



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
KŪNO KULTŪROS PEDAGOGIKOS PROGRAMOS
(621X10002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF TEACHING PHYSICAL CULTURE (621X10002)
STUDY PROGRAMME
at Klaipėda University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūno kultūros pedagogika</i>
Valstybinis kodas	621X10002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Iššęstinė (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Pedagogikos magistras
Studijų programos įregistravimo data	įregistruota: 1997-05-19; perregistruota: 2001-08-02; 2010-05-03.

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Teaching physical culture</i>
State code	621X10002
Study area	Social Sciences
Study field	Teachers training
Kind of the study programme	University studies
Level of studies	Second
Study mode (length in years)	Part-time (3)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Teachers training
Date of registration of the study programme	registered: 19-05-1997; updated: 02-08-2001; 03-05-2010

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I. INTRODUCTION

Klaipėda University (hereinafter KU) was established in 1991 and is a scientific and cultural centre for the western region of Lithuania with its population of 650, 000 people. KU consists of seven faculties and eight research centres/institutes and has 592 lecturers and over 7,000 students. The Pedagogical Faculty, in which the Master's degree in Pedagogy of Physical Education is based, has six departments and a centre for educational innovations and offers seven Bachelor degree programmes, eight Master's degree programmes and PhD studies in Educology.

Evaluation Team

The chairman of the team: Prof. Frank McMahon, former Director of Academic Affairs, Dublin Institute of Technology and currently a Bologna Expert; Prof. Jose Alves Diniz, Full Professor and former Pro-Rector, Technical University of Lisbon; Dr. Daiva Lepaitė, Head of Subdivision for Degree Programmes, Vilnius University; Prof. Sigmund Loland, Rector, The Norwegian School of Sports Sciences; Darius Varanius, Student member and current PhD student, Vilnius University.

The procedure of the evaluation

The Self-Evaluation Report (SER) of the second cycle study programme *Teaching Physical Culture* was made available to the expert team in January, 2013. The title of the programme used by KU was Pedagogy of Physical Education but here we use the title Teaching Physical Culture as that is the title in the AIKOS national data base. All the members of the expert team examined the SER individually, preparing draft reports and indicating problem questions or discussion points. The experts obtained further information during the site visit in April, 2013 through interviews with Programme co-ordinators, Department heads, senior and junior members of the teaching staff, students, graduates and employers. After the visit, on 19th April the expert group held a meeting, discussed the contents of the evaluation report and agreed upon the numerical evaluation of every section of the evaluation. The expert team members amended a draft report and their comments were integrated into one document by the chairman of the team.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The Master's degree programme in Teachers training field of Physical Education has as its principal aim "to deepen theoretical knowledge and practical abilities of students and to train highly qualified professionals in pedagogy of physical education, theoretically, practically and methodologically to ensure that graduates are ready for successful pedagogical work or doctoral studies". On the one hand, the administration team, graduates and employers confirmed wider possibilities for graduates of the programme considering employability in various public and business sectors (sports, tourism and recreation fields, etc.). On the other hand, learning outcomes demonstrate distinctive features to focus on physical education activities with children. There is scope to widen the programme aims to encompass the wider employability prospects in sports, tourism and recreation.

The overall aim has been translated into 13 competences, sub-divided into five general competences (such as ability to analyse and evaluate critically, to plan and organise, and to work independently or in a team) and eight occupational competences (including ability to employ modern fundamental and applied knowledge for understanding of children's physical education related problems and ability to plan and organise physical education of children). These aims and

learning outcomes are well defined and clear. There is a very clear focus on children's physical education and this defines the direction and focus of activities within the programme and research activities within the department. The social partners contributed to increase the level of publicity in the region, taking into account research results and students' activities.

There was a recommendation from the previous review of the programme that there should be a more focussed research profile to which the Master's degree programme relates. This recommendation has been met by KU in the definition of the focus on children's physical education. Apart from the focus this provides for the taught programme, it also provides a focus for the research activity of academic staff. Lecturers on the programme participate in research projects, involving Lithuanian and foreign partners, such as:

- Research in Lithuanian comprehensive schools, expression and development of adolescents moral values on the basis of Olympic education;
- Development of school children's positive self-image towards own body;
- Scientific pedagogical project: Child as a stimulator of physical activity in family.

However, the employers from the education sector still require more research to be done at schools.

The teaching and research activities in KU relate well to the regional strategy adopted by the city of Klaipėda. In 2011, Klaipėda became the first Lithuanian city to participate in the World Health Organisation (WHO) European Healthy Cities Network. The project embraces 84 European cities and within Lithuania is coordinated by Klaipėda Public Health Bureau, a partner of KU. In addition to the WHO project, there are significant projects in the Western Lithuania region which are located on the KU campus and involve strong ties with local authorities and the community.

