



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

SPORTO UNIVERSITETO
STUDIJŲ PROGRAMOS *SPORTO INDUSTRIJOS*
(*valstybinis kodas - 612N90002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SPORTS INDUSTRIES* (*state code - 612N90002*)
STUDY PROGRAMME
at LITHUANIAN SPORTS UNIVERSITY

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Sporto industrijos</i>
Valstybinis kodas	612N90002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas ir vadyba
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (3,5); Iššęstinės (5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos bakalauras
Studijų programos įregistravimo data	2006-12-29

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Sports Industries</i>
State code	612N90002
Study area	Social sciences
Study field	Business and Administrative Studies
Type of the study programme	University
Study cycle	First
Study mode (length in years)	Full-time (3,5) ; Part-time (5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor of Business and Administrative Studies
Date of registration of the study programme	29 December, 2006

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
-	

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

The Lithuanian Sports University (LSU) is located in Kaunas, and this Report focuses on the first cycle study programme Sports Industries delivered by the Faculty of Sports Education. Student enrolment has been declining somewhat with 54 students on this programme at the end of the review period. The university vision and mission include a strong commitment toward

Europe, and this aspect is clearly evident in the memberships of professional networks the university has.

The programme Sports Industries is new since 2011 but its predecessor, first cycle study programme Tourism and Sports Management was last evaluated in 2009 with a full six year accreditation given to the programme. The purpose of the name change was to differentiate the bachelor programme more efficiently from the master programme offered by the same department and reflect the sports focus of the first cycle studies. The previous Report commended the university on several areas while providing recommendations for further development particularly in the internationalisation of the programme and upgrading of facilities. These recommendations were taken into account during the evaluation. In 2014 admissions on the part-time study programme were closed and all students are now enrolled as full-time. The university has also renewed its credits system in 2011 to match new national standards and gain compatibility with the ECTS, approved by the Senate in 2012.

The faculty of Sport Education, part of the LSU, offers four undergraduate and 3 master's programmes. Research is focused on five strategic areas, with sports industry management and economics connected with the programme. Since the last visit, the university has changed its name from Lithuanian Academy of Physical Education to LSU.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *10/May/2016*.

1. **Dr. Mary Lyn Glanz (team leader)** retired from Dean of Graduate Studies of Glion Institute of Higher Education and Bulle and Les Roches-Gruyère University of Applied Sciences, UK.
2. **Prof. Eneken Titov**, vice rector for academic affairs and professor Estonian Entrepreneurship University of Applied Sciences, Estonia.
3. **Mr. Henri Kuokkanen**, Research Fellow and Online MBA Program Coordinator at Glion Institute of Higher Education, Switzerland.
4. **Mr. Linas Pucinskas**, Managing director, founder, co-owner of the restaurant "Verkiiai", Lithuania.
5. **Ms. Indre Sareikaite**, student of Vilnius College study programme Business Economics,

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Since the previous visit in 2009 the first cycle study programme name has been changed from Tourism and Sports Management into Sports Industries in 2013. This is entirely

appropriate: it reflects well the focus toward sports and differentiates the programme more efficiently from the second cycle study programme in Tourism and Sports Management. Thus the change is seen well-founded and a strength. This is not to suggest that tourism would have been left out of the curriculum though, as will be noted later in this Report. The programme has undergone a restructuring to become ECTS compatible in 2011-2012; this emphasizes the pivot of the university toward Europe.

The programme aims to be “an exceptional, highly experienced and unique study programme in Lithuania in the area of business and management focused on the management of active leisure sector – sport and tourism industries”, and its role is to be “an intermediate between sport science and management science”. The programme aims and outcomes represent an important addition to the sports education sector in Lithuania by offering a chance for professional athletes to acquire education for their future while actively competing. As an example, one of the bachelor students the Panel met was at the same time a professional basketball player. As noted by alumni, the traditional career path of an athlete after his/her competitive career is one of a coach or a physical education teacher. This programme creates a valuable opportunity for such athletes to prepare for a business and management oriented career, widening future opportunities and increasing the appeal of pursuing a sports career at the age of first cycle studies, by partly removing the threat of having few career opportunities after that career is over. The Panel recognizes this goal as exceptional in the country; one that fulfils the needs of all stakeholders and society at large. Social partners seem properly immersed in the development of the aims and outcomes ensuring future labour market compatibility, and examples of an appropriate level of internship for the students were provided during the visit.

