



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SPORTO UNIVERSITETO
**PROGRAMOS *KŪNO KULTŪRA* (612X10004)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *PHYSICAL EDUCATION* (612X10004)
STUDY PROGRAMME
AT LITHUANIAN SPORTS UNIVERSITY**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

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| Studijų programos pavadinimas | Kūno kultūra |
| Valstybinis kodas | 612X10004 |
| Studijų sritis | Socialiniai 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 | Pedagogikos bakalauro kvalifikacinis laipsnis, mokytojas |
| Studijų programos įregistravimo data | 1997-05-19 |

INFORMATION ON ASSESSED STUDY PROGRAMME

| | |
|---|--------------------------------|
| Name of the study programme | Physical Education |
| State code | 612X10004 |
| Study area | Social Sciences |
| Study field | Education |
| Kind of the study programme | University Studies |
| Level of studies | First |
| Study mode (length in years) | Full-time (4), part-time (6) |
| Scope of the study programme in credits | 240 |
| Degree and (or) professional qualifications awarded | Bachelor of Education, teacher |
| Date of registration of the study programme | 1997-05-19 |

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The Centre for Quality Assessment in Higher Education

CONTENTS

| | |
|--|----|
| CONTENTS | 3 |
| I. INTRODUCTION..... | 4 |
| II. PROGRAMME ANALYSIS | 4 |
| 1. Programme aims and learning outcomes..... | 4 |
| 2. Curriculum design | 6 |
| 3. Staff | 7 |
| 4. Facilities and learning resources | 8 |
| 5. Study process and student assessment..... | 9 |
| 6. Programme management | 11 |
| III. RECOMMENDATIONS | 12 |
| IV. SUMMARY | 13 |
| V. GENERAL ASSESSMENT | 15 |

I. INTRODUCTION

The programme Evaluation team for May 2014 comprised:

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Prof. Dr. Terence Clifford-Amos, International Higher Education Consultant (Team Leader), United Kingdom.

The *Physical Education* Bachelor programme is part of the University's mission to be an open European university, validating programmes for all 3 Bologna cycles of studies and based on the 'latest research and technologies, continuous education and sustainable development of the country, in the areas of sport, physical education, rehabilitation, wellness and recreation'. (SER, p.6, 2.1)

The programme aims to educate at a high level in an international, applied interdisciplinary science and technologies a well-rounded a university-educated physical education teacher who is ethically responsible, creative and enterprising is a desired programme objective. Equally, the programme seeks to prepare and develop graduates who are able to manage physical education processes competently across a range of educational contexts, motivate pupils and promote physical activity towards the achievement of 'active life-long behaviours'.

On 12 June, 2013 (Order No PTAK-27/S) a team for self-evaluation of the study programme was formed. The Self-Evaluation Team comprised 10 members including a 4th-year student. Each member was responsible for a particular section of the Self-Evaluation Report (SER). The SER was submitted to the Centre for Quality Assessment in Higher Education on 1st December, 2013.

The Evaluation Team commended the SER for its integrity comprehensive coverage and discursive elements, though more research and mobility detail (specific countries) and some reflexivity would have been welcomed.

An on-site visit by the Evaluation Team took place on May 7th, 2014. Following the visit, the Team finalised its report, detailing the findings and outcomes for the *Physical Education* Bachelor programme at the Lithuanian Sports University.

In 2007, the programme received full six-year accreditation from an Evaluation Team appointed at that time.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The stated programme aim is rather stereotypical in a very capacious sense, lacking in some flair within its general specification. It encompasses broad goals in striving to locate the programme

within an international and national understanding of fundamental and applied interdisciplinary science and technologies. This means at university level, a physical education teacher will acquire a fully-rounded education and ethically responsible, creative and enterprising values, will be able to coordinate the processes of physical education in arenas of both formal and informal education. The broad aim also adduces that a physical education teacher will be able to encompass the complexities and dynamics of educational environments, have the abilities to problem solve, motivate pupils in purposeful and effective physical activities and the education required for life-long learning. (SER, p.6, 2.1)

However, the matter of flair is redressed by the European, Lithuanian and University goals, which speak with a variously determined voice in their context-specific relations and application. The programme learning outcomes are assured in their immediacy and sharp relevance. The programme learning outcomes are situated within 10 areas: *multidimensional knowledge, communication, leadership, professional and personal development, knowledge of the human body and motor skills, planning and organisation, safety and hygiene, management, learner motivation and support and scientific research work*. In order for these to be achieved, a broad and encompassing academic and practical curriculum is served by them, which comprises 26 subject modules including the placement. These include scientific disciplines, Eastern practices, history, health, languages, economics, career planning, dance, psychology, research methodology, recreational studies, sports medicine, philosophy and information technologies.