The experts' group commends this research focus and believes it to be a long research tradition of the KU programme. However, it cautions that a focus that is solely on children's physical activity may cause the programme to develop an image that relates only to children and school education. Although the clear focus on children and physical education is a strength of the master's programme, it is worth considering opening up for more general topics such as physical activity and health for various population groups, and sport coaching. This, however, should be additional and perhaps an optional subject and should not impact negatively on the clear focus of the master's programme. There are significant other career opportunities for graduates of the Master's degree programme (in coaching, sports clubs, adult fitness, etc.) and accordingly KU must have regard to those areas so that graduates are facilitated to secure employment in such sectors.

As well as having appropriate aims and learning outcomes, it is important that these are made available to the general public. The experts' group is satisfied that KU meets this requirement by having the programme aims and learning outcomes publically accessible on the KU website.

The programme is well based on academic and professional requirements. The connection between the overall aim of the study programme and the learning outcomes was set out in the Self Evaluation Report (pages 5 and 6) and successfully defended during the meetings with the experts' group.

The success rate of graduates in occupying appropriate posts related to their studies is impressive. Despite the problem of high unemployment of people in many European countries, including Lithuania, an analysis of the employment of graduates of the last 5 years of this Master's degree programme indicates 95% have jobs and of these that almost 74% have education-related jobs. To some extent this may be due to the percentage of students who are

part-time students and who in effect had relevant jobs before they completed the programme but nevertheless it seems the programme is meeting labour market needs while the aim of the programme is focused on pedagogical work.

One measure of the extent to which a programme is meeting societal and labour market needs is the attractiveness of a programme to prospective students. The poor rate of student recruitment which has seen diminishing numbers and abandonment of the full-time programme may indicate a failure to connect with the labour market or a failure to convince school-leavers of the merits of the programme. This, of course, is not the only interpretation of poor student recruitment; for example the number of places funded by the government can also be a major determinant of numbers recruited. Whatever the reason, the low number currently enrolled and the sharp reduction in numbers recruited in 2010 and 2011 compared with the period 2007 to 2009 is a cause of concern. Any programme that is recruiting only 6 or 7 students per annum must be seen as being vulnerable. The number of students entering higher education in Lithuania is going down because of the demographics (a declining population), emigration, and lack of public funding. Notwithstanding the national position, the issue of very small numbers of students on the programme needs to be addressed by programme management, and recruitment strategies ought to be developed.

The programme aims and the learning outcomes are in line with those suggested by the Dublin Descriptors for Second Cycle programmes (Master's degrees) and the national descriptor of Study Cycles.

The name of the programme (Teaching Physical Culture), its learning outcomes, its content and the qualifications offered (Master's degree in Teachers training) are compatible with each other. The panel adjudges the content of the programme to be compatible with the name and learning outcomes.

2. Curriculum design

The programme leads to the award of a Master's degree based on the achievement of 120 ECTS which is in line with the legal requirement that the volume of the programme should be no less than 90 ECTS and no more than 120 ECTS.

The curriculum design meets the requirement that the number of subjects studied in each semester does not exceed five. There is a final thesis for which 30 ECTS credits are awarded which meets the requirement that not less than 30 ECTS credits should be available for the preparation and defence of a final thesis. In this SP, 64 ECTS are given for the study field subjects which meet the requirement that no less than 60 ECTS have to be given to the study field subject.

There is a requirement that at least 30% of the volume of every subject should be devoted to independent work by the student. KU estimates that just under 50% of student hours involve contact with staff (e.g. in lectures or practical classes) while just over 50% involve independent study. Based on the findings of their visit, the experts' group concludes that this is the case and that KU meets the requirement.

The experts' group was satisfied that the workload of the students was spread evenly across the semesters and that no one semester carried an unfair share of the workload. The students whom the panel met expressed themselves as satisfied with the workload in the various semesters.

It also appeared to the experts' group that themes of subjects are not unduly repetitive and the students and the graduates whom the panel met expressed themselves as satisfied. This report returns to some other aspects of student workload in the section on Study Process and Assessment below.

The contents of the subjects in the semesters (apart from the two final semesters which are dedicated to the preparation of the Master's Thesis) are appropriate for a Master's degree in Teachers Training with a specialisation in the Pedagogy of Physical Education. This judgement is made on the basis that students entering the programme have previously completed a bachelor's degree in this area or have taken bridging modules of 14 ECTS in addition to their bachelor's degree before commencing the Master's.

The contents of the Master's thesis are also appropriate for the type and level of programme though some observations and recommendations for the improvement of theses are included in the section on Study Processes and Assessment below.

The contents of the subjects/modules are appropriate for the achievement of the intended learning outcomes. In the first semester students are introduced to scientific research methodology as well as sports physiology, diagnostics of children's physical fitness and technologies for development of motor skills. In the second semester the emphasis is on education philosophy, sports pedagogy and psychology. Those first two semesters lay the foundation for the subsequent studies in semesters 3 to 6, the last two being devoted to the preparation of a Master's thesis.

The scope of the programme appears adequate to facilitate the achievement of the learning outcomes. As a minimum of 90 ECTS must be achieved, the study period of 3 years for part-time study appears adequate.