As with the second cycle study programme reviewed in the same institution, the aim of the first cycle study programme is connected with the Lithuania 2030 national development strategy, and the national sport development strategy described in the pre-visit documentation. The programme is consistent with the relevant acts of the country. The programme aims and learning outcomes are split into general and subject specific competencies, and demonstrate compatibility with the relevant quality descriptors. Further to this, they are set at the right level for a first cycle study programme and the programme complies with the relevant acts and strategic documents. As a specific detail, outcome 5.3 employs the learning verb “understand” and this should be revised. Assessing understanding is generally considered not possible as understanding is personal to each individual and hard to demonstrate; an outcome of understanding could be fulfilled, but in an entirely different way than intended by the educator. The Panel recognises that this may merely be a question of translation and that the original

learning outcome in the national language could be entirely appropriate. For the rest of the outcomes the Panel emphasizes the appropriate use of learning verbs for a bachelor degree.

Overall the first cycle study programme is coherent and contributes significantly to offering a career in the area of sports management, particularly for students who engage in professional sports at the time of their studies. The pre-visit documentation highlights the need for more innovative teaching and learning methods and the recommendations provided later in this Report aim to contribute to this identified need.

All in all, Panel can conclude that LOs are well defined, compatible with the name, content and qualification, it is no doubt that they are based on academic and professional requirements.

2.2. Curriculum design

The curriculum of the programme follows appropriate rules and regulations and it is ECTS compatible since approval in 2012. It consists of 210 credits and complies with the “Republic of Lithuania Law on Higher Education and Research” and Order No V-501 of 9 April 2010 governing first cycle study programs. It is also compatible with the Lithuanian Qualification Framework Level VI. The credits are spread between general studies (25 credits, including electives) and major courses (185 credits). The major courses, mostly in various management related subjects, also include student placement (15 credits) and final thesis (30 credits). The subjects are consistent with the type and level of the studies. They are spread evenly across the programme and research methodology is taught during the two semesters prior to the final thesis, suggesting an appropriate balance within the programme. The programme length has been shortened to 3.5 years since the last accreditation visit, with a total of 210 ECTS studied during this period.

The learning outcomes of the modules aim properly at fulfilling the programme aim. However, a few issues with wording of these outcomes are evident. For example, some outcomes expect students to “understand”, and the use of learning verbs is somewhat repetitive. The Panel wishes to highlight that most learning outcomes are appropriate, and that the points noted are likely merely translation issues.

A range of core studies in marketing, finance and HR is offered, providing a well-balanced first cycle study degree. The courses are backed up with sources generally reflecting latest and up-to-date knowledge in the field. A few sources are still from the 1990’s, and unless they have specific value to the course, updating them with more recent material should be considered. A special course on project management is on the curriculum, and this investment clearly bears fruit; a group of students of this programme had won a project management

competition. However, based on the student feedback it seemed that these projects are not real-life problems but made-up for the courses. Obviously securing an adequate number of external projects to run the modules each semester may be challenging, but offering projects based on real business cases would elevate the learning experience to a higher level and motivate students further. At the same time their preparedness for the job market would increase. It is recommended that the programme will search for such projects from the social partner network. The social partners the Panel met were enthusiastic about supporting the programme, and finding problems for students to solve as commissioned projects (at no cost to the social partner) should be explored.

Students on the programme also highlighted role plays on negotiations and exercises on leadership as moments when their thinking had changed. Such transformative experiences support the appropriateness of the curriculum. The bachelor programme offers the opportunity for students to work on the final thesis as a group, but so far this has not taken place in practise. The Panel recommends the programme to explore this avenue in the future and to encourage students to engage in such research, potentially in cooperation with a social partner. This approach would be particularly useful for topics too wide for an individual student to work on.

