



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SPORTO UNIVERSITETO
**PROGRAMOS *KŪNO KULTŪRA* (621X10001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *PHYSICAL EDUCATION* (621X10001)
STUDY PROGRAMME
AT LITHUANIAN SPORTS UNIVERSITY**

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Kūno kultūra
Valstybinis kodas	621X10001
Studijų sritis	Socialiniai 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	Pedagogikos magistras
Studijų programos įregistravimo data	2007-06-05

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Physical Education
State code	621X10001
Study area	Social Sciences
Study field	Education
Kind of the study programme	University Studies
Level of studies	Second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Education
Date of registration of the study programme	2007-06-05

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CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	5
1. Programme aims and learning outcomes.....	5
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	12
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 delivery of the *Physical Education* second-cycle Master programme is ensured by the Institute of Sport Science and Innovations and supported by other subdivisions of the University which include the Centre for Academic Quality Supervision, the International Relations Office, Career and Competence Development Centre, Information Technologies and Distance Education Centre, Sports and Leisure Centre, library and other offices.

Scientific research in the University is conducted in five strategic areas approved by the Senate (<http://www.lsu.lt/mokslas/mokslinio-tiriamujo-darbo-kryptys>). One of the five strategic areas approved by the Senate and closely related to Physical Education study programme is *Health Promoting Physical Activity and Physical Education*.

The following subjects are relevant and provide relevant areas of research: *Determinants of physical activity and associations with physical fitness and health indicators in populations of different ages, Effectiveness and safety of obesity and eating disorders prevention, Manifestation of physical education and sports specialists' creativity, professional competence and values in the interdisciplinary context* and others'. Research carried out in these areas relates to the themes across the study programme and those relating to the Final Theses. (SER, p.4, 1)

Eight members formed Self-Evaluation Report (SER) preparation group, which included a social partner and a student. Each was allocated a specific report section.

The second-cycle study *Physical Education* programme SER, prepared in December 2013, was commended by the The Evaluation Team for its integrity, comprehensive coverage and discursive elements. Some reflexivity would have been welcomed, however.

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* Master 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 programme aims and learning outcomes of the second-cycle study *Physical Education* are published on the University website (<http://www.lkka.lt/studijos/studiju-programos/sporto-edukologijos-fakultetas/magistranturos-studijos/kuno-kultura>). They can also be found on LSU account on the social network "Facebook", in the periodicals ("Veidas"; "Lietuvos rytas"; "Kuo būti", "Kur stoti", "Kur studijuoti"; "IQ") and also on the AIKOS database, information advertising publications about LSU study programmes. There are also booklets describing Master's degree studies, flyers-and postcards, as well as open days and annual national career events and fairs.

Concerning the aims, the deepening of knowledge and other general concomitants and publications are well referenced at level 7 of the Lithuanian Qualifications Framework. Despite some lack of specific attention to detail within the overarching main aim which is overly economic in statement: to 'train qualified Physical Education professionals for work in formal and non-formal educational institutions', the text becomes more expansive. Here (SER, p.8, 2.1.2), it is stated that 'the second-cycle *Physical Education* study programme is designed for existing and future teachers to provide not only the latest theoretical knowledge of the specialty, but also develop the skills in research work, familiarize with the latest education and physical activity promotion techniques'. The design intentions are yet more embracing and clear in their macro properties: 'to prepare high-quality researchers and educators in the field of education of social sciences; to provide teachers – practitioners with the newest scientific knowledge in order to promote Physical Education in secondary schools'. (SER, p.7, 2.1.1)

Little specific reference is situated in the SER concerning the circumstances of the labour market (a vital matter in contemporary Lithuanian society) though a major aim is towards graduates' successful integration into 'national, European and world markets'. (SER, p.8, 2.1). How this is achievable is not progressed beyond its mention, but in terms of the national scene, and expressed during interview with senior managers, it was stated that in Lithuania there are too many institutions offering similar programmes, and that both in achievement sports and other sports, politicians need 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 second-cycle programme. More analytical input to the SER on the labour market would have been welcome, particularly in relation to the functioning of ENSSEE and how it facilitates 'European and world markets' for Master students, as quoted above.