Currently, all the students pursuing the Master's programme are doing so on a part-time basis. Generally, they can complete the taught modules within four semesters and the Master's Thesis within two semesters though individual students may take a somewhat longer or shorter period.

The panel had some concerns about the workload for students in employment who are expected to complete 23 ECTS in a semester (where a fulltime student would be expected to complete 30 ECTS in the same period). However, the students said that they found it feasible to do so and the university exhibited a good deal of flexibility in facilitating students to complete the programme in the time frame that best suited the individual students. One might comment here that many fulltime students in Lithuania also have jobs and manage to complete 30 ECTS per semester despite the twin demands of a job and a fulltime study programme.

The contents of the programme reflect the latest achievements in the field of education and teacher training for physical education, especially the preparation of graduates who will undertake the education of children.

There are other fields that might be relevant to the programme: see for example the panel's comments on adult education, fitness training and sports coaching in the section on Programme aims above. The research activities of staff do not currently encompass these fields.

3. Staff

The legal requirement is that not less than 60% of the all study subjects teachers must have a scientific degree (doctorate) when study programme is oriented into practical activity and the data provided indicates that nine of the 12 lecturers have doctorates so they meet the legal requirements. In addition, the experts' team was satisfied that KU meets the requirement that not less than 20% of major study field subjects' volume is taught by teachers holding a Professors academic degree.

KU meets the requirement that not less than 40% of teachers of major field subjects were involved in research activities. All teachers had at least some research activity and publications in the past five years.

The qualifications of the teaching staff in their disciplines are adequate to ensure the learning outcomes. For example, one teacher holds a doctorate in pedagogical sciences (thesis on Formation of Motor Skills among senior schoolchildren), another teacher also holds a doctorate in pedagogical sciences while one holds a doctorate in Social Sciences (Education) (thesis on educational stimulation for physical maturation among preschool age children). The team also includes a medical doctor, a psychologist, two biomedical scientists, a graduate in physical education with specialism in the history of physical education, and three with doctorates in Social Sciences.

The number of teaching staff (12) is adequate to ensure learning outcomes of the programme but one must bear in mind that these staff members have other duties (e.g. teaching on undergraduate programmes) that would prevent them from giving adequate attention to the programme Pedagogy of Physical Education.

There has been very little turnover of teaching staff in recent years (just two new staff members in five years). This helps to ensure that staff members are competent to deliver the programme but there can be a disadvantage that there is not a flow of new ideas and approaches into the programme. Despite the fact that 2 PhD dissertations have been defined and the department involves 2 PhD students at present, scientific cooperation with overseas partners remains a challenging issue.

The approach of KU to in-service training of lecturers is given on page 16 of the SER. It states that "Vocational development of lecturers is stimulated by accreditation of pedagogical and research personnel which takes place every five years and defines whether or not academic staff corresponds to taken position and is able to participate in competition and take for another 5 years. They are provided with proper conditions for development by financing, planning and defence of dissertations, planning of textbooks and studies, paying for internships, and in-service training". Sabbaticals are available every five years for research and improvement of scientific or pedagogical qualifications. Funds are available for international scientific events.

If this is a correct description of KU facilitating professional development among staff, requirements seem to be met. A closer look, however, at the degree of internationalisation among the staff does not support this conclusion. Participation in international conferences amounted to ten in the last five years which approximates to attendance by each lecturer once every five years; this is hardly adequate. The teaching staff may take optional courses in order to develop and improve their pedagogical competence. On the other hand, this action depends on motivation of an individual teacher. Thus, the systematic approach towards continuing professional

development must establish the learning culture within the departments involved in the programme.

The details about participation in projects and scientific research are given on pages 14 and 15 of the SER and appear slight for the 12 staff involved. For the period 2007 to 2012 there were nine projects listed, all of them in the domain of education research. The project partners are listed and all are Lithuanian. The projects are relevant to the teaching activity of the faculty, including the Master's programme. While these research activities are to be welcomed, there is a good deal of scope for further development.

Lecturers of the programme participate in conferences in Lithuania and abroad. Every lecturer has participated in at least one conference but some lecturers have not attended a conference outside Lithuania in the past five years. This requires improvement. Even for those who have travelled outside Lithuania, very often the destination was to a near neighbour (including the annual Baltic Sports Science conferences which involve Estonia, Latvia and Lithuania). The expert team realises that international conferences involve costs for the university but urges that more resources are made available to ensure the international reputation of KU.

Some staff members are active in publishing the results of their research and there are papers published in Russian but one would have to conclude that there is insufficient international publication to enhance the research activity and to strengthen the image of the faculty/university both in Lithuania and abroad. Internationally the main volume of relevant literature in the physical education field is published in English. There is great interest in studies of physical education and related fields from smaller countries such as Lithuania. If the research holds the necessary quality there should be good chances of getting published in quality journals. Some teachers stated that colleagues are nervous about writing in English, even if they are able to speak English. There is a need for support from the university to develop the use of English, especially writing in English.

