER, 2.5, p.30]. 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. However, they emphasised that students should undertake more practical skills and specific knowledge in a particular sport subject. Some students were embraced by the Dickensian culture of 'wanting more' though this want is not from the result of institutional impoverishment. What they meant was greater academic/ practical contact and enhancement.

During the meetings with 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. Social partners emphasised the importance of this study programme.

Students receive penalties if they engage in academic dishonesty during examinations and lectures. Inappropriate behaviour can cause students' dismissal from the examination or interim assessment, and the student is given a "0" score. More leniently, this could lead to repeating a module twice [SER, 2.5, p.31]. The University applies an anti-plagiarism system for the bachelor thesis.

The Regulations of the LSU Dispute Settlement Commission define the procedure of complaints from students and disputes arising between the University Administration, teachers or other staff members and students. Students are represented by student union members in this commission. The detail of the complaints and appeals' systems were found to be clear.

2.6. Programme management

The study programme of PES is implemented in the Faculty of Sport Education. The Faculty Administration has oversight of all affairs, which includes the administration of students' studies and their achievements. Within its remit are: the Study programme Committee, the Centre for Study Quality Supervision, the International Relations Office, the Centre for Marketing and Career, and the Library. [SER, 2.6, p.31]

The quality of studies is ensured and improved through the internal assessment of the quality of study programmes, which includes certification of study modules, monitoring the feedback, which is conducted under the Procedure for the organisation and assessment of the students' attitude towards the quality of studies, approved by the Senate. [2.6, p.32]

There is regular assessment of the quality of study programmes. Once a semester, the opinions of students and the academic staff are sought on the quality of studies and the quality of the implementation of particular study modules. Feedback is gathered from students and the academic staff on the quality of teaching. These results are used for certification and the improvement of the quality of teaching. Students' surveys are organised every year, and surveys of the academic staff take place every two years. Monitoring and improvement of the quality of the study programme is undertaken by the Study Programme Committee, whose membership comprises: the study programme director, a coordinator and other members of the committee, including students and stakeholders. [SER, 2.6, p.34]

The Study Committee liaises with the academic staff of the University, the Study Commission, the study and science divisions, and students. Results of the assessment of the implementation of the study programme are submitted to the Study Commission, with proposals to improve its implementation, via the content and descriptions of study modules. Any desired amendments are then made and ultimately approved by the Senate, following which outcomes are made public. Faculty Deans present the conclusions and discuss them with the academic staff, students' representatives, the director and coordinator of the Study Programme Committee and heads of departments. Following this procedure, the Study Programme Committee submits proposals on improving the quality of studies to the Dean. It is then for the heads of department to introduce the conclusions to the academic staff. [SER, 2.6, p.34] 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. In addition to the above, the results of the defence of Bachelor Theses are discussed with chairpersons of Qualifying Boards and recommendations are drafted towards any necessary improvements for the following year. [SER, 2.6, p.35]

During 2014/ 2015, students rated the quality of the teaching for most modules as well or very well and they were satisfied with the range of University support available. The quality of teaching of some of the academic staff was low due to a lack of practical activities, and some teaching and assessment methods were considered to be inappropriate. These issues were discussed in the Study Programme Committee, and the conclusions were submitted to the Dean and the Head of the Department, and ultimately addressed by them. [SER 2.6, p.40]

Stakeholders participate in meetings and have particular interest in learning outcomes in terms of their relevance to the labour market and also internships, where relevant practical and transferable skills are acquired. Further communication with stakeholders is made possible through their contacts with the academic staff on the programme, who themselves are national and international experts in the field. [SER, 2.6, p.38]

The procedures for quality assurance are quite sound without being overbearing and bureaucratic. It is sometimes less easy to find out where processes actually begin their journey. The nine amendments made following the conclusions of the Expert team for 2014, are outlined in Annex 6 to the SER]

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

III. REKOMENDACIJOS*

1. Apsvarstyti dalyko *Pagrindiniai judėjimo įgūdžiai* įtraukimą.
2. Išlaikyti biologijos ir socialinių mokslų pusiausvyrą.
3. Bakalauro studijų studentams, kurie „nori daugiau“, skirti, jei įmanoma, daugiau laiko praktikai ir bendrojo pobūdžio kontaktinių valandų.
4. Geriau informuoti apie mokymosi išteklių naudojimą – nešiojamosios įrangos ir t. t.
5. Nustatyti literatūros, naudojamos baigiamuosiuose darbuose, ribą.
6. Užtikrinti, kad studijų rezultatai visada būtų tiksliai susieti su vertinimu.
7. Pagerinti prieigą prie tam tikrų sporto šakų, nesvarbu, ar į jas yra per daug, ar per mažai užsirašiusiųjų.
8. Palaikykite glaudžius ryšius su kolegomis ir dar glaudesnius – su studentais.