The learning outcomes, both programme and subject-module specific, are appropriately set at Level 7 of the Lithuanian Qualifications Framework and the EQF. They are demanding and geared towards the development, extension and management of *Physical Education* across both formal and informal education. There is strong compatibility and interfacing between learning outcomes, content and the Master qualification.

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.¹ The field develops systematically and has distinctive features.

2. Curriculum design

The second-cycle study programme, *Physical Education*, satisfies the general requirements of Master degree studies and Law on Higher Education of the Republic of Lithuania, approved by the Minister of Science and Education of the Republic of Lithuania on 3 June 2010, Order No V-826.

The final amendments to the current study programme were made on 26 June, 2012. The University Senate approved the programme structure and content for readiness to accept the ECTS credits and to shift from a subject to a module system. The credit volume of the second-cycle study programme is 120 credits (4 semesters, 30 credits). The first cohort of students will complete their studies in 2014.

The study subject modules have been designed and organised in a specialised manner that ensures evenness, without repetition. Each of the modules is developed to an advanced level of specialism, some of which are at the very maximum of learning and achievement at Level 7. There are eight advanced subject modules and 4 options. These embrace: *Modern Integrated Motor Learning Technology, Methodology in Social Research, Educational Management, Leadership and Career, Physical Education and Psychology of Physical Education, Innovation Laboratory of Secondary School Physical Education, Modern Technologies for Obesity Prevention, Scientific (Research) Practice and Final Thesis*, with the options: *English Language for Specific Purposes, Nutrition and Food Safety, Community Physical Activity Promotion Methodology, Modules of other programmes or universities*. It is unclear what precisely is meant by the final module, in that it appears to imply that the provision offered by other universities can be included. The programme Team, however, recommends a review of these in order to consider the quantity and academic spread of disciplines in terms of the anticipated future challenges for Master students.

The programme is well situated at Level 7 and offers advanced education and training towards third-cycle studies. There is an appropriate synergy between content and learning outcomes. The subject modules having undergone revision in 2012 now reflect the changes in the higher education legislative base, trends in international expanse and quality criteria. Revisionist work and thinking ensure a high-level of learning that meets the advanced learning outcomes. The subject modules are eclectic, attractive, demanding and reveal a maturity appropriate to the design, knowledge and skills required by second-cycle students. The Programme concludes with an assessment of competences gained throughout the student's final dissertation (project), which are demonstrated by the student during the project's defense. The Evaluation Team noted that the second-cycle programme, could in the future (2015), be offered entirely in the English language.

Concerning the final thesis, the Evaluation Team having read a number of scripts, recommends broadening the scope of topics to include more qualitative research and exercising more supervisory oversight to ensure that all aspects of writing and presentation are to the programme team's satisfaction and are securely at Level 7. Within the strategic field of LSU scientific research *Health, physical and social education in the society undergoing changes*, there is considerable scope for wide-ranging writing in various modes and methodologies.

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).

The Evaluation Team thought highly of the facility currently afforded to students, whereby they can now publish the data obtained during the preparation of the Final Thesis in nationally-recognized scientific journal(s) and gain an additional 1 point.

During the interview, teaching staff realistically and impressively envisioned the future of the MA programme and its possible added dimensions and demands. The Evaluation Team recommends readiness for future planning towards these possibilities. A more immediate possibility involves the developing of international double Master programmes, for twinning with compatible and high-level universities in Europe. The field develops systematically and has distinctive features.

3. Staff

The academic staff of the *Physical Education* Master programme, satisfy the general requirements approved by the order of the Minister of Education and Science. This is determined by the requirement that 80 % of teachers shall have a scientific degree and not less than 60 % of them shall teach the modules corresponding to the study area of their research work.