Moreover, students who met the panel expressed their motivation to involve more teaching staff from other countries in order to be confronted with new experiences and different methodologies.

4. Facilities and learning resources

The Department of Physical Education (in which the Master's programme is located) has a lecture theatre for 120 students, a classroom with multimedia equipment (36 seats), 2 athletic halls, general classrooms a specialised Human Motoric Laboratory (see details below) and a modern library (see details below).

The size and quality of the facilities is adequate for the current programme but further investment in facilities and equipment would be required if KU wished to extend its involvement in Sports Science.

KU has recently invested over 500,000 Lt (provided by EU funds) in a new laboratory which they call the Human Motoric Research Laboratory. Its function is to enable students and research staff to measure physical development, to test physical fitness, to research psychomotor function and physical activities. This laboratory could be used by students in their research for their Master's thesis and it could also be used by staff for their research. It should be added that observation, interviews and qualitative data from the field are highly relevant for research in

physical education and require really no costs in terms of expensive laboratory equipment. This could be explored further in the research strategy.

The programme for renovation and development of premises and equipment (paragraph 70 of SER) includes a proposal to purchase five hydraulic dynamometers; as these are expensive, the experts' group recommends that KU considers whether five are required. Other items on the list for purchase include a body analyser, a medical folding screen, a video camera, a multifunctional simulator and an elliptic simulator but it was not clear to the expert group what projects make these purchases necessary.

The following outline lists are recommended for KU (including some equipment it already has):

- Physiological Laboratory:
- Treadmill and/or cycle ergometer;
- Lactate analyser;
- Anthropometry equipment (weight scale, stadiometer, skinfold calipers, tape measures, handgrip, etc.);
- Smaller material: stopwatches, cones, 50 m tape measure;
- Oxygen consumption equipment e.g. Cosmed K4 telemetric system <http://www.cosmed.com/k4b2>;
- Heart rate monitors (<http://www.rei.com/learn/expert-advice/heart-rate-monitor.html>).

Movement Analysis Laboratory:

- Multifunctional measuring kit (EMG, ECG, force, acceleration, etc.);
- There exists a good telemetric system that is affordable, see <http://www.plux.info>;
- Some (more than 1) good digital cameras (200 Hz for an affordable price, necessary for kinematic movement analysis);
- Some specific sport equipment;
- Lab computers + analysis software (a good start for movement analysis www.dartfish.com/en/).

There is little emphasis in the programme on the extent of student practice. This may be influenced by the decision to concentrate on the part-time mode of the programme currently being offered and the fact that the students have already completed a Bachelor's degree in pedagogy which qualifies them for a teaching post. Some of the students are employed in teaching posts.

Because of its multi-campus location, KU has to operate library units in many locations. Recently it extended the number of such units from 4 to 9. It has a book collection that numbers 466,720 and a staff of 42. The library provides 294 seats (about twice the number provided four years ago) and there are computer laboratories to facilitate Internet access.

Libraries are open from 9.00 hrs to 18.00 hrs from Monday to Friday and on some Saturdays close to examination time. In view of the fact that the students of this programme are all part-time, longer opening hours are required e.g. until 21.00 hrs. Due to a reduction in the budget provided for book acquisition, the number of books purchased in 2012 was about half the number bought in 2008. The library is adequate for the Master's programme and is accessible by students both physically and through on-line access to databases.

5. Study process and student assessment

The entrance requirements specify a Bachelor's degree in educology, subject pedagogy or sports, biomedical sciences or theatre (dancesport). These seem reasonable and relatively open to graduates of other universities (there is a tendency of universities in Lithuania to encourage only graduates of their own university to enter Master's programmes). Graduates of other programmes have to take a course of supplementary study subjects which generally would add a year to the programme. This requirement, which is common in Lithuania, is against the spirit of the Bologna Process which favours access to second cycle programmes for holders of first cycle degrees.

The programme has not proved attractive and the number of entrants varied between 6 and 12 in the years 2007 to 2011. This has caused KU to abandon the full-time programme in favour of a part-time programme, commencing September 2011. However that did not make a great difference as the number of entrants in 2011 was 7, compared with 6 the previous year. According to the experts' group, urgent action is needed to enhance the popularity of the programme.

There were five cohorts of students recruited in the period 2006 to 2010 who could have graduated by now. In that period, 31 students were recruited and to date 20 have graduated. Some may yet graduate as they have postponed their studies for health reasons (1 case) or maternity (2 cases) or the difficulty of combining a job with study (4 cases).

The organisation of the study programme is reasonable and the allocation of marks for in-course projects should reduce the pressure on students of final examinations. This is particularly helpful to part-time students. Students who met the panel expressed themselves happy with the organisation of the programme.

