



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos sporto universiteto
SPORTO FIZIOLOGIJOS PROGRAMOS (621C10001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SPORTS PHYSIOLOGY (621C10001)*
STUDY PROGRAMME
at Lithuanian Sports University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Sporto fiziologija</i>
Valstybinis kodas	621C10001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Biologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Biologijos 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>Sports physiology</i>
State code	621C10001
Study area	Biomedical Sciences
Study field	Biology
Kind of the study programme	University studies
Level of studies	second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Biology
Date of registration of the study programme	registered: 19-05-1997; updated: 02-08-2001; 03-05-2010

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I. INTRODUCTION

Lithuanian Sports University (hereinafter LSU) offers programmes of all three cycles in the areas of biomedical and social sciences, medicine and health, life sciences, education and training. LSU has faculties of Sports Biomedicine and Sports Education and a number of relevant centres and laboratories. The Master's degree course in Sports Physiology was first assessed in 2005 at a time when the university was named the Lithuanian Academy of Physical Education. The programme was approved with some recommendations including:

- The introduction of the subject Molecular Biology;
- An increase in the number of self-study practice sessions;
- The renovation of laboratories and installation of new equipment;
- Greater participation by teachers in Lithuanian and international research programmes;
- Standardisation and publication of all study programmes on the website.

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 (Master's degree) study programme *Sports Physiology* was made available to the expert team in January, 2013. 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 programme aims and learning outcomes are well defined and are clear, although the relationship between each aim and learning outcomes is not explicit. The main aim of the programme is to train Master's graduates who are specialists in Sports Physiology and who have not only theoretical knowledge but who also possess the research skills to solve problems of physical health, nutrition and physical fitness for people.

Specialists in Sports Physiology play an important role in sports training, as teachers in colleges and universities and finally in the field of health (sports and health clubs, the number of which is increasing).

The experts' group is satisfied that the programme is based on academic needs and the needs of the labour market. The extent to which the learning outcomes relate to the general competences expected of second cycle graduates is set out in Table 3 of the Self-Evaluation Report.

The programme also seems to meet professional requirements. The success rate of graduates in occupying appropriate posts related to their studies is set out in Table 27 in section 71 but is not entirely clear. The table indicates that out of 41 graduates in the period 2008 to 2012, there are 23 employed in their speciality in Lithuania, 10 are pursuing doctoral studies, 6 are employed outside their speciality, 2 are employed abroad outside their speciality while 3 are registered as unemployed. But the total of current positions is 44, which is 3 greater than the number of graduates. It has been indicated by LSU that the difference in numbers arises because some graduates of the programme have proceeded to doctoral studies and have at the same time entered employment. The expert group is satisfied with this explanation.

Those who are unemployed are all graduates of 2011 which may indicate a downturn in job opportunities for graduates (though the entire 2012 cohort is either employed or pursuing doctoral studies).

The extent to which the programme is based on the needs of the labour market is indicated by the rate of employment of graduates of the programme in employments that are related to their study programme. But the small number of students recruited (only 6 admitted in 2012) may indicate a failure to connect adequately with the labour market. This report will return to the issue of the very small number of students recruited and the vulnerability of the programme in this respect.

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 Description of Study cycles.

The name of the programme (Sports Physiology), its learning outcomes, content and the qualification offered (Master of Biology) are compatible with each other. The experts' group 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. Not less than 60 ECTS are awarded for study field subjects.

Modules are spread evenly in the sense that 30 ECTS are earned for each semester. And the panel was satisfied that the themes are not repetitive. There was some concern by the experts' group about the size of modules in terms of ECTS credits as the modular approach has been introduced recently and the panel assessed only updated curriculum planning. Some were as large as 20 credits and it was not clear that this is optimal. Two problems arise with very large modules:

- A large module typically involves several lecturers and therefore the need for good coordination arises;
- Secondly, large modules crowd out other modules that might usefully be included in the programme.

As an example of the latter, there is a module in semester three entitled Physiology of Aerobic Capacity which attracts 20 ECTS. Whilst Aerobic Capacity is important there are other capacities such as strength, for example, which is included in another subject not deserving the highlight of physiology related to aerobic capacity. Perhaps the existence of a discipline of Exercise Physiology or Sport Physiology could overcome this imbalance. Further consideration might be given by the programme management to the allocation of ECTS to modules.

The experts' group was satisfied that the contents of subjects/modules were consistent with the type and level of the studies as the programme is a research-based curriculum.

There is a requirement that at least 30% of the volume of every subject should be devoted to independent work by the student. LSU estimates that 20% of student hours involve contact with staff (e.g. in lectures or practical classes) while 80% involve independent study (paragraph 26). The balance of theoretical and practice in the curriculum was adjudged by the panel to be appropriate.