The second-cycle study programme *Physical Education* is delivered by 21 teachers (see Annex 2), 6 (28%) professors, 8 (38%) associate professors, 4 (19%) lecturers and 3 assistants (14 %) among them. 16 staff members are full-time employees of the Lithuanian Sports University, 5 of whom being professors, 7 as associate professors and 3 as lecturers.

While 33 % of teachers on the *Physical Education* head the preparation of doctoral dissertations, just 19 % are supervisors in Master Thesis preparation. This percentage should be increased in the future. This having been said, most teachers are active scientists as is demonstrated by 70% research papers having been published in international scientific journals. The qualifications and activities of the staff render the intended learning outcomes achievable.

The current staff-student ratio of less than 1 to 1 is highly favourable to the achievement of the learning outcomes. The full impact of this figure however is cautiously measured against the other teaching commitments of the teaching staff. There has been some significant turnover in recent years, due to a variety of reasons, including termination contract on a voluntary basis, retirement and non-compliance with the certification requirements. During the period referenced, '2 programme teachers terminated their employment contracts: one of them retired and the other one did not meet the requirements'. (SER, p.21, 2.3) The staffing situation is currently more stable and favourable, with its 21 members.

From the narrative analysed, it appears that the Master programme itself is the means of gaining initial professional development for students at this advanced level, and the subject modules are sufficiently developed in content to promote it. The SER contains no comprehensive detail on the professional development of teaching staff, in terms of a needs analysis, framework, save for some tabular information indicating qualification development. (SER, p.23, Table 13) Qualification development includes: pedagogic (2013: 9 teachers); scientific (2013: 6 teachers) and practical (2013: 3 teachers). Annex 5 variously details a list of pedagogic and scientific acquisitions in this respect. Moreover, during interviews, the Evaluation Team learnt that the staff are currently engaged in studying preventative methods against cheating in examinations and assignments and also are engaged in the professional moderation of marks achieved on the national 1-10 scale, relating to assessments across the University. In a wider context, Methodological Days are organised by the Educational Development Centre, Ministry of Education.

Teachers, as members of scientific organizations, are involved in research work in relevant strategic science fields. They undertake applied research and participate in Lithuanian and international projects. Annex 2 details a range of educational, biomedical and health related areas of specialist research. Activities and findings are presented in the form of conferencing (national and international) and journal publication. The Evaluation Team recommends the negotiation of a possible reduction in administration, rather than teaching contact, to achieve a stronger research facility and the maximising of international publications at the highest level possible. Annex 3 (staff CVs) yields evidence of publications in strong, recognised international journals.

The programme is strongly supported by scholarly research in the biomedical sciences. Social science is growing, and notably for students, there is a core subject module: *Methodology in Social Research*. Financial rewards are available for research intent and research outcome. The field develops systematically and has distinctive features.

4. Facilities and learning resources

The SER p.23, 2.4 states that lectures, seminars and practical sessions are usually conducted in Central Building classrooms, laboratory building classrooms and the updated library. Most of the rooms seat 23-38 students and one room has 79 seats. Classrooms are supplied with multimedia projectors and computers, although, not all of the computers are new. Lectures of some modules take place in specialized auditoriums (e.g., Modern Motion Learning Technology). Students may also use the services of modernized and computerized University Library. At present, the Library has 100 workplaces (18 computerized). Wireless Internet zone has also been installed in the Central Building, in the Auditorium and Laboratory Building and Library's reading room.

Practical sessions take place in three renewed research laboratories, large and small gyms, sportive game rooms, a swimming pool (built in 1965 and refurbished) an athletics hall, athletics warm-up pitches and recreational area –Ąžuolynas Park. There is also a room in the Department of Health, Physical and Social Education which is open for student consultations, discussions and preparation of individual and/or final work. LSU facilities are fully fitted for persons with disabilities. (SER, p.25, 2.4)

The Health, Physical and Social Education Department owns a physical activity registration system ACTITRAINER (20 sets) and software ACTILIFE. On the other hand, only one computer can be used to analyze the data and demonstrate the potential of this software. Nevertheless, the department has the necessary equipment for analytical research activities (metal beams for a balance test "Flamingo", a special plate for the upper limb movement speed test "Tapping", a box for flexibility measurement test "sit-and-reach", Polar Team System equipment and blood pressure monitoring equipment).