The subject module the Didactics of Physical Education is being particularly well-conceived and organised, aims to educate in pedagogy, psychology, physical education and sports and PE didactics. Other aims are whole-school orientated and include process management.

The above are publicly accessible on the web at: <http://www.lkka.lt/studijos/studiju-programos/sporto-edukologijos-fakultetas/bakalauro-studijos/kuno-kultura-4-speciali>, www.studijos.lt, www.aikos.smm.lt and through advertising, including open days, visits to the university, career events and fairs and LSU visits to secondary schools, professional development seminars, teachers' education centres, international seminars and other means, variously. (SER, pp.7-8, 2.1)

The academic and vocational requirements for the study programme are set out clearly, particularly in relation to the wide-health spectrum that physical education now embraces. However, the labour market implications in the SER, apart from the useful tabular figures for destinations, could be more embracing and are in need of more substance, breadth and depth in terms of key professional relationships and profile. (SER, p.8, 2.1; Table 28) Greater opportunities are created by the specializations of Dance, Eastern traditional PE and Sports; however, more analytical input on the labour market concerning these would have been welcome, particularly in relation to the functioning of ENSSEE. (SER, p.10, 2.1)

Qualitatively, during interview, stakeholders and Alumni spoke of the preparedness of teachers for the labour market and graduates of the programme more generally for their rounded and high-level educational achievement; notwithstanding this acknowledgement, there is some concern expressed for the national labour market, which is not creating sufficient openings for graduates.

In relation to this concern, senior managers stated that in Lithuania there are too many institutions offering similar programmes, and that both in achievement sports and other sports, politicians needed to be pushed to create opportunities, as the requirements of society are not being met. The high awareness of these factors amongst a strongly-informed senior and

academic staff motivates the aims and learning outcomes at ambitious and highly-competitive levels for a first-cycle programme.

The learning outcomes convincingly find their level of difficulty as set against the Lithuanian Qualification Framework, Level 6 (first-cycle qualification requirements). These are subject to review both by the programme team and also by social partners, particularly those related to placement.

There is high compatibility between the learning outcomes, content and qualifications, which show relative progression of learning outcomes in the semester sequencing. (Annex 1) The 'mind and body' philosophy and a united science approach, underpinned by the University Rector, adds cohesion to the entirety of the programme's provision.

The programme reflects the changes from the historic patriotic education, which has been followed by a new and more openly expressed inter-cultural attitude, now highly responsive to individuals, humanistic values and a range of lived-world and educational experiences including awareness of Inclusion. It is for the University to determine whether the learning outcomes have the potential to restrict or enhance the inclusion process, an obligation established according to national agreement.¹The field develops systematically and has distinctive features.

2. Curriculum design

The study programme is based on a number of wide-ranging normative and legal documents (20 documents) which embrace structural, professional and educational literature, which are supplemented by inferences drawn from scientific publications. (SER, pp. 8-9, 2.1) It is admirable that a high number of influential papers have been listed, and also engaging for the Evaluation Team to learn that much from various documents (normative and research – 29 in total) vis-à-vis teacher knowledge and expertise, have contributed to the design of the programme.

The 31 subjects, including placements, options and other activities are sufficiently discrete to assume non-repetitive themes, content and activities. (SER, p.10, Table 4; Annex 1)

The content of the subject modules is consistent with a modern, multidisciplinary approach to *Physical Education*, in that the 'modern PE teacher must not only be able to work in the field of physical education but also understand the specificity of health enhancement, be able to work in a team, have competencies to enhance school health, participate in the development, implementation and coordination of health enhancement projects at school'. (SER, p.9, 2.1) The SER also makes the point that 'athletization' is still a prevailing culture in some schools and that this programme, *inter-alia* through 'multidimensional knowledge and management of ideas' (SER, P.6, Table 3) is helping to modernise the subject, raise its importance profile and broaden its appeal.

Within this broad dimension, the Evaluation Team, in commending the current joint-degree structures in place, also recommends the future development of double-degree programmes and the maximising of Inclusivity within this highly developed first-cycle programme content.

The breadth of the programme is met and supported (based on the latest research and technologies, continuous education and sustainable development of the country) by the

¹ In 2010, Lithuania ratified the UN Convention on the Rights of Persons with Disabilities and Optional Protocol (*Valstybės žinios*, 19/ 6/ 2010, No 71-3561).

comprehensively-designed and multi-faceted programme learning outcomes and the scope is sufficient to ensure the achievement of these and also the subject-module learning outcomes.

The academically eclectic, professional and practical content of the programme reflects the latest achievements in science and art. Perhaps a perceivable problem could be envisaged should Physical Education develop yet more inter-disciplinarity through the frontiers of new and developing knowledge relevant to the areas of study, and consequently run the risk of diminishing its core educative and professional elements. The unfolding of such a situation is, however, unlikely.