*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. Bendrosios ir profesinės kompetencijos, kurios nurodytos studijų rezultatuose, yra pateikiamos 3 lentelėje (savianalizės suvestinės 6–7 p.), atitinka tokio pobūdžio studijas ir yra tinkamai susietos su studijų programa. Jos užtikrina studentams įvairovę.

Mokymo programos sandara, kurią sudaro moduliai, leidžia efektyviai pasiekti studijų rezultatus. Studijų turinys taip pat ugdo kritinio mąstymo, sprendimų priėmimo, dalyvavimo komandiniame darbe gebėjimus, skatina kūrybiškumą ir gebėjimą matyti žmogų kaip visumą, suprasti ir suvokti jo fiziologinius, psichologinius procesus. Tai leidžia studentams, taikant mokslines žinias, sukurti saugią ir patrauklią aplinką, skirtą vaikams ugdyti.

Apskritai, dėstytojai yra aukštos kvalifikacijos ir patyrę, jų kvalifikacija pakankama studijų rezultatams pasiekti. Dėstytojų komanda yra stabili, gerai pasirengusi siekti studijų rezultatų ir užtikrinti studentų veiklos priežiūrą. Buvo malonu matyti taikomųjų mokslinių tyrimų projektų skaičių ir kryptį, kurie buvo nuosekliai įgyvendinami pagrindinėse bakalauro studijų baigiamųjų darbų temose.

Ekspertų grupė įvertino studijų patalpas – jos yra pakankamos pagal dydį ir kokybę. Universiteto auditorijos, vidaus ir lauko materialioji bazė (įskaitant sporto sales, baseiną, Ažuolyno parką, esantį netoliese); laboratorijos, taip pat savivaldybės ir socialinių partnerių siūlomos patalpos (Kauno Tado Ivanauskas progimnazija) (savianalizės suvestinės 2.4 punktas, 23–24 p.) yra pakankamos ir visiškai tinka studijų programai vykdyti. Padidėjus publikacijų skaičiui, išaugo mokymosi šaltinių (2688 nauji pavadinimai 2014–2016 m. laikotarpiu) (savianalizės suvestinės 2.4 punktas, 24 p.). Studentams suteikiamos labai geros spausdinimo, skenavimo, kopijavimo galimybės, šios paslaugos prieinamos ir teikiamos patogiu būdu. Atsižvelgiama į regėjimo, klausos ir kitas negalias turinčių studentų poreikius, jiems sudaromos tinkamos sąlygos naudotis adaptuota mokymosi medžiaga.

Studijų programos direktorius, kursų koordinatorius ir studentai nuolat bendradarbiauja, tai studentams leidžia žinoti apie vykstančius procesus ir visus pokyčius. Kontaktinė informacija pateikiama interneto svetainėje, todėl kiekvienas studentas gali kreiptis į dėstytojus bet koku skubiu klausimu. Studentams teikiama papildoma pagalba, skiriamas laikas konsultacijoms elektroniniu paštu, telefonu, yra galimybė suorganizuoti susitikimus su

studentais, jei jiems kyla problemų studijų metu. Ekspertų grupė nustatė, kad studentai yra motyvuoti ir aktyvūs, patenkinti studijų procesais, jiems teikiama parama. Priėmimų ir siūlomų paslaugų spektras yra geras ir įvairus. Keletas geraširdžių studentų norėjo visko dar daugiau, įskaitant glaudesnio ryšio su savo tutoriais.

Studijų programa valdoma gerai, užtikrinta kokybė ir jos patikimas palaikymas. Ekspertų grupė nustatė, kad vidaus kokybės užtikrinimo priemonės yra veiksmingos ir tinkamos, nėra jų pernelyg daug, jos ne per biurokратиškos, nors yra daugybė taikymo sričių. Ekspertų grupė studijų programos vadovybei rekomenduoja palaikyti glaudžius santykius tarp kolegų, o su studentais – dar glaudesnius.

V. GENERAL ASSESSMENT

The study programme *Physical Education and Sport* (state code – 6121MX001) 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	3
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	20

*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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