The report (SER p.26, 2.4) states the University has signed cooperation agreements with different secondary schools in Lithuania for the scientific and research practice of the second-cycle study programme. Moreover, students have the possibility to conduct their own scientific-educational practices in any other Lithuanian secondary school.

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, SPORTDiscus, Springer LINK, eLABa, BioMed Central). 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.

The SER p.26, 2.4, states that there is a sufficient number of textbooks and monographs on the topic of Physical Education and sports in the library; however, there is no detailed information about books textbook and periodicals.

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 fizischeskoi 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 deepening teachers’ knowledge the library is well provisioned.

The Evaluation Team toured the facilities available and found them to be well within the quality parameters for Level 7 studies, particularly in relation to athletics. 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, pedagogue athletes, aspiring managers and leaders in sports’ education. The field develops systematically and has distinctive features.

5. Study process and student assessment

In 2008 – 2013 graduates from the first-cycle university studies holding Bachelor’s degrees were admitted to the second-cycle *Physical Education* Master programme. The grade-point average is calculated from the weighted average of all subjects listed in diploma supplement (including the evaluation of the final examination or final thesis) and additional points. Additional points can also be given – for research activities, sport activities, for participation in international student exchange and to a person with a disability. Furthermore, there are intentions to give additional points for teaching experience of physical education and sport.

According to SER p.29, 2.5, the ratio of enrolled and graduated students during the referenced period varied from 45.5 % to 100%. The drop-out rate is critically influenced by the following factors: incompatibility of the study programme with current employment and academic debts. The study programme committee intends to revise the time allocated to contact hours and self-study time in order to provide more accommodating opportunities for employed students; this includes delivery of part of the lecture programme through distance learning. (SER p.15, 2.2)

As it currently stands, the organisation of the study process ensures an excellent provision of the programme and the achievement of the learning outcomes.

According to the SER p.29, 2.5, students are encouraged to participate in scientific conferences and publish scientific articles in scientific journals. Students present their final theses material in the conferences organized by the University (taking part every year in December) in the Sport Science conference for the Baltic states, and publish their articles in the journals “Education. Physical Training“, “Sport“ and “Rehabilitation Sciences“.

During the referenced period (2009-2013) students did not participate in mobility programmes. The main reason for low participation is student employment and unwillingness to sacrifice their part-time employment due to the long stay abroad. Nevertheless, as the position of an international coordinator has now been established, students will be encouraged to participate in various intensive programmes and internships under *Erasmus Plus* programme. These programmes are shorter and in this way there will be more possibilities to combine them with occupational commitments. The future for short-term mobility looks bright.

According to SER, p.31, 2.5, the strongest students receive university scholarships that are allocated in accordance with the results of the last examination session. Students may also receive benefits, social grants and personal scholarships. The maximum scholarship for good study results amounts to 4.0 basic social benefits; other scholarships are administered by the State Studies Foundation. Benefits and social grants are awarded to students in difficult financial situations: these include orphan, and disabled students.

While analyzing the academic support made available, the Evaluation Team were pleased to discover that in the case of teaching or learning problems, students can also address the course coordinator, who has close relations and tackles all problems in regularly held meetings.

Concerning general support and benefits, given by University, students are free to use a swimming pool, gym and sports halls. Adapted Physical Activity is recognised and assembled, though the programme team should ensure that Inclusion is developed to the best capacity possible, according to the obligation for Lithuanian institutions of higher education. Personal scholarships are awarded for outstanding achievements in studies or research activities.