While the students generally perceived the topics of the curriculum very relevant and interesting, they hesitated in relation to law studies. Whether this reflects a real need for curriculum change or possibly only a change in how the importance of the subject is explained to the students cannot be deducted based on the visit. Yet this is a potential area of future attention, as sports law is one of the areas the university is keen to explore as a future specialisation option. The Panel also notes that the curriculum includes courses of Sports and Tourism Management I-III. While this naming practise clearly communicates the order of studies, names that are more descriptive of the particular areas the courses focus on could be considered. This would help current and future students and the alumni to convey the nature and content of their studies to potential employers based on their study transcripts.

Elective courses are offered in a range of topics, and this opportunity enhances the study experience. While some of these electives, such as *Entrepreneurship*, *Creativity* and *Innovation*, and PR and communication, are clearly geared toward wider future career paths, one course focuses very specifically on mobbing in the workplace. To the Panel this seemed like a somewhat narrow topic for a full course; widening the course content and title should be considered unless employee discrimination is a major problem in Lithuanian sports industry. The bachelor programme includes one course (5 ECTS) of English with all subjects delivered in the native language, and while the promotion of student mobility programs discussed later in this

Report somewhat compensates in pivoting the programme toward Europe, the Panel recommends that at least some courses would be offered in English.

The study reflection process, during which students collect evidence of their learning throughout the programme to a portfolio that is presented at the final thesis defence, is a commendable initiative. The Panel sees this as an important avenue for increasing student readiness to enter the labour market.

In summary, the curriculum of the programme is well balanced and the themes of the courses build appropriately toward the programme aim. Students seem appropriately challenged by the courses and demonstrate evidence of transformation in their thinking during their studies.

2.3. Teaching staff

In 2015 the programme had 26 lecturers with the student / lecturer ratio decreasing from around 5 to approximately 4 during the review period. These figures are appropriate. The number of lecturers in the programme has gone down due to the smaller intakes resulting from changes on national level. While a continued trend of lesser number of students would be challenging, at the moment this allows for more individualised learning and acts in the benefit of the students. The age distribution of teaching staff ensures both experience and strong professional / practitioner backgrounds in the programme, while the development of the next generation of sports lecturers and researchers seems ensured. The sustainability of the programme from the faculty perspective seems safe. The previous Report emphasized the need for courses to be delivered in English and the institution has taken important steps in this direction by supporting faculty in language studies. However, bachelor programme courses are not yet delivered in English.

Faculty hiring process is according to Lithuanian law and the number of faculty with doctorates exceeds requirements with 18 /26 faculty members possessing doctorates. As a result of this, the academic output of the faculty is strong, including international conferences and publications. The research areas are relevant to the programme. The previous Report had recommended emphasis on internationalisation, and research acts as an avenue for this. The number of faculty on international exchange has remained fairly steady. We recommend that the bachelor faculty is supported by the university to engage in such exchange to increase the level of internationalisation in the programme. Bringing in visiting lecturers, identified as a goal in the pre-visit documentation, could also work toward this goal even if full-time visitors cannot be obtained.

The pre-visit documentation gives a clear and comprehensive picture of research activities in the programme. At the moment an average of 42% of faculty time is spent on

research while only 20% focuses on teaching. From a scientific perspective this should be motivating to research faculty, as this is supported by the rise in the number of international conferences attended to a noteworthy 119 in 2015 from 21 in 2011. This is a commendable achievement. The number of articles in peer-reviewed publications has not risen at the same rate, but in the future such a development could be expected. An area of emphasis for faculty support is international research projects; participation in these has remained low during the period.

Faculty industry knowledge is strong with multiple members having practitioner backgrounds, for example stakes in several sports associations and tourism businesses. This is perceived to bring significant value to the programme as latest industry trends are subsequently filtered in the classroom.

Faculty is also engaging in other professional development and seminars, though the focus seems to be on research related activities. This is understandable but the Panel highlights the need for pedagogical development of the faculty. Excluding the peak of 2014, pedagogical seminars have stayed at a level of once a month. The Panel would encourage helping the teaching team to develop in their educational credentials and thus complement the surge in research output described earlier.