The Evaluation Team were impressed with the first-cycle *Physical Education* curriculum, its design and comprehensiveness in subject module provision and the educational desire expressed within them to stimulate and prepare students in a rounded way. The field is exceptionally good.

3. Staff

The academic staff of the study programme meet the general requirements for first-cycle study programmes as approved by the Minister for Education and Science order No V – 501 of April 2010. The requirements, stating that at least 50% of the modules must be delivered by teachers with a scientific academic qualification, are met by (68%) out of 63 teachers holding a scientific degree. Concomitantly, the research activities of teachers reveal that ‘research fields of over 60% of teachers comply with the taught subjects’. (SER, p.24, 2.3) The qualifications of the teaching staff are adequate to ensure the learning outcomes. 53 out of 63 teachers are full-time employees at the Lithuanian Sports University which is testimony to both loyalty and stability. (SER, p.22) The number of teachers who participate in scientific conferences, research internships and seminars continues to increase. The last data available is for 2012 and states that 68 staff participated in international conferences; 12 participated in fellowship research programmes and 19 participated in seminars. (SER, p.24)

The demographic changes in Lithuania over recent years do not appear to be affecting full-time studentship on this programme. Recruitment for the full-time programme remains steady. Staff-student ratios could not be more favourable, showing in 2012-13, *1 to 4* on the full-time programme and *1 to 2* on the part-time programme. These ratios are obviously highly favourable towards achieving the learning outcomes. (SER, p.23, Table 9) Staff turnover is natural, mainly related to retirement or emigration. (SER, p.23, Table 7)

Concerning professional development, apart from numbers and figures indicating some aspect of involvement, the SER contains little ‘specific’ detail on professional development. In practice however, *inter-alia*, during the visit, the Evaluation Team learnt that there is a developing strategy by colleagues towards the prevention of cheating and collaborative arrangements amongst colleagues for the moderation of examination marks on the national scale 1-10. These are two fundamental but vital areas of professional development in practice. Externally, Methodological Days are also organised by the Education Development Centre, Ministry of Education.

The majority of the study programme teachers are active in research: research results are published in the ISI Web of Science (27% of 63 teachers) and international databases. 71% of 63 teachers are engaged in methodological publications. (Annex 3) While there are a number local or in-house publications, to the fore, often indexed under ‘Copernicus’, there is also a range of pure, applied and methodological works of research, particularly pertinent to the Bachelor programme. Many of these are high level and the majority of teaching staff have been able to include 5 significant research and methodological publications attained over the last five years. Research is also embracing social science and associated theoretical perspectives within the

overall challenge of increasing research output and variety within the various interlacing fields. There is evidence of strong research records.

Staff in the Bachelor programme encompass a range of school-related research projects; and while some individuals have experienced very high research hours, the highest being 6414,33 per annum and the lowest indicated at 4 (2012-2013), the overall research complement in hours is nevertheless more reasonably averaged at 46%. (SER, pp.25-6, Table 14) The Evaluation Team welcomed the fact that financial rewards are available to staff for research intent and research outcome.

Concerning staff mobility, commendably, in the last five years the 9 to 15 teachers per year went to foreign higher education institutions under academic exchange programmes. Most teachers are bi-or multi-lingual.

Social partners are very satisfied with the quality of teachers from the University and the sound basic preparation they receive at Bachelor level, commending them as the 'best'. Social partners are 'very satisfied' with their work.

The Evaluation Team were highly impressed with the first-cycle preparation afforded to students for work in schools and the commitment and dedication of the teaching staff. The field is exceptionally good.

4. Facilities and learning resources

The report states (SER p.26, 2.4) that lectures, seminars and laboratory work take place in the University's Central Building, Auditorium-Laboratory Building, Instructional Building, dormitory, Adapted Physical Activities Department and indoor athletics track. Most of the rooms seat 23-38 students; four rooms have 79 seats and one room seats 260 persons (Assembly Hall). All rooms are equipped with stationary computers, multimedia, speakers, and boards. Students may also use the premises of Sports Science and Innovations Institute, services and facilities of University departments and units. They may also use the services provided by the modernised and computerised University Library. At present, the Library has 100 workplaces (18 computerised). In addition to this, students can use three computer rooms for self-studies from 5 to 9 PM on workdays and from 9 AM till 2 PM on Saturdays.

Practical sessions take place in the large and small gyms, for agile games, wrestling, boxing, fencing, weight lifting, fitness and bodybuilding. There are indoor and outdoor track-and-field athletics tracks, a specialized ground for throwing sports and a track-and-field warming-up ground. The neighbouring Oak-tree Park, premises of Kaunas School of Choreography, Kaunas University of Technologies and Esoteric Science Academy, are also used for some study programme practical activities.