An e-learning platform (Moodle) has been introduced and is used on two subjects (non formal education and psychology) of this programme. Such a platform is very helpful to part-time students who may need to undertake their studies at unsociable hours. The use of Moodle should be extended to all subjects, not only as an information repository, as it is at the moment, but also in order to contribute to students' autonomy development and collaborative learning. Training for staff should be provided in order to develop technological, pedagogical and methodological teachers' e-skills and knowledge. In the future, effort and commitment by everyone involved in the teaching-learning process are needed to foster interactive, collaborative, adaptable and self-regulated learning.

Students did express their support for a number of initiatives which they felt would improve the programme. These included:

- More e-learning via the Moodle platform;
- International visiting lecturers;
- More seminars and more practical classes;
- A short Erasmus programme (2 weeks);
- More foreign students and more contact with international students.

Details of student involvement in research projects are given in paragraphs 86 and 87 of the SER. Whilst there have been some successes, the number of activities does not appear large. Staff members who are active researchers need to seek to involve Master's students in their projects. Ideally, all students would have an involvement in research projects led by staff and frequently this involvement would constitute part of their Master's Thesis. The Master's thesis is undertaken after the completion of the fourth semester. Samples of theses seen suggest they are

not well written as they tended to be weak on original research, lack conclusions and recommendations. A clear research strategy should be developed that covers the key topics of the programme and into which master's students could be recruited.

There are mobility agreements with some universities but students of this programme show little interest in participating in mobility programmes. The fact that the programme is now offered in a part-time mode only will increase the difficulty of implementing a mobility programme, despite the fact that the university has put a good framework for mobility in place (see paragraph 90). As well as no outgoing mobility, there is currently no incoming mobility either. In regard to mobility, this programme falls far short of the European target of 20% of all graduates to have studied at least part of their programme outside their home country by 2020. Very often the strongest advocates of mobility are the students who have returned from a mobility study period; since this programme does not have such returnees; it will require resolute action to develop a mobility programme.

Academic support is given by information meetings with lecturers at the beginning of the programme when students are introduced to the study programme, faculty and the various units of the university. At the start of each subject the lecturer introduces the module and the manner in which it will be assessed. During the programme, students are advised by email of any changes. Students expressed themselves happy with the support they received. Whilst the experts' group is satisfied that student support is adequate, it believes that the programme would benefit from a more formal medium of conveying information about changes in the programme. This could be done by the use of an e-learning platform such as Moodle which is used for only two subjects in the programme.

Each lecturer must offer at least 2 hours per week for consultation with students and the times of these consultations are presented on websites, on electronic screens in the faculty lobby and on the department's notice board. Though the provision of fixed time consultations may not suit part-time students who are not around the campus during the day, in practice staff members are very flexible in dealing with student requests that are made in person or by telephone or by e-mail.

Financial support in terms of scholarships and loans is available to students. There is also some support available for gifted students with an average of 9-10 points. Students going to international events may receive support from the Council of Sciences. Students may apply for state loans to cover tuition fees, living costs and studies on the basis of international agreements. In general the arrangements for financial support are adequate though the uptake of mobility programmes is disappointing. While this may be caused in part by the inadequacy of the financial support available, it seems to relate more to the unwillingness of students to give up their jobs.

KU provides support in respect of Dormitories for students who come from places other than Klaipeda. It provides Career counselling in conjunction with the social partners and provides information about the labour market on its website. Medical aid and psychological assistance are available free of charge to students and there is support for social and cultural events. Students appeared happy with the system of supports but as part-time students they probably make very little use of most services.

The students are given detailed briefings by lecturers at the start of the programme. These briefings cover the taught subjects and how they are assessed. The attention of students is also drawn to websites which provide information on programmes at www.ku.lt.

There is a specific website for information on assessments on the Academic Information System (AIS) at https://web.liemis.lt/kuis/stp_prisijungimas. In general, students were happy with the extent of the information provided.

Graduates of the programme to date have a high success rate in gaining employment which is relevant to their Master's degree. However, they were graduates of a full-time programme while currently only the part-time programme is offered. Therefore, strengthening cooperation with lecturers became a crucial point under consideration for future graduates of part-time studies.

Employers whom the panel met expressed their satisfaction with the outcomes of the programme. They were strongly supportive of the merits of the programme and the benefits of having such a programme in the Klaipėda region. They made some suggestions for improvement including stronger emphasis on communication skills, psychology, and management and on entrepreneurship.

Employers indicated that they have on occasion given advice to the faculty, including advice on the preparation of the Self Evaluation Report. But this advice seems to be given on an informal and ad hoc basis; KU might consider the establishment of a more structured approach for receiving such advice. This could be done via an Advisory Council of Employers or some such mechanism.

6. Programme management

The university has its own Study Quality Committee and extensive regulations for quality assurance. They are set out in accordance with KU regulations drawn up by KU Senate and the faculty Council. These documents cover study quality assurance, analysis of results in external evaluations of KU, student progress and wastage, mobility by staff and students, etc. and are based on the European Standards and Guidelines for Quality Assurance. There is provision for the involvement of stakeholders including students and employers in the quality assurance procedures.