2.4. Facilities and learning resources

The previous Report highlighted the need to upgrade library facilities as an urgent priority, and this recommendation has been actioned. The library is modern and offers an adequate number of computer workstations. The selection of materials via online databases covers all the major sources of information, and agreements with EBSCO and Springerlink are being renegotiated with continued access to students. This is important as the pre-visit documentation only mentioned subscription until 2015, suggesting there could be an interruption to this. The weekend opening hours of the library could be extended to allow students use the facilities more efficiently. However, off-campus access to electronic resources compensates this partially.

Other facilities of the programme are adequate and match the nature of the programme. As a sports university it is essential that students have opportunities to practise their sport. Students can benefit, for example, from an indoor swimming pool and light athletics track among other facilities, and this increases the attractiveness of the programme. Classrooms are fit for purpose of delivering this programme and additional research facilities also exist. IT and other infrastructure are subject to constant updating needs, and the pre-visit documentation recognises this need. It is essential that continued investment in these areas is made.

The use of e-books has been explored by the library, but so far they have not been implemented in the programme. This valuable project should be moved forward as a priority, as it reduces the need for printed materials and increases environmental sustainability. This does not suggest inadequacy of the current learning materials but merely highlights an important avenue for improvement. Part of the courses use Moodle as a virtual learning environment, but so far this has not been standardised across courses. A project to achieve this would benefit the university and its students.

Finally, the development of an Android-based mobile app to share information with students and faculty is highlighted as a positive aspect. This demonstrates that the university is following the latest trends and it is willing to invest in employing them.

The programme offers its students a wide range of placement opportunities in organisations that are relevant for the field of study, and the social partners seemed highly engaged in offering these opportunities to the students. During the review period 12 students had had placements abroad, and arranging such opportunities is highly encouraged also for the future as it directly contributes to the goal of programme internationalisation.

To conclude, the teaching materials, learning equipment and premises for studies are adequate for the studies, as are the arrangements made for students' practise. The use of a mobile app demonstrates innovativeness of the program in information sharing, and further pursuit of e-books and use of Moodle are appropriate plans for future development.

2.5. Study process and students' performance assessment

The programme admission criteria follow the national principles of ranking secondary school leavers, and they coincide with national procedures and timing. Students receive extra points for success in certain topics. In addition, achievements in international sports competitions provide extra points. This is appropriate considering the aim of the programme and ties well with providing athletes an opportunity to study while practising their sport. The number of applications has decreased and due to lack of demand the part-time study programme was closed in 2014. A minimum entry score of 2 was implemented in 2015 to ensure that students admitted meet the requirements for first cycle study, as the scores for fee-paying places had decreased quite fast. This, along with the tightening of rules related to negative scores, should ensure the level of graduates also in the future, though the ratio of students completing their studies has somewhat decreased due to this change.

The final theses reviewed during the visit are of adequate standard. The system of topic choice is strong and the resulting pieces of work fall very clearly into the field of study. The scripts are well supported by appropriate literature. Students present their work in student

conferences, for example a joint event organised together with the Marijampole College, and in discussion the bachelor students demonstrated clear research interest. Despite the lack of student involvement in non-formal research activities highlighted in the documentation, this is a good achievement, considering the sports interests of the students. This is likely a result of the strong academic background of the faculty.

The efforts the university makes toward ensuring academic integrity and knowledge of students' right are also commendable. These include a series of events on related and very useful topics. A university-wide ethics policy is in place and students seem well aware of it. For final thesis a system of additional control is automatically triggered when students demonstrate absenteeism during their research process: A student missing more than 50% of meetings with the study supervisor, as evidenced in a logbook, will undergo a separate Panel investigation and (s)he is required to produce documentation to demonstrate the authenticity of the work. This process seems appropriate to cope with the increasing threat that internet creates in the form of ghost writing services and translation of content from another language not detected by software.