The Health, Physical and Social Education Department owns a physical activity registration system ACTITRAINER (20 sets) and software ACTILIFE. The Department also has the necessary equipment for analytical research activities (Eurofit fitness testing battery for schoolchildren, metal beams for Flamingo balance test, special tapping plate to test the movement speed of upper limb, flexibility testing box for sit-and-reach test).

The report (SER, p.27, 2.4) states that students are encouraged to find places for research and teaching in any secondary school in Lithuania, but if they do not succeed, they receive additional support from the administration and teaching staff. Students may also apply for placements abroad under Erasmus programme. The Evaluation Team learnt that there is good student preparation and good school liaison for teaching practice.

Students and teachers have access to articles from almost all physical education and sports journals via the subscribed databases (BioOne, Ebsco Publishing, Emerald, Cambridge books online, Oxford medicine online, etc.). The databases are accessible from University PCs and in other locations too (the password is given in the library, if needed). Students also have access to learning materials via Moodle system. There are general, periodical, internet and group-work rooms in the Library. In total there are 100 workplaces for students in the Library. The library has a sufficient number of textbooks and monographs on physical education and sports. Students can borrow them or read in the reading room. (SER, pp.27-28, 2.4) Students also have access to methodological literature.

The Evaluation Team is keen that programme members ensure that the library is as fully provisioned as possible. In some sports the relevant literature is neither in Lithuanian nor in English. It remains questionable whether the foreign language skills of the students are sufficient in English – and whether in some sports language skills in other languages are not equally, if not more important, than English (e.g. French/Spanish in cycling). The number of printed journals for sport specific training theory could be larger, although with ‘Leistungssport’ and ‘Teorija i praktika fiziceskoi kultury’ they have the two best on paper. It should be aimed to have the best in the world for a given sport (in handball they have, for example, ‘Handballtraining’; so far there are many sports with none.) In the pedagogic areas for teachers in training the library is well provisioned.

The Evaluation Team toured the facilities available and found them to be well within the quality parameters for Level 6 studies. They were motivated towards a vision for the future and the desire for the University to gain state of the art facilities, apparatus and effects for athletes, and pedagogue athletes. The sports’ facilities are good, particularly in athletics, but obviously, of course, they could be bettered. The field develops systematically and has distinctive features.

5. Study process and student assessment

Students are admitted to the Physical Education programme following the *Principles of ranking secondary school leavers with the highest grades* approved by the Minister of Education and Science (2012 08 31 No V-1291) and *Rules of student admission to the first cycle studies at Lithuanian Sports University* approved by the University Senate (2012 05 31 No 8). Competitive admission criteria are the scores of three matura examinations (biology, foreign language, Lithuanian language) subjects and the annual grade of the fourth subject – Physical education. The admission requirements have now been changed to: Sport achievements (koef. 0,4), Biology (koef. 0,2), History/Geography/IT/Physics/Chemistry/Mathematics/Foreign language (koef. 0,2) and Lithuanian language (koef. 0,2), as outlined to the Evaluation Team during their visit. Additional scores are given to the winners of Olympiads and competitions and members of the National Olympic Team. There are additional points for the motivation of applicants too. Positive evaluation of motivation gives 1 or 2 additional points. On the other hand, if an applicant receives 0 points, he/she still can apply for admission to the *Physical Education* study programme as fee-paying students. Students admitted to the Study programme are required to possess a competitive score of at least 8 points. (SER, p.29, 2.5)

During the visit, experts were provided with more precise information about the graduation rates of students. The graduation-rate of full-time students for the stated years is: 2009- 91.17%; 2010 -90.41%; 2011 – 75.71%; 2012 – 88.88%. The graduation-rate for part-time students in general is a little lower: 2009 – 87.87%; 2010 – 88.23%; 2011 – 84.84%; 2012 – 89.85%. Usually, students have been discontinuing because of the following reasons: unsatisfactory academic

performance (54%); failure to meet financial obligations (21%); at the student's request (17%); and did not resume studies after academic leave (5%).

The assessment of learning outcomes within each module seeks to define the level of the achievement of general and subject-related competences, critical thinking and analysis skills (SER p.30, 2.5). During the visit, students indicated that evaluations can be made through written and oral form.

Students, both full-and part-time, can conduct research during professional placement. They are able to deliver research papers and presentations using remote communication tools. Both modes of studentship have course and international coordinators who can be reached by e-mail, or telephone. The coordinators also consult and provide information about conferences.