The scope of the programme appears sufficient to ensure the achievement of the learning outcomes. As a minimum of 90 ECTS must be achieved for a Master's degree, the provision of the programme over 2 years of full-time study should be adequate when 30 ECTS can be earned each semester. In this instance a total of 120 ECTS is required to earn the award of a Master's degree and a period of two years should be adequate to complete the degree.

The experts' group was very satisfied with the extent to which this programme reflects the latest achievements in science and technologies. There is a strategic approach to research in the faculty, which ensures that the research and the taught programme are closely aligned. The research is sufficiently international to ensure a good reputation for the faculty, which in turns benefits the study programme. It is important that research staff involve the Master's degree students in the research activity so that the Master's theses will benefit from an association with larger scale research.

3. Staff

The legal requirement is that not less than 60% of the all study subjects teachers must have a scientific degree (doctorate). Data provided in Appendix 2 indicates that all 16 of the lecturers have doctorates so they meet the legal requirements. In addition, not less than 20% of major field subjects' volume is taught by teachers holding a Professors academic degree.

The qualifications of the teaching staff in their disciplines are more than adequate to ensure the learning outcomes (all have doctorates). However, ideally staff also needs expertise in teaching and assessment and those topics do not figure largely in staff development activities listed in Table 12 of the self-evaluation report.

The number of teaching staff (16) is adequate to ensure learning outcomes. On the one hand, these staff members may have an excess of other duties, on the other hand, they expressed balance between scientific and pedagogical work.

The number of teaching staff on the Sports Physiology programme has remained constant for the past 5 years. Within this fixed total, four teachers retired on age grounds and were replaced by younger teachers. The stability in the total number of teachers and the modicum of newly appointed staff appears adequate to ensure the successful operation of the programme. The distribution of teachers according to age (Table 13) may cause some concern in that only 4 of the 16 staff are less than 40 years of age.

There was no description provided in the SER of the policies of LSU in regard to the support of the professional development of the teaching staff. But there were details of in-service courses undertaken by teachers in the past five years.

It is evident from the SER (paragraphs 35 – 40) that teachers are encouraged to engage in research and it is claimed that all 16 teachers on this programme are active researchers. There are also some opportunities to participate in academic exchanges abroad and the number sent varied from 1 to 4 per annum. At least 6 teachers participated in international conferences per annum (the highest participation rate was 12 in 2010) while lesser numbers participated in workshops and internships. And finally teachers participated in-service education sessions at the rate of approx. 2 per annum. These were mainly in the scientific or technical fields but there were some related to education issues such as ECTS, Virtual Learning Environment (Moodle). It is not stated whether such participation is mandatory or voluntary and whether any particular level of award must be achieved. Where a teacher gets poor ratings from students in surveys, the university refers the matter to the Head of Department whose responsibilities include the development of teachers' pedagogic/academic competence. If the same teacher appears on a subsequent list of incompetent teachers, the matter may be referred to the Admission Commission of Teachers and a repeated certification may be required.

It is claimed that all 16 staff who teach on this programme are actively involved in research. During the visit it emerged that only 12% of lecturer duties are direct teaching duties (supervision of student research projects is not defined as teaching in this calculation. Most staff members are involved in the supervision of doctoral dissertations (60%) and master's theses (87%). So the conclusion of the panel is that the teaching staff members are involved in research that is directly related to the study programme Sports Physiology.

4. Facilities and learning resources

The premises in terms of classrooms are adequate in size and quality for the provision of the programme. Laboratory facilities are basic but they provide adequate support for the Master's theses undertaken by students. They will need further investment in both space and equipment if the number of students increases to 20 as planned. A new animal testing unit to research muscle physiology of mice is welcome.

Some employers would like to be allowed to use the testing equipment for sports people. While such close contact with employers can benefit the university, LSU needs to take into account the adequacy of the space and the impact such use by employers would have on access to the equipment by students.

Although there is some mention of student practice (e.g. in paragraphs 25 and 26) there is no detail on the content and duration of practical sessions. Because all the current students have completed a Bachelor's degree programme which included teacher practice, there is no need for practice in the current programme.

The library in LSU is impressive with quite a lot of material in English. They subscribe to the key journals that students need and have purchased the relevant databases. These can be accessed by students from within the campus or externally by their computer. For students using the library there are about 100 readers places, some of which have an Internet connection. Books for acquisition by the library are recommended by lecturers.

While the library is generally good, there are some international journals in Biology which are not available and which are needed by lecturers and students doing research. This is a serious handicap for the staff and students concerned.