Student mobility is somewhat challenging considering the sports interests of the students. However, the bachelor programme students appeared motivated and excited about their visits abroad, and such excitement could turn into better mobility if supported appropriately. For example, one of the students met by the Panel highlighted the experience of exchange in China, and the impact it had made on him. Efforts to nurture these initiatives should be continued.

The university has a career centre that assists students in preparing for entering the workforce, and scholarships are available on competitive and social bases. A student dormitory exists for optional accommodation. Tracking of students' employment after graduation has been improved and the alumni confirm regular contact from the university.

The programme level principles on assessment are publicly available for students and guide the assessment adequately. The feedback the students get seems appropriate, though the form of comments may vary between modules. Yet the students find it very easy to contact and ask faculty about their assessments. Alumni share this view of a university that makes students feel comfortable during their studies. Panel's recommendation is to work on standards for assessment feedback; the purpose is not to create "cookie-cutter" feedback, but unify the type of comments students can expect after each assessment, to be applied by each faculty member individually in a way that fits their subjects.

Since 2013 the university Centre for Career and Competence Development has processed information about the students' employment and conducted alumni surveys. During these years 17.2% of graduates were employed in specialty-related fields, which is an adequate figure for a first cycle study programme considering the response rate. However, there is a fairly

high number of students could not be contacted for this information, and the new arrangement since 2013 will hopefully improve this situation and allow maintaining a closer link with the alumni.

In summary, this programme provides students an appropriate framework to learn and meet the programme aims. While the dwindling student numbers are a challenge, the emphasis on distance education readiness via Moodle will hopefully support enrolment. Similarly the university plans to start offering the programme in English to attract international students. Both of these initiatives are worthwhile and should get the required resources for completing them.

2.6. Programme management

The administration of the programme is set up according to national laws and regulations and has appropriate support structures built with it; this set-up is mostly shared with the second cycle programme reviewed at the same time. A Faculty Committee of Study Quality Supervision is set up to supervise quality at faculty level. On the programme level Study Programme Committee coordinates the administration, decision making, quality and improvement of both the first and second cycle study programs jointly. This is reasonable as a fair few of the bachelor students continue with the master's programme. This committee has directors for first and second cycle programs respectively and representation from all the relevant stakeholders. The structure is consistent with the requirements and clear to all relevant parties including social partners, who seem very satisfied with this. It seems that at its current form the Committee meets often, around monthly, but a fixed timetable does not exist. Panel's recommendation is to prepare an advance schedule of such meetings, possibly per term, to help faculty and students in proposing changes and improvements to the programme.

The students seem adequately involved in the development of the programme and an example of a change of faculty member delivering an IT course initiated by students was described by both faculty and the students. The procedure was responsive and allowed for a fair chance of corrective action before a final decision of change was made.

Quality assurance is arranged according to university standards on five levels including courses, faculty, university, national accreditation and international faculty visits. Since 2012 an ISO quality management system has been under implementation but it has not been completed thus far. This is an important initiative and it should be given the resources needed in the future. Student learning experience has been assessed since 2012 according to a set university procedure, with student and subject related assessments done annually and faculty surveys done every two years. Student survey results are published on the university website. A further recommendation toward quality assurance from the Panel is an annual peer appraisal among

faculty based on attending classes of another faculty member and discussing observations and improvement ideas. Such a process can be a powerful tool for sharing knowledge among faculty, though the Panel notes that it should not take the form of faculty performance assessment.

While assessment seems appropriately arranged in the university and faculty manages well even with the challenges of assessing group work, there seems to be a lack of a programme level group assessment policy. Currently this is not seen as a problem as students seem highly supportive and understanding of each other, demonstrating the good spirit of the programme. However, with the aspiration of enrolling international students this may change, and the Panel recommends design and implementation of a policy for group work assessment that allows for individualised grades in case of unequal output from group members.

In summary, the need for the programme is based on solid research and investigation of needs in the field of study. There is evidence of this based on student, alumni, teacher and social partner feedback. The programme is managed carefully, and feedback is collected and implemented continuously for future improvement; internal quality assurance seems to be effective.