Full-time students participate in LLP Erasmus Intensive Programmes (IP) and Erasmus studies (S) in other countries (Table 26, SER p.32). In total, during the period 2008-2013, 56 students studied abroad and 33 foreign students studied at LSU. On the other hand, since 2011, numbers of ingoing and outgoing students have decreased; however economic circumstances and student employment are factors influencing this decline. During interview with students, a Bachelor student currently placed in Prague, spoke enthusiastically about the high standards and preparation for teaching he had received at the Sports University and his satisfaction with the placement in another country.

With regard to support, scholarships are awarded to students with the best results of examinations. Students may also receive social, memorial or athletic scholarships. Targeted funding under EU projects for persons with disabilities is also available. (SER, p.30, 2.5)

The following ratios of contact hours in different modes of studies are approved: up to 38% of contact hours in year one of the first-cycle full-time studies; up to 25 % in year two; up to 20 % in year three; and up to 10 % in years four and five (except for study modules with integrated placement). 38% of contact hours are planned for part-time students in years 1 to 5. The University demonstrates that Adapted Physical Access has been recognised and achieved and, should also consider further the development of a strong a profile as possible for Inclusion, as obligated nationally.² In general, and to the appreciation of the Evaluation Team, considerable care is afforded to students.

With respect to assessment, the subject modules articulate weighting procedures and methodology with care and precision. Within this scheme, the Evaluation Team recommends that the final thesis should be broadened in scope and field to include more sociological and theoretical approaches.

During the period 2009-2013 (table 27, SER p.32) 16% of full time studies' graduates were employed in speciality-related fields, 45% of graduates were employed in speciality unrelated fields (of these 18% abroad), 24% were enrolled in post-graduate study programmes and feedback from 19% of graduates is missing. In the period 2009-2013 (Table 28, SER p.32), 31% of part-time studies' graduates were employed in speciality-related fields, 43% of graduates were employed in speciality unrelated fields in Lithuania and abroad, 3% were enrolled in post-graduate study programmes and feedback from 7% of graduates is missing. Given the current

² In 2010, Lithuania ratified the UN Convention on the Rights of Persons with Disabilities and Optional Protocol (*Valstybės žinios*, 19/ 6/ 2010, No 71-3561).

somewhat limited job availability in Lithuania and the specialist subject emphasis (to include Dance, Eastern and traditional physical education) that this programme provides, graduates continue to meet particular stakeholder needs at a high level, despite that some explainable non-specialist employment is evident.

The organisation of the study process fully ensures that the learning outcomes are achievable, the result of which, is that during interview, the 'creative and up-to-date students' were strongly endorsed by social partners, whose expectations in terms of output and standards remain high.

The Evaluation Team found that the teaching staff have the privileged opportunity to educate ambitious, dedicated and focused students, whose curricula and learning are expressed appropriately in practical and bookish terms. The field is exceptionally good.

6. Programme management

The quality of the Study programme is managed by the Study Programme Committee comprising: the Study Programme Director, coordinators, the international coordinator, teachers, students and social partners. The Rector's order No 282K of 29 September 2011 defines the role of the Study Programme Director. The Programme Coordinator is available for day-to-day supervision of the programmes and provides evaluative data on the students' experience. There is an international strategy overseen by the international coordinator. This multi-faceted management structure forms a wide umbrella for the management of the programme. (SER, pp.32-37, 2.6) Within the international strategy, the Evaluation Team recommends the development of a strong sense of anticipation regarding educationally-related developments internationally, though they recognise and welcome the copious evidence illustrating active international relations and mobility.

From various sources of data, the Study Programme Committee annually evaluates all aspects of the study programme which includes: updatedness; market needs; the results of graduates' employment; feedback from employers; human and material resource issues; student performance; mobility; learning outcomes and attrition. Study programme recommendations and revisions are confirmed by the Senate following approval by the Commission of Studies. Information is made public. (SER, pp.35-37, 2.6)

Faculty Deans present the conclusions and arrange discussions with a range of relevant personnel within the faculty, including student representatives, the study programme director, programme and international coordinators and heads of departments. Proposals are then made towards the improvement of study quality. The process feeds into teacher practice and future recommendations concerning quality assurance. (SER, pp.35-37, 2.6)

Social partners have a significant role in the evaluation process in relation to the study programme outcomes, particularly concerning placements and the practical and transferable skills necessary for the successful careers of graduates. Social partners are also kept in touch through the help of Health, Physical and Social Education Department teachers, as 'experts in various fields at national and international level'. SER, p.35, 2.6) Four members of the Study Programme Committee currently work as physical education teachers in secondary schools, one of them being headmaster of his school. (SER, p.26, 2.3)

The post-evaluation practice procedures involve: the analysis of teacher proposals on the credit volume of subjects; integration of similar modules; succession and continuity of study subjects; correction of the balance of contact hours and self-studies; student interviews concerning the problems and difficulties they experience; the shortcomings of the Study programme and the quality of instruction.