According to the SER, p.30, 2.5, teachers prepare the learning-outcome assessment procedure, abiding by the following principles: reasonableness, reliability, transparency, efficacy and impartiality. The procedure for each module learning outcomes evaluation is designed to assess the level of general and subject competencies, critical thinking and analysis. The final evaluation of learning outcomes is undertaken at the end of the semester.

Within the study process, the Evaluation Team observed that the topics and academic methodologies for the theses should be broadened and that there should be more supervisory oversight over all aspects of the requirements for a final piece of work at Level 7.

There are penalties for academic dishonesty, and in relation to this, as part of their professional development, the programme team is working on preventative measures against the possibilities to cheat, as indicated in Section 3.

The professional activities of the majority of graduates continue to meet the programme providers expectations. In total, 28 students graduated in the year 2009 – 2013. (SER p.32, Table 24) 18 graduates (more than a half) have already been employed in the field of their studies, or in the field close to the speciality of a Physical Education teacher (e.g., coach, instructor in a gym and others). The labour demand for specialists, however, has to be measured against the current economic climate and affordability. There currently is a level of stagnation in the Lithuanian labour market, but students, according to Alumni, nevertheless meet the more attenuated market opportunities, in being skilled, ‘creative and more daring’ in their understanding of the need to be personally proactive.

Notwithstanding this cutting-edge preparedness and awareness, the Evaluation Team believes there is a need for a stronger background training in Entrepreneurship. Certainly the students possess the cumulative awareness regarding their own need to be proactive and flexible, but these qualities and outcomes might be more formally cultivated towards business ventures, fund raising and financial management within educational and education-related contexts.

As Master graduates, as organisers and managers, are valued for their innovating abilities and skills. Innovating more systematically in schools in relation to health promotion, through physical education, is highly desirable. The Evaluation Team believes that Master graduates would benefit from training in negotiating skills to help achieve this. Apart from the intrinsic

rewards gained in this process, the academic and general educational benefits could help in raising the status of physical education in schools. Status issues concerning physical education were highlighted by the senior management during interviews.

Concerning the Study process and Student assessment overall, the Evaluation Team, found there to be copious evidence of high-level information, processes, support and care, which are testimony to the operation of a well-organised programme. The field is exceptionally good

6. Programme management

During the Evaluation Team's visit to the University, a document of guidelines for *Changes to the Plan for Study Programmes (2013-2017)* was made available. In 2015, it is planned that programme could be prepared entirely in English and transformed into a duration of 1.5 years. In 2016, should the student numbers continue to decrease, the University plans to integrate the programme Physical Education with the programme Sports Educology. While the Evaluation Team believes in the principle of this amalgamation, the future of the programme, in whatever form, should strive for distinctiveness and excellence and maintain its quest for greater international status.

The *Physical Education* Master programme comes under the responsibility the Faculty of Sport Education of the Lithuanian Sports University. The Faculty Administration takes care of the quality of studies and the administration of student education. Support is provided by the 'Study Programme Committee (governed by the Regulations of the Study programme Committee), Centre for Academic Quality Supervision (governed by the Regulations of the Centre for Academic Quality Supervision), International Relations Office (governed by the Regulations of International Relations Office), Career and Competence Development Centre (governed by the Regulations of Career and Competence Development Centre), Library (governed by Library Regulations), departments and other bodies'. (SER, p.34, 2.6) Individual departments are responsible the organization, implementation and monitoring of studies. There are five levels which realise quality assurance: departments (academic staff and modules), faculty, university, national and international.

There is an internal procedure of obtaining and assessing student feedback on the teaching and programme quality, approved by the Senate and collection of the data on the quality of studies and their analyses. The analysis of students' learning experience has been in place since 2012, which is in line with the University's procedures concerning the collection and analysis of student feedback on the quality of teaching and its attendant support structures.