5. Study process and student assessment

The entrance requirements specify a Bachelor's degree in Sports, Public Health, Rehabilitation and Biology. Those who have a degree in Sports go directly to the second cycle programme but other graduates must have completed the subjects Anatomy, Physiology, and Sports Physiology before commencing. Therefore, graduates from other universities may face some difficulties to achieve admission requirements. This fact affects the desired convergence of programmes, not only in a national dimension, but also in a European Bologna perspective.

The programme has not proved attractive and the number of entrants varied between 6 and 11 in the years 2008 to 2012. The lowest enrolment was in 2012 when only 6 were admitted despite an increase in the number of applicants to 27 (the highest number in the past 5 years). The low enrolment rate is attributed in the SER (paragraph 65) to cuts in the number of state-funded places and to a change in the management of the programme.

Urgent action is needed to enhance the popularity of the programme. The programme management has set a target of 20 students of whom 6 would be Lithuanians who received state funding while the remainder would be international students. Attracting international students will pose problems in relation to the language of instruction as very few non-Lithuanians can speak Lithuanian. There is the possibility of offering the programme through the medium of English and this is under active consideration. However, such a proposal involves difficulties which are outlined below.

The organisation of the study programme appears reasonable. There are 16 teachers for a total of 16 students and these teachers allocate 12% of their time to this study programme. Thus, there is the equivalent of two full-time teachers for 16 students giving a student to teacher ratio of 8 to 1. This compares favourably with the university average of 12:1.

The assessment of students involves formal written examinations (usually 50% of total) and other forms of assessment including projects, seminars and analysis of laboratory data. This approach should reduce the pressure on students of final examinations. Students expressed themselves happy with the assessment arrangements during the panel visit. They also commented favourably on the amount of feedback they get from teachers in relation to assignments they complete.

There is no mention in the SER of an e-learning platform connected with this programme but during discussions it emerged that the Rector, who also teaches on the programme, has started using Moodle. Such platforms (e.g. Moodle, Blackboard, etc.) are increasingly used and can be very effective in making learning resources from around the world available to students. Many top research universities, including MIT and Stanford, are making their learning resources available free of charge (Massive Open Online Courses - MOOC). The experts' group recommends to LSU that it expands the use of Moodle as far as possible. Apart from its usefulness as a teaching-learning tool, it would also provide an excellent communication tool for organisational matters and details of any changes to the schedule. It can also contribute to students' autonomy development and collaborative learning.

Table 21 indicates that on average 25% of students participate in research activities and that the 41 students who graduated in a five year period produced 17 research articles. Presumably their definition of research excluded the research done by students for their Master's thesis. The standard of the sample Master's theses seen by the panel was good. They included good testing and statistical analysis, they were written in an appropriate academic style, citations and references were accurately included and they included conclusions and recommendations. The standard of the theses indicated that the graduating students emerged with good research skills and accordingly it is not surprising that a high proportion of them progress to PhD studies. LSU has six vacancies for PhD scholarships.

In the six-year period 2008/09 to 2012/13 only one student participated in a mobility programme. The main reason given for this is that most of the students are employed and do not want to lose their jobs. This lack of mobility contrasts sharply with the target adopted by Ministers of Education of all EU countries that 20% of all graduates should have studied abroad by the year 2020. It is possible that some of the Sports Physiology students have studied abroad during their Bachelor degree studies. Action is needed by the programme managers to encourage more mobility

The SER outlines the series of supports available to students:

- Annual programme coordinator to help with academic problems;
- The right of appeal to Student Representatives or the Faculty Dean;
- A website "For Students" that provides information on the course of study, scholarships, examination schedules, holidays, etc.;
- A Marketing and Career Centre to help with job search;
- Sports & Leisure Centre;
- Scholarship Scheme for best students and benefits for students in difficulty;
- Dormitories adjacent to the teaching rooms.

Students expressed their satisfaction with the provision of support services. They also outlined some improvements they would like to see introduced:

- Bring the research closer to the profession and focus on interpretation of the results;
- Offer the programme in English.

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.

Paragraph 77 of the SER lists the many documents which deal with aspects of assessment including Regulations of Studies, Regulations of Study Quality Supervision Commission, Regulations of the Study Commission, Regulations of the Study Programmes Committee, Certification Procedure of Study Subjects, Study Subjects Scoring Procedure, Regulations of Master Thesis Preparation and Defence and five other documents. When first encountered, the list seems unduly long and there may be scope for the consolidation of the regulations into fewer documents. All the named documents are available to students on the LSU website

While the data provided in Table 27 is not entirely clear, it seems that most graduates of the programme are either employed in their speciality or pursuing doctoral studies. The experts' group met some graduates and some employers to discuss this topic during which the graduates outlined their career progression:

- One completed a PhD and now works as an instructor in a health club with a particular expertise in motor control;
- One works as a coach and as Professor in a university (also holds PhD);
- One used the Master's degree to change life away from a hospital job to sports;
- One works as swimming coach in a secondary school.