The survey results must be discussed at the Study Programme Committee and Department meetings, to offer advice to teachers to attend lectures; to share good practice and discuss it at departmental meetings; to encourage teachers to make bespoke changes in research activities and professional development. (SER, p.36, 2.6)

The internal quality-assurance procedures appear thorough with several check points activated through stakeholders and through various committees and resolution processes. A contemporaneous student survey for the 2012/2013 academic year yielded positive results in subject delivery, infrastructure, scientific literature, conditions for self-study and the upgraded research laboratories. Nevertheless, the integrity of the survey allows for the narration of a small number of student complaints about the quality of teaching in some modules, the need for more practical classes, and queries about aspects of the evaluation methodology. (SER, p.36, 2.6)

During the visit, the University employees provided the Evaluation Team with the document: *LSU Regulations for Study Quality Assurance*. As it is declared in the document, the regulations were prepared in line with the Republican law of Higher Education and Science, University Statute and *The Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG). The document states that the University seeks to promote and develop academic integrity, quality culture and appropriate conditions for students' self-development and the pursued qualification. Furthermore, in line with Standard 7 of the ESG, the University guarantees that information about study quality and measures to improve it will be always publicly available, as a responsibility to Lithuanian society and employers.

In a wider educational context, the Lithuanian Sports University is well-developed in Third-age education. The University invites all 50 year olds and older persons to be students who want to contribute to this development and do so by acquiring new knowledge and skills in wellness and sport. In 2013-14, the intention was to admit 30 students, but the number of volunteers who entered studentship has been significantly higher than planned. There are now 144 students.

Overall, the Evaluation Team found a high degree of competence within the management structure and pride in the national standing of the institution. The field is exceptionally good.

III. RECOMMENDATIONS

1. Allocate more micro teaching/simulation according to student requests and needs.
2. Ensure that the library is as fully provisioned as possible, particularly in areas outlined in section 4.
3. Develop double degrees as well as joint at Bachelor level with compatible and distinguished universities in Europe, specialising in teacher education.
4. Adapted Physical Activity has been recognised and achieved. Consider developing a stronger profile for Inclusion, while maintaining high standards in recruitment.
5. Anticipate the future international scene for future teachers of physical education.
6. Maximise publications in international peer-reviewed journals as evidenced in Annex 3.
7. Broaden the scope and fields of theses.
8. Continue to develop a stronger balance between biological science and social science, and pertinent theories.
9. Continue to excel in teacher education and sports specialism.

IV. SUMMARY

The Evaluation Team found evidence illustrating a dedicated team of professional educators across the very broad curricula of the *Physical Education*. The Faculty of Sport Biomedicine and the Faculty of Sport Education recruit excellent students of sport, who are outstanding athletes and of very good academic ability and potential. There are excellent staff-student relationships and a multidisciplinary curriculum, revealing exemplary education in sports and education. The curricular components are academically demanding up-to-date, coherent and prepare students for a variety educational experiences within schools and similar organisations.

Students are assessed in terms of detailed grade-related criteria and many assessments are continuous, thus facilitating the progressive learning outcomes. Across the Faculties there is excellent belief in the properties of fitness, health and the potential of the individual educationally. The teaching of physical education is believed by students and staff to possess transformative capabilities, and students demonstrated a keenness to pass on their experiences to school pupils. Via Skype, a student currently in Prague, presented an outstanding case for his educational experiences in Kaunas.

There are very good relations with schools and other institutions relevant to *Physical Education*. Student and staff mobility is established at Bachelor level and there are developed connections and exchanges with several countries. Teaching practice is well organised and effective and high standards are constantly expected from a range of stakeholders.

The programme aims and content are capacious and comprehensive and offer a mature pedagogical experience, coupled with excellent professionally-oriented and academic teaching colleagues. The curricula subjects as they currently stand, offer excellent educational opportunities for high-level and high achieving students. The programme team should do all they can in retaining students and cater for all abilities while respecting the programme's direction towards students with high capacity. The Faculty is endeavouring to balance its natural and biological scientific research with more research with a social science bias, which has been continuing to develop and grow.

Internally, study facilities are good; the library and software provision are good, as are the physical resources, though the Faculty should ensure that it receives its appropriate share of funding. Students spoke of the satisfaction with the teaching provided for them and the wide understanding they gain towards a career in teaching. There is evidence of satisfaction with student-support services, careers and progression into careers with an educational bias. Social partners highly commend the preparation of students.

Scholarships are awarded to students with the best results obtained in examinations. Students may also receive social, memorial or athletic scholarships. Targeted funding under EU projects for persons with disabilities is also available. (SER, p.30, 2.5)

The current senior management are supportive towards their colleagues and have resources to reward research capacity.