The SER states that information and data on the implementation of the programme are regularly collected by the KU Study Department and this was verified during the visit to KU. While data from students is collected systematically and is analysed, data from other stakeholders is collected in an informal way.

SER paragraph 149 describes how the outcomes of internal and external evaluations are used. On the basis of data collected and analysed, an action plan for improvement of quality is developed. In the recent past this has led to the provision of better learning conditions for students including a modern library and Internet rooms. Quality improvements are discussed by the Faculty Council and at meetings with students and at meetings with employers. Students may make proposals orally or in writing to the Head of Department. However, there is a weakness in that stakeholders did not get formal feedback about the improvements to the programme.

There is provision in the regulations for both teachers and students to make proposals for improvements at regular meetings about the programme. These meetings take place at least twice every month.

Mention is made of an involvement by employers in paragraph 149. Employers who met the experts' group said they had made some suggestions for improvement but it is not clear that external stakeholders play a large role in improvement processes.

KU has developed comprehensive regulations on internal QA. Students and teachers expressed themselves happy with the situation. It is somewhat less satisfactory in its dealings with external stakeholders.

III. RECOMMENDATIONS

1. In the light of the background of demographic change and the needs of society, consideration should be given to widening the programme to include studies of physical activity, fitness and health for groups other than children. This should not disturb the clear focus on children's physical education;
2. Recruitment strategies need to be developed in order to attract more students as well as to increase publicity of the programme's outcomes in the region. This is required to make the programme sustainable;
3. The degree of internationalization must be increased in terms of mobility actions of the teaching staff and students. University needs to support the use of English to disseminate research results in the international scientific audience. More teaching staff from other countries in terms of the mobility action is needed to open different approaches and experiences towards the field of physical education;
4. Approach towards continuing professional development must be established to create the learning culture within the departments involved in the programme. This approach should include staff development in pedagogy and assessment;
5. A further development of research strategy could be explored in order to add observation, interviews and qualitative data from the field. This would not require use of expensive laboratory equipment while the mentioned methods are valid in physical education research;
6. The use of e-learning environment should be extended to all subjects in order to contribute to students' autonomy development and collaborative learning;
7. Stronger emphasis should be given on development of students' communication skills, psychology, and management skills in the learning outcomes and consequently in the curriculum;
8. Students are part-time involved in studies but had few complaints about their workload. But the expert group believes there is scope for greater effort by students and accordingly the workload of students should be critically examined
9. The role of the external stakeholders could be enhanced by the creation of a more formal mechanism for their interaction with the university e.g. through the creation of an advisory council.
10. The process of admission to the programme should be made more simple and open in order to allow for the direct entrance of national students with a first cycle degree completed in another university or even for foreign applicants. In summary, Bologna recommendations should be followed in regards to the recognition of degrees. This may require some change in Ministry of Education and Science regulations

IV. SUMMARY

Klaipėda University (hereinafter KU) was established in 1991 and is a scientific and cultural centre for the western region of Lithuania. The Pedagogical Faculty, in which the Master's degree in Pedagogy of Physical Education is based, has six departments and a centre for educational innovations and offers seven Bachelor degree programmes, eight Master's degree programmes and PhD studies in Educology.

The Master's degree is strongly focused on the training of professionals in teachers training of physical education. In response to a previous expert evaluation, KU has focused its research on children's physical education. The programme aims and learning outcomes are well defined and clearly set out, they are appropriate and they are publicly accessible on the KU website. The panel commends both the programme and the research focus but urges that some consideration is given to other career possibilities for graduates; for example physical activity for elderly people and sports coaching. Graduates of the programme have been successful in getting jobs but this may relate to the fact that they are part-time students. A particular concern was the low student recruitment rate, only 6 or 7 per annum.

The design of the curriculum meets all the legal requirements and the workload for students is spread evenly across the semesters. The Master's theses are appropriate and the students have to undertake independent work. While there was some concern about the workload expected of part-time students, the students themselves were satisfied with the situation. Teaching staff were very accommodating to student needs. While the teaching was based on the research activities of staff in education, there was less research in other areas such as sports coaching; this might be extended.

The staff met all the requirements in regard to qualifications and involvement in research and the number of staff was adequate. KU has good arrangements for staff development apart from the fact that staff training in pedagogy and assessment is optional; the experts' group recommends that it be mandatory for all new staff. Research output by teachers is not sufficiently international so several steps are recommended to address this weakness. The degree of internationalization must be increased in terms of mobility actions of the teaching staff, the university needs to support the use of English to disseminate research results and more teaching staff from other countries should be invited. A further development of research strategy could be explored in order to add observation, interviews and qualitative data from the field.

The facilities at KU are generally good and conducive to academic work and there has been a recent investment in a new Human Motoric Laboratory to enable students to measure physical development. Further developments are desirable and details are provided by the experts' group. There is a good library with a large book stock and adequate Internet access.