All expressed themselves pleased with the outcome.

Employers were pleased with the skills and competences exhibited by graduates. One determined that only LSU Master's degree graduates would be employed as coaches. The National Basketball League has signed an agreement with LSU to use the labs at LSU and the league is trying to encourage its clubs to employ professional coaches from LSU.

6. Programme management

The programme is located in the Faculty of Sports Biomedicine at LSU and the management of the programme is under the direction of the Dean of the faculty. The faculty is assisted by a study programme committee and other units including the Study Quality Supervision Centre, the International Relations Office, Marketing and Career Centre and the Library. There is a Study Programme Director whose responsibilities are defined in the Rector's Order No. 282K and there are coordinators for each year of the programme. In addition, there are many documents approved by the Senate of LSU which govern the procedures for the management of the programme and its quality assurance (see partial list above in relation to student assessment). The arrangements for the management of the programme are well documented and an analysis of the various documents indicates that they do not conflict with each other and are available to the parties concerned.

Provision is made for the collection of data on the student experience in new regulations entitled University Procedures of Students' Attitudes Towards the Quality of the Organization and Assessment of Studies. These regulations were adopted on 31st May, 2012. From February, 2013 LSU made plans to ensure the quality of studies on the basis of Regulations of Study Quality

Supervision after the establishment of the Centre for Quality Management and Accreditation. These two new initiatives are very recent so that there has not been adequate experience of their operation to date to make a judgement on their effectiveness. But in their design and their intentions, they are appropriate for the effective management of the programme

LSU has used the external evaluation of 2005 to introduce change into the study programme (the introduction of Molecular Biology as a subject and other changes). In regard to on-going improvements, it is stated in the SER that “the program is managed by solving problems in the study programme committee ... the committee discusses student survey data at its meetings and submits proposals to the Dean concerning the improvement of quality of studies” (paragraph 76).

The most fundamental change envisaged for the programme is to teach it through English. It is hoped this would attract 14 students per annum from outside Lithuania and 6 local students

Employers are involved in the Master’s thesis defence where they can give their opinion on the thesis and its practical value.

Contacts with employers are regular as a great number of the employers are graduates of the programme. Many continued to PhD in the same department and now work in the university, in other higher education establishments or in high schools.

A representative of employers is included in the Study Programme Committee and is active on issues such as competences required by the labour market.

LSU has developed elaborate procedures for internal quality assurance, which involve teaching staff, student representatives and employers. One of the students who met the experts’ group is the elected student representative for the Master’s programme. She attends the Programme Committee meetings and in advance she canvasses the views of both first and second year students. In her own words “she sorts out local problems”. Students and teachers are satisfied that the procedures are effective and efficient and the panel had no reason to disagree.

III. RECOMMENDATIONS

1. Coherence between each aim of the programme and learning outcomes has to be considered in order to sustain the curriculum design;
2. Coordination among teaching staff in large modules e.g. 20 ECTS modules, needs to be skilfully managed to keep the common spirit in the programme as an individual teaching approach leads to fragmentation of the modular approach;
3. Teaching staff needs expertise in teaching and assessment as these staff development activities are currently considered as an optional choice. In this respect policies of LSU need to support the professional development of the teaching staff;
4. The new laboratory is impressive and promising while the old laboratories are adequate for standard experimental work in a Master's degree but could do with upgrading. It is recommended that they be improved in terms of space which could enhance cooperation with employers who are looking for access to the testing equipment for sports people;
5. The number of students is critically low as compared with the resource input by LSU in faculty hours, competence and laboratories. An action plan and resources are needed for the internationalization of the programme to increase the number of students. Consequently, English language teaching must be foreseen in the policies of LSU and this will require the improvement of the language skills of some teachers and students. LSU should have a strategy in this respect;
6. Use of Moodle should be expanded in order to nurture a stronger learning environment; it will be very useful in the context of English language material and support for part-time students;
7. Mobility actions must be improved to strengthen internationalization of the programme;
8. Bringing the research closer to the application level would increase cooperation links with the employers;
9. Consolidation of the quality assurance regulations into fewer documents is needed, as the long list of documents weakens rather than strengthens the effectiveness of the quality assurance system.
10. The library should take steps to acquire the international journals in Biology which are needed by students and lecturers doing research.

IV. SUMMARY

LSU offers programmes of