Economic sustainability in the current portfolio of the curricula may be a challenge for the future and it is hoped that the support for this programme, and the high regard in which it is held, will continue to provide a profitable future, though, new, creative and robust strategies will be called for, including the sources of finance towards any new major resourcing plans. A strength in this evaluation (endorsed by the Evaluation Team) has been the strongly detailed, focused and impressive SER, which was generally very-well conceived and presented, though a transactional

approach was favoured over a reflexive mode. The programme team should consider the culture of reflexivity in future SERs. Detailed analysis of the national and international labour markets would have been welcome, as indicated in the first analytical section of the report.

Overall, the Evaluation Team gained a very positive impression of the *Physical Education* Bachelor programme (state code - 612X10004); but while they greatly appreciated its structure and delivery, some recommendations, outlined above, have been necessary. Should they be achieved, the Evaluation Team believes that excellence in all areas is not impossible to achieve in the progression towards the next external assessment. The high points awarded in this evaluation acknowledge an exemplary programme as expressed in the commendations expressed across several sections of this report.

V. GENERAL ASSESSMENT

The study programme *Physical Education* (state code – 612X10004) at Lithuanian Sports University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

| No. | Evaluation Area | Evaluation Area in Points* |
|-----|---|----------------------------|
| 1. | Programme aims and learning outcomes | 3 |
| 2. | Curriculum design | 4 |
| 3. | Staff | 4 |
| 4. | Material resources | 3 |
| 5. | Study process and assessment (student admission, study process student support, achievement assessment) | 4 |
| 6. | Programme management (programme administration, internal quality assurance) | 4 |
| | Total: | 22 |

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

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

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

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

Grupės vadovas:
Team Leader:

Prof. Dr. Terence Clifford-Amos

Grupės nariai:
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**LIETUVOS SPORTO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *KŪNO KULTŪRA* (VALSTYBINIS KODAS – 612X10004) 2014-06-16
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-336 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sporto universiteto studijų programa *Kūno kultūra* (valstybinis kodas – 612X10004) vertinama **teigiamai**.

| Eil. Nr. | Vertinimo sritis | Srities įvertinimas, balais* |
|-------------|--|------------------------------------|
| 1. | Programos tikslai ir numatomi studijų rezultatai | 3 |
| 2. | Programos sandara | 4 |
| 3. | Personalas | 4 |
| 4. | Materialieji ištekliai | 3 |
| 5. | Studijų eiga ir jos vertinimas | 4 |
| 6. | Programos vadyba | 4 |
| | Iš viso: | 22 |

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Vertinimo grupė rado pakankamai įrodymų, kad labai plataus turinio *Kūno kultūros* programoje dirba atsidavusių profesionalių pedagogų komanda. Sporto biomedicinos fakultetas ir Sporto edukologijos fakultetas priima puikius studentus, kurie yra išskirtiniai sportininkai ir pasižymi labai gerais akademiniais gebėjimais ir potencialu. Dėstytojai ir studentai palaiko puikius santykius, o daugiadisciplinis programos turinys užtikrina pavyzdinį pasirėngimą sporto ir pedagogikos srityse. Programos turinį sudarantys kursai reikalauja akademinį pastangų, yra

šiuolaikiški, nuosekliai išdėstyti ir parengia studentus įvairaus pobūdžio pedagoginiam darbui mokyklose ir panašiose organizacijose.

Studentai vertinami pagal detalius vertinimo kriterijus, be to, daugelis vertinimų yra kaupiamieji, o tai padeda pasiekti numatomus studijų rezultatus. Fakultetuose vyrauja tvirtas tikėjimas sportu, sveikata ir žmogaus galimybėmis pedagogine prasme. Studentų ir dėstytojų įsitikinimu, kūno kultūros mokymas pasižymi esminėmis transformuojančiomis galiomis, o studentai parodė troškimą perduoti savo patirtis mokiniams. Studentas, šiuo metu esantis Prahoje, per „Skype“ papasakojo įsimintiną savo studijų patirties Kaune pavyzdį.

Palaikomi labai geri ryšiai su mokyklomis ir kitomis institucijomis, susijusiomis su *Kūno kultūros* programa. Bakalauro pakopoje vykdoma studentų ir dėstytojų judumo programa, palaikomi ryšiai ir vyksta mainai su keliomis šalimis. Mokomoji praktika yra efektyvi ir gerai organizuota, o įvairūs socialiniai dalininkai tikisi aukštų standartų.