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.36-38, 2.6) Each semester, the quality of studies in relation to study modules is scrutinized. Students' feedback is analyzed, and the departmental staff undertake the sharing of experiences and knowledge, which includes results from conferences and seminars and any new practices and innovations resulting from professional activities. (SER, p.37, 2.6)

Social partners actively participate in programme improvement process. As active members of the Study Programme Committee, social stakeholders attend the defense of final Master theses, are members of Department meetings and are involved in discussions on programme improvements and internships. They are often able to arrange research facilities for papers and

final theses. Secondary schools stakeholders are also involved in the process of programme improvement. (SER, p.37, 2.6)

The evaluative means for the *Physical Education* Master programme appear multi-faceted and thorough in ‘the continuous analysis of the activities, determination of strengths and weaknesses and provision of improvement activities’. (SER, p.37, 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. Anticipate changes to the future MA and speculated publication requirements for students and be ready to implement them.
2. Consider a reduction in administration rather than teaching contact to achieve a stronger research facility.
3. Think ahead and anticipate the future international scene.
4. Maximise publication in International peer-reviewed journals – where to publish needs to be as selective and strong in emphasis as is possible.
5. Adapted Physical Activity is recognised and assembled. Ensure that Inclusion is developed to the best capacity possible.
6. Consider developing international double Master programmes.
7. Broaden the academic scope of theses and exercise more supervisory control.
8. Prepare graduates in negotiating skills for Health Promotion curriculum development in schools.
9. Develop a more rigorous and specialist background in Entrepreneurship.

IV. SUMMARY

The Evaluation Team found evidence illustrating a dedicated team of professional educators across the very well designed MA curricula of the *Physical Education* programme. The Faculty of Sport Biomedicine and the Faculty of Sport Education recruit excellent students of sport, outstanding athletes and of very good graduate ability and potential. There are very good staff-student relationships and a multidisciplinary curricula, contributing to high-level education in sports and education. The curricular components are academically demanding up-to-date,

coherent and prepare students for a variety of higher-level educational experiences within schools and similar organisations. 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 and to wider age ranges.

There are very good relations with schools and other institutions relevant to second-cycle *Physical Education*. Student mobility at level 7 needs more thought, though the new shorter measures available under the *Erasmus Plus* programme will greatly assist future plans. There are developed connections and exchanges with several countries.

The programme aims and content are capacious and comprehensive and offer a mature pedagogical experience, coupled with very good professionally-oriented and academic teaching colleagues. The programme aim for the MA programme could be less economically conceived; however, curricula subjects as they currently stand, offer excellent educational opportunities for high-level and high-achieving students.

The professional teaching staff are respected by students and they are endeavouring to increase their international-standard research output. With respect to research, the programme team is endeavouring to balance its natural and biological scientific research with more research of a social science bias. Teachers participating in research projects have varied from 1 to 4 a year (in Lithuania) and from 2 to 8 in international projects (SER, Table 9). The number of staff involved in MA and Doctoral theses supervision should be increased. Rewards are available for intending and successful researchers.

Internally, study facilities are good; the library and software provision are good, as are the physical resources, though the Faculties should ensure that they receive their appropriate share of funding. State of the Art sports facilities are in vision for the future.

Students spoke of the satisfaction with the teaching provided for them and the wide understanding they gain towards educational careers. Graduates spoke of their highly-developed transferable skills, valuable to a range of careers, management in particular. Social partners highly commended the preparation of students. Training in the skills of negotiation would assist the curricular development of Health promotion in schools and widen the educational implications of Physical Education. Equally, a stronger basis in Entrepreneurship would be greatly beneficial.

Students are cared for in a confident and equitable way through a range of support services. They are able to apply for various meritorious and other types of scholarship. The maximum scholarship for good study results amounts to 4.0 basic social benefits; other scholarships are administered by the State Studies Foundation. Benefits and social grants are awarded to students in difficult financial situations; these include orphan, and disabled students.

The current senior management are supportive towards their colleagues, though in the future they could adopt a more imperative response towards easing the teaching load and increasing research capacity; this might be more easily achievable through amalgamation of the programme with Sports Educology, which is a possible outcome, depending on future recruitment.