The admission requirements stipulate a Bachelor degree in a related subject. While this facilitates graduates of KU, it is unduly restrictive for graduates of other universities. The panel would like to see a moderation of requirements to allow graduates of other universities in Lithuania and abroad gain access. An e-learning platform (Moodle) has been introduced and is a very useful support for part-time students. To date it is used in only two subjects and it is strongly recommended it be extended to all subjects. There is room for improvement in the extent to which students participate in research projects undertaken by teachers. KU should endeavour to have most students involved in research projects being undertaken by staff and to

aim to have topics for the Master's theses emerging from those research involvements. Students must also be encouraged to partake of opportunities for mobility (at present there is no uptake) despite the fact that KU has signed agreements with many universities for student exchanges.

Ten recommendations were made by the expert group covering, among others, the issues of the focus of the programme, student recruitment, internationalisation, staff development, research strategy, e-learning and the role of external stakeholders. While this list sounds formidable, the panel commends KU for its programme which serves student needs and supports regional initiatives; the implementation of the recommendations would make the programme even stronger.

V. GENERAL ASSESSMENT

The study programme *Teaching physical culture* (state code – 621X10002) at Klaipėda 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	2
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	15

*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. Frank McMahon

Grupės nariai:
Team members:

Prof. dr. Sigmund Loland

Prof. dr. José Alves Diniz

Doc. dr. Daiva Lepaitė

Darius Varanius

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V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Kūno kultūros pedagogika* (valstybinis kodas – 621X10002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	15

* 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

Klaipėdos universitetas (toliau – KU) buvo įkurtas 1991 m. Tai Lietuvos vakarų krašto mokslo ir kultūros centras. Pedagogikos fakultetas, kuriame suteikiamas kūno kultūros pedagogikos magistro laipsnis, turi šešias katedras ir edukacinį inovacijų centrą. Fakultete siūlomos septynios bakalauro, aštuonios magistrantūros programos ir edukologijos doktorantūros studijos.

Studijuojant magistrantūrą ypač daug dėmesio skiriama profesionalių kūno kultūros mokytojų rengimui. Reaguodamas į ankstesnį ekspertų vertinimą savo mokslo tiriamąją veiklą KU nukreipė į vaikų fizinį ugdymą. Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs, tinkami ir viešai skelbiami KU interneto svetainėje. Ekspertų grupė gerai vertina ir šią programą, ir mokslinių tyrimų objektą, tik ragina apsvarstyti kitas absolventų karjeros galimybes, pavyzdžiui, pagyvenusių žmonių fizinio aktyvumo ir sporto koučingo srityje. Baigusieji studijas pagal šią programą nesunkiai gauna darbą, bet tai gali būti susiję su tuo, kad jie yra iššęstinių studijų studentai. Didžiausią rūpestį kėlė nedidelis stojančiųjų skaičius – tik 6–7 studentai per metus.

Programos sandara atitinka visus teisės aktų reikalavimus, studentų darbo krūvis tolygiai paskirstytas per visus semestrus. Magistrantūros baigiamieji darbai atitinka reikalavimus ir studentai turi pradėti dirbti savarankiškai. Nors ir buvo kai kurių abejonių dėl iššęstinių studijų studentų darbo krūvio, pačius studentus ši padėtis tenkino. Akademinis personalas prisitaikęs prie studentų poreikių. Kadangi mokymas buvo pagrįstas ugdančiojo personalo mokslo tiriamąją veiklą, mažiau tyrimų buvo atliekama kitose srityse, pavyzdžiui, sporto koučingo srityje; tyrimų sritį būtų galima išplėsti.

Personalo kvalifikacija ir dalyvavimas mokslo tiriamojame veikloje atitinka visus reikalavimus, darbuotojų skaičius pakankamas. KU taikomos darbuotojų tobulinimo priemonės yra geros, išskyrus tai, kad personalo mokymai pedagogikos ir vertinimo srityse yra neprivalomi. Ekspertų grupė rekomenduoja, kad jie būtų privalomi visiems naujiems darbuotojams. Dėstytojų atliekamų mokslinių tyrimų rezultatai yra nepakankamai tarptautinio masto, taigi rekomenduojami keli veiksmai šiam trūkumui pašalinti. Turi būti stiprinama internacionalizacija, turint omenyje akademinio personalo judumą; universitetas turi remti anglų kalbos vartojimą, kad galėtų paskleisti mokslinių tyrimų rezultatus; reikėtų kviesti daugiau dėstytojų iš užsienio. Reikėtų toliau nagrinėti mokslinių tyrimų tobulinimo strategiją ir papildyti ją stebėseną, apklausomis ir aptariamomis srities kokybiškais duomenimis.

KU infrastruktūra gera ir palanki akademiniam darbui, neseniai buvo investuota į naują Žmogaus motorikos tyrimų laboratoriją, kad būtų galima įvertinti fizinį išsivystymą. Pageidautina ir toliau tobulinti infrastuktūrą; ekspertų grupė pateikia išsamius nurodymus šiuo klausimu. Bibliotekoje daug knygų, yra galimybė naudotis internetu.

Priėmimo reikalavimuose numatytas susijusio dalyko bakalauro laipsnis. Nors tai palanku KU absolventams, neteisingai ribojamos kitų universitetų galimybės. Ekspertų grupė siūlytų sumažinti reikalavimus, kad stoti galėtų kitų Lietuvos ir užsienio universitetų absolventai. Įdiegta elektroninio mokymosi programa (Moodle) – tai labai naudinga pagalba iššęstinių studijų studentams. Iki šiol ji pritaikyta tik dviem mokomiesiems dalykams; rekomenduojama ją taikyti ir kitiems dalykams. Studentai galėtų aktyviau dalyvauti dėstytojų vykdomuose mokslinių tyrimų projektuose. KU turėtų siekti, kad kuo daugiau studentų dalyvautų minėtuose projektuose ir kad baigiamiesiems darbams pasirinktų su šiais tyrimais susijusias temas. Be to, studentai turi būti skatinami pasinaudoti judumo galimybėmis (šiuo metu dalyvaujama nepakankamai, nepaisant to, kad KU su daugeliu universitetų pasirašė mainų susitarimus).

Ekspertų grupė pateikė dešimt rekomendacijų, kurios be kita ko, susijusios su šiais klausimais: programos dėmesio objektu, studentų priėmimu, internacionalizavimu, darbuotojų tobulinimu, mokslinių tyrimų strategija, elektroniniu mokymusi ir išorės socialinių dalininkų vaidmeniu. Nors šis sąrašas atrodo didelis, ekspertų grupė gerai vertina KU programą, tenkinančią studentų poreikius ir palaikančią regiono iniciatyvas; įgyvendinus šias rekomendacijas, programa bus dar stipresnė.

III. REKOMENDACIJOS

1. Atsižvelgiant į demografinius pokyčius ir visuomenės poreikius reikėtų apsvarstyti programos išplėtimo, įtraukiant į ją ne tik vaikų fizinio aktyvumo, kūno rengybos (angl. *fitness*) ir sveikatos studijų, klausimą. Tai neturėtų atitraukti dėmesio nuo vaikų fizinio ugdymo;
2. Reikia tobulinti priėmimo į universitetą strategiją siekiant pritraukti daugiau studentų, taip pat padidinti programos rezultatų viešinimą regione. To reikia programos tvarumui užtikrinti;
3. Būtina didinti internacionalizaciją, turint omenyje akademinio personalo ir studentų judumą. Universitetas turi remti anglų kalbos vartojimą siekiant tarptautinę mokslo bendruomenę supažindinti su mokslinių tyrimų rezultatais. Pasinaudojant judumo programa reikia kviesti daugiau dėstytojų iš užsienio, kurie atvertų naujus požiūrius ir pasidalytų patirtimi fizinio ugdymo srityje;

4. Norint suformuoti mokymosi kultūrą programoje dalyvaujančiuose skyriuose, būtina diegti požiūrį, kad profesinis tobulėjimas yra nenutrūkstamas procesas. Šis požiūris turėtų apimti darbuotojų tobulinimą pedagogikos ir vertinimo srityje;
5. Reikėtų toliau nagrinėti mokslinių tyrimų tobulinimo strategiją ir papildyti ją stebėseną, apklausomis ir kokybiškais aptariamoms srities duomenimis. Tam neprireiktų brangios laboratorinės įrangos, nes fizinio ugdymo tyrimų srityje minėti metodai jau galioja;
6. Siekiant padidinti studentų savarankiškumą ir kolektyvinį mokymąsi, elektroninio mokymosi aplinka turėtų būti naudojama studijuojant visus, o ne tik kai kuriuos dalykus;
7. Numatomuose studijų rezultatuose ir atitinkamai programoje daugiau dėmesio turėtų būti skiriama psichologijai, studentų bendravimo ir vadybos įgūdžių ugdymui;
8. Nors studentai mokosi tik tam tikrą laiko dalį (šios programos studijos iššėstinės), vis dėlto jie turėjo keletą nusiskundimų dėl darbo krūvio. Tačiau ekspertų grupė mano, kad studentai galėtų dėti ir daugiau pastangų, tad studentų darbo krūvį reikėtų patikrinti;
9. Sukūrus oficialesnį išorės socialinių dalininkų ir universiteto bendravimo mechanizmą, pvz., įkūrus patariamąją tarybą, padidėtų socialinių dalininkų vaidmuo;
10. Priėmimo į šią programą procedūra turėtų būti paprastesnė ir atviresnė, kad į ją galėtų tiesiogiai stoti šios šalies studentai, baigę pirmosios pakopos studijas kituose universitetuose ar net užsienio studentai. Apibendrinant reikia pasakyti, kad reikėtų laikytis Bolonijos rekomendacijų dėl laipsnių pripažinimo. Tam tikslui reikėtų padaryti kai kuriuos Švietimo ir mokslo ministerijos reglamentų pakeitimus.

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