Programos tikslai ir turinys yra platus ir visa apimantys, o brandžią pedagoginę patirtį perteikia ypač profesionalūs dėstytojai. Tokie programos dalykai, kokie jie dabar yra, sudaro puikias mokymosi galimybes gabiausiems ir geriausių rezultatų siekiantiems studentams. Programoje dirbantys dėstytojai turi daryti viską, ką gali, kad išlaikytų studentus, ir atsižvelgti į visų studentų gebėjimus, kartu neužmiršdami programos orientacijos į gabiausius studentus. Fakultetas siekia pusiausvyros tarp gamtos ir biologinių tyrimų ir socialinės krypties tyrimų, kurių nuolat gausėja.

Sąlygos studijoms, bibliotekos ištekliai, aprūpinimas programine įranga, materialiniai ištekliai yra geri, tačiau fakultetas turėtų užtikrinti, kad studijų programa gautų tinkamą finansavimo dalį. Studentai pasakojo apie pasitenkinimą dėstymu ir gaunamą platų supratimą apie pedagoginę karjerą. Taip pat buvo minimas pasitenkinimas studentams teikiamomis socialinėmis paslaugomis, karjeros galimybėmis ir įsitraukimu į pedagoginio pobūdžio karjerą. Socialiniai partneriai labai gerai vertina studentų pasirengimą.

Stipendijos skiriamos studentams, pasiekusiems geriausių rezultatų per egzaminus. Studentai taip pat gali gauti socialines, vardines ir sportines stipendijas. Tikslinis finansavimas pagal ES projektus taip pat skiriamas studentams su negalia. (SS, p.30, 2.5)

Dabartinė vadovybė remia kolegas dėstytojus ir turi lėšų atlyginimui už mokslinius tyrimus.

Ekonominis tokios sandaros studijų programos tęstinumas ateityje gali tapti iššūkiu, todėl tikimasi, kad parama šiai programai ir teigiamas dėmesys, kurio ji susilaukia, ir toliau užtikrins jos ekonominį gyvybingumą, tačiau reikės ir naujų, kūrybiškų, ryžtingų strategijų, įskaitant finansavimo šaltinius bet kokių naujų didelių išteklių gerinimo planų įgyvendinimui. Viena iš šio vertinimo stipriųjų pusių (kaip pabrėžė vertinimo grupė) buvo labai detali, konkreti ir įspūdinga savianalizės suvestinė, kuri, apskritai, buvo labai gerai išdėstyta ir pateikta, tačiau joje buvo teikiamas prioritetas informacijos apie programą išdėstymui, o ne analizei, kokį poveikį tai turi programai. Ateityje savianalizės rengimo grupei reikėtų pagalvoti apie reflektavimo kultūrą ir praktiką. Kaip nurodyta pirmoje analitinėje išvadų dalyje, detali nacionalinės ir tarptautinės darbo rinkos analizė būtų buvusi naudinga.

Vertinimo grupė susidarė labai teigiamą įspūdį apie *Kūno kultūros* bakalauro studijų programą (valstybinis kodas – 612X10004), tačiau, nors ekspertai teigiamai įvertino programos sandarą ir įgyvendinimą, išdėstytos rekomendacijos yra būtinos. Vertinimo grupė mano, kad jei šios rekomendacijos bus įgyvendintos, įmanoma pasiekti aukščiausios kokybės visose srityse iki kito išorinio vertinimo. Šiame vertinime skirti aukšti balai reiškia, kad programa yra pavyzdinė, tai patvirtina ir keliose šių išvadų dalyse išsakyti pagyrimai.

III. REKOMENDACIJOS

1. Skirti daugiau laiko mikromokymui/simuliacijai pagal studentų prašymus ir poreikius.
2. Užtikrinti, kad biblioteka būtų kaip galima geriau aprūpinta, ypač 4 dalyje minimose srityse.
3. Kurti dvigubus laipsnius, taip pat ir jungtinius laipsnius bakalauro pakopoje su panašiais žinomais universitetais Europoje, besispecializuojančiais mokytojų rengimo srityje.
4. Adaptuota fizinė veikla buvo pripažinta ir priimta. Apsvarstyti patrauklesnio įtraukimo scenarijaus kūrimą, kartu išlaikant aukštus studentų priėmimo standartus.
5. Numatyti būsimą tarptautinę rinką būsimiems kūno kultūros mokytojams.
6. Didinti publikacijų tarptautiniuose recenzuojamuose žurnaluose skaičių (kaip rodoma 3 priede).
7. Išplėsti baigiamųjų darbų apimtį ir kryptis.
8. Toliau siekti pusiausvyros tarp biologinių ir socialinių mokslų bei jiems artimų teorijų.
9. Toliau išlaikyti aukštą mokytojų rengimo ir sporto specializacijos lygį.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso³ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

³ Žin., 2002, Nr.37-1341.