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, international demands and Master developments.

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 discursive, well referenced and presented, though a transactional approach was favoured over a reflexive mode. The programme team should consider the practice and culture reflexivity in future SERs. More analysis of the labour market would have been welcomed.

Overall, the Evaluation Team gained a very positive impression of the *Physical Education* Master programme (state code - 621X10001); but while they greatly appreciated its structure and delivery, some recommendations, outlined above, have been necessary to add, towards the improvement of the programme. Should they be achieved, the Evaluation Team believes that excellence in all areas is not impossible to accomplish in the progression towards the next external assessment. The points allocated in this evaluation are awarded as a result of the approval and commendations expressed in the respective sections of the report.

V. GENERAL ASSESSMENT

The study programme *Physical Education* (state code – 621X10001) 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	3
3.	Staff	3
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:	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:

Prof. Dr. Terence Clifford-Amos

Grupės nariai:
Team members:

Dr. Ando Pehme

Prof. Dr. Arnd Krüger

Prof. Dr. Gertrud Ursula Pfister

Prof. Dr. Algirdas Raslanas

Meda Keleckaitė

**LIETUVOS SPORTO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *KŪNO KULTŪRA* (VALSTYBINIS KODAS – 621X10001) 2014-06-16
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-337 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sporto universiteto studijų programa *Kūno kultūra* (valstybinis kodas – 621X10001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	Iš viso:	20

* 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 gerai sudaryto turinio *Kūno kultūros* magistro studijų programoje dirba atsidadusių 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 aukšto lygio pasirengimą sporto ir pedagogikos srityse. Programos turinį sudarantys kursai reikalauja

akademinių pastangų, yra šiuolaikiški, nuosekliai išdėstyti, tad studentai parengiami aukštesnio lygio pedagoginiam darbui mokyklose ir panašiose organizacijose. 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 ir kitoms amžiaus grupėms.

Palaikomi labai geri ryšiai su mokyklomis ir kitomis institucijomis, susijusiomis su *Kūno kultūros* antros pakopos programa. Studentų judumą 7 lygyje reikia geriau apgalvoti, nors naujos trumpesnės priemonės pagal *Erasmus Plus* programą labai padės ateities planams įgyvendinti. Palaikomi ryšiai ir vyksta mainai su keliomis šalimis.

Programos tikslai ir turinys yra platūs ir visa apimantys, o brandžią pedagoginę patirtį perteikia labai geri profesionalūs dėstytojai. Magistrantūros programos tikslas galėtų būti mažiau ekonomiškai orientuotas, tačiau tokie programos dalykai, kokie jie dabar yra, sudaro puikias mokymosi galimybes gambiausiems ir geriausių rezultatų siekiantiems studentams.

Studentai gerbia profesionalius dėstytojus, o pastarieji stengiasi gausinti tarptautinius standartus atitinkančių mokslinių tyrimų rezultatus. Kalbant apie mokslinius tyrimus, programos dėstytojai siekia pusiausvyros tarp gamtos ir biologinių tyrimų bei didinamo skaičiaus socialinių mokslų krypties tyrimų. Dėstytojų, dalyvaujančių mokslinių tyrimų projektuose, būdavo nuo 1 iki 4 per metus (Lietuvoje) ir nuo 2 iki 8 tarptautiniuose projektuose (SS, 9 lentelė). Turėtų būti padidintas magistro darbams ir disertacijoms vadovaujančių dėstytojų skaičius. Dėstytojams atlyginama už dalyvavimą moksliniuose tyrimuose.

Sąlygos studijoms, bibliotekos ištekliai, aprūpinimas programine įranga, materialiniai ištekliai yra geri, tačiau fakultetai turėtų užtikrinti, kad jie gautų tinkamą finansavimo dalį. Ateityje planuojamos moderniausios sąlygos sportui.