2.7. Examples of excellence

The programme aims at providing athletes an opportunity to gain an education that helps them to find a profession later in life after their active careers are over. Traditionally such athletes would find employment as coaches or physical education teachers, but the *Sports Industries* programme provides them an opportunity for studying a first cycle university degree in their area of interest while pursuing a sports career. This aim, highly appreciated by alumni and social partners alike, fills an important gap in the Lithuanian field of education.

III. RECOMMENDATIONS

1. The Panel recommends that the programme emphasizes professional development for faculty in the area of pedagogy. While this development should not be limited to one subarea, module learning outcome writing, particularly in English, will benefit the curriculum clearly and the English outcomes need revision.
2. A system of peer evaluation and attendance of colleagues' classes among the faculty should be developed to share best practices in teaching. Such evaluation should be used as evidence of personal development, but not as part of faculty performance appraisal.
3. The programme should receive more resources for internationalisation projects. These could include curriculum delivered in English, promoting student and faculty exchange and supporting faculty to participate in international research projects. All such initiatives will build up toward an intake of international students, in turn addressing the issue of student numbers on the programme.
4. The university has discussed moving to e-books, and the Panel emphasizes the benefits of such a change. Panel's recommendation is to get this transition under way as soon as possible, together with extending the use of virtual learning platforms on all courses.
5. The Panel also recommends that schedules of the various committees are published in advance, perhaps per semester, so that faculty and students can better plan their initiatives for changes in the programme.

IV. SUMMARY

The first cycle study programme Sports Industries offers students active in sports a significant opportunity to acquire marketable skills for the time after their career as an athlete is over. The identity of the programme is clear and it serves an important purpose, and it appears to be appreciated by students and social partners alike. The research profile of the institution in the sports management area draws upon the links the programme has and that research profile is very reasonable. The programme has fair mobility with other European institutions and improvement from accreditation of the predecessor programme in 2009 is clear. These aspects should receive ever increased focus to ensure the future sustainability of the programme, potentially via internationalisation. Alumni speak well of the programme and the links and relationships with well-connected dynamic and enthusiastic social partners are impressive. Social partners see the programme as a resource for ideas, networking and employees.

For continued improvement it is important to ensure that faculty, with impressive research and practitioner backgrounds, has appropriate opportunities for pedagogical development. Learning outcomes of the courses should be revised to offer better variety and opportunity for assessment, and students would benefit from a standardised feedback system. Management of the programme is appropriate and the suggestions related to this are for further improvement rather than weakness correction. The recommendations provided in this Report aim to contribute to developing the programme in the future in its role within the Lithuanian sports industry for the athletes who benefit from it.

V. GENERAL ASSESSMENT

The study programme SPORTS INDUSTRIES (state code – 612N90002) at LITHUANIAN SPORTS UNIVERSITY is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	19

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

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

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

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

Grupės vadovas: Team leader:	Dr. Mary Lyn Glanz
Grupės nariai: Team members:	Prof. Eneken Titov
	Henri Kuokkanen
	Linas Pučinskas
	Indrė Šareikaitė

**LIETUVOS SPORTO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *SPORTO INDUSTRIJOS* (VALSTYBINIS KODAS – 612N90002) 2016-08-
19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-195 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

LIETUVOS SPORTO UNIVERSITETO studijų programa *SPORTO INDUSTRIJOS* (valstybinis kodas – 612N90002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 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)

<...>

2.7. Gerosios praktikos pavyzdžiai

Studijų programos *Sporto industrijos* tikslas – suteikti sportininkams galimybę įgyti išsilavinimą, kuris vėliau, pasibaigus jų aktyviai karjerai, padės susirasti verslą (profesiją). Tradiciškai šie sportininkai įsidarbina treneriais ar fizinio lavinimo dėstytojais, tačiau ši studijų programa suteikia jiems galimybę siekti pirmosios pakopos (bakaluro) universitetinio laipsnio jų pageidaujamoje srityje tęsiant sportinę karjerą. Šis tikslas, kurį labai vertina ir absolventai, ir socialiniai partneriai, užpildo didelę spragą šioje Lietuvos švietimo srityje.

<...>

IV. SANTRAUKA

Pirmosios pakopos (bakaluro) studijų programa *Sporto industrijos* suteikia aktyviems sportininkams galimybę įgyti paklausių įgūdžių, kurie bus reikalingi, kai baigsis jų sportinė

karjera. Programos tapatumas yra aiškus, ji tarnauja svarbiam tikslui ir, atrodo, yra vertinama tiek studentų, tiek socialinių partnerių. Universiteto mokslinių tyrimų sporto vadybos srityje profilį, kuris yra labai priimtinas, lemia programos turimi ryšiai. Šios programos studentai ir dėstytojai dalyvauja mainų programose su kitomis Europos aukštosiomis mokyklomis, ji akivaizdžiai pagerėjo po ankstesnės programos akreditacijos, atliktos 2009 m. Šiems aspektams turėtų būti skiriamas vis didesnis dėmesys, siekiant užtikrinti programos ilgalaikiškumą, galbūt didinant tarptautiškumą. Absolventai gerai atsiliepią apie programą, ryšiai ir santykiai su gerų ryšių turinčiais, dinamiškais ir entuziastingais socialiniais partneriais yra įspūdingi. Socialinių partnerių akimis, ši programa yra idėjų, tinklaveikos ir darbuotojų išteklių (šaltinis).

Nuolatinio programos tobulinimo tikslais svarbu užtikrinti, kad dėstytojai, turintys įspūdingos patirties moksliniuose tyrimuose ir praktikoje, turėtų tinkamas pedagoginio tobulėjimo galimybes. Dalykų studijų rezultatus reikėtų peržiūrėti, kad jie užtikrintų didesnę įvairovę ir galimybę vertinimui, o studentams būtų naudinga standartizuota grįžtamojo ryšio sistema. Programos vadyba yra tinkama, tik pasiūlymas būtų: geriau toliau ją tobulinti nei taisyti trūkumus. Šiose išvadose pateiktomis rekomendacijomis siekiama prisidėti prie tolesnio šios programos tobulinimo, vaidmens Lietuvos sporto sektoriuje, kuri naudinga sportininkams.

<...>

III. REKOMENDACIJOS

1. Vertinimo grupė rekomenduoja, kad šioje studijų programoje būtų akcentuojamas dėstytojų profesinės kvalifikacijos kėlimas pedagogikos srityje. Nors šis kvalifikacijos tobulinimas neturėtų apsiriboti viena sritimi, modulių studijų rezultatų formulavimas, ypač anglų kalba, bus neabejotinai naudingas programai, o numatomus studijų rezultatus anglų kalba reikia peržiūrėti.
2. Reikėtų tobulinti dėstytojų tarpusavio vertinimo ir dalyvavimo kolegų paskaitose sistemą siekiant dalytis geriausia mokymo praktika. Šis vertinimas turėtų būti naudojamas kaip asmeninio tobulėjimo įrodymas, o ne kaip dėstytojo veiklos įvertinimo dalis.
3. Studijų programai *Sporto industrijos* turėtų būti skiriama daugiau lėšų tarptautiškumo didinimo projektams. Šie projektai galėtų apimti programos dėstymą anglų kalba, studentų ir dėstytojų mainų skatinimą ir dėstytojų skatinimą dalyvauti tarptautiniuose mokslinių tyrimų projektuose. Visos šios iniciatyvos sukurs sąlygas priimti daugiau tarptautinių studentų, atitinkamai bus sprendžiama šios programos studentų skaičiaus klausimas.
4. Universitetas svarstė perėjimą prie elektroninių knygų ir vertinimo grupė pabrėžia šio pokyčio naudą. Vertinimo grupė rekomenduoja kuo skubiau pradėti šį perėjimą, kartu išplečiant naudojimąsi visų dalykų virtualaus mokymo (si) platformomis.

5. Vertinimo grupė taip pat rekomenduoja iš anksto, galbūt kiekvieną semestrą, paskelbti įvairių komitetų planus, kad dėstytojai ir studentai galėtų geriau planuoti savo pasiūlymas dėl programos pakeitimų.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)