Studentai pasakojo apie pasitenkinimą dėstymu ir gaunamą platų supratimą apie pedagoginę karjerą. Magistrantai minėjo išstobulintus perkeliamuosius gebėjimus, naudingus daugelyje karjeros sričių, ypač vadybos. Socialiniai partneriai labai gyrė studentų pasirengimą. Magistrantų derybinių gebėjimų ugdymas padėtų sveikatingumo skatinimo programos įgyvendinimui mokyklose ir išplėstų edukacinį kūno kultūros poveikį. Tvirtesni verslumo pagrindai būtų taip pat labai naudingi.

Studentais rūpinamasi užtikrintai ir nešališkai siūlant įvairiapusiškos paramos paslaugas. Jie gali prašyti už įvairius nuopelnus skiriamų ir kitokių stipendijų. Didžiausia stipendija, skiriama už gerus studijų rezultatus, siekia 4.0 bazines socialines išmokas, kitas stipendijas administruoja Valstybinis studijų fondas. Pašalpos ir socialinės stipendijos skiriamos studentams, atsidūrusiems sunkioje finansinėje padėtyje, įskaitant našlaičius ir studentus su negalia.

Dabartinė vadovybė remia kolegas dėstytojus, nors ateityje jie galėtų ryžtingiau mažinti dėstymo krūvį ir didinti mokslinių tyrimų pajėgumus. Tai galėtų būti lengviau pasiekama sujungus šią programą su Sporto edukologijos programa, tai būtų galima išieiti priklausomai nuo studentų priėmimo.

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, tarptautinius reikalavimus ir magistrantūros pokyčius.

Viena iš šio vertinimo stipriųjų pusių (kaip pabrėžė vertinimo grupė) buvo labai detali, konkreti ir įspūdinga savianalizės suvestinė, kuri, apskritai, buvo labai gerai suplanuota ir parašyta, pateikta su tinkamomis išnašomis, nors 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. Didesnė darbo rinkos analizė būtų buvusi naudinga.

Apskritai, vertinimo grupė susidarė labai teigiamą įspūdį apie *Kūno kultūros* magistro studijų programą (valstybinis kodas – 621X10001), tačiau, nors ekspertai teigiamai įvertino programos sandarą ir įgyvendinimą, išdėstytos rekomendacijos būtinos norint tobulinti programą. Vertinimo grupė mano, kad jei šios rekomendacijos bus įgyvendintos, įmanoma pasiekti aukščiausios kokybės visose srityse iki kito išorinio vertinimo. Šiame vertinime skirti balai reiškia, kad programai pritariama, o atitinkamose šių išvadų dalyse išsakyti ir pagyrimai.

III. REKOMENDACIJOS

1. Numatyti pokyčius magistrantūroje ir būsimuose reikalavimuose studentų publikacijoms ir būti pasirengusiems tuos pokyčius įgyvendinti.
2. Apsvarstyti ne dėstytojų kontaktinių valandų, bet administravimo sumažinimą, siekiant geresnių galimybių moksliniams tyrimams.
3. Galvoti apie ateitį ir numatyti būsimą tarptautinę darbo rinką.
4. Didinti publikacijų tarptautiniuose recenzuojamuose žurnaluose skaičių – turi būti akcentuojama, kad reikia gerai pasirinkti, kur publikuoti.
5. Adaptuota fizinė veikla yra pripažinta ir priimta. Užtikrinti, kad žmonių su negalia įtraukimas būtų vykdomas kaip galima geriau.
6. Apsvarstyti tarptautinių dvigubų laipsnių magistrantūros programų kūrimą.
7. Išplėsti baigiamųjų darbų akademinę apimtį ir skatinti vadovus labiau kontroliuoti procesą.
8. Ugdyti magistrantų derybinius įgūdžius, skirtus sveikatingumo skatinimo programai įgyvendinti mokyklose.
9. Suteikti magistrantams verslumo pagrindus jų specializacijoje.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso² 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

² Žin., 2002, Nr.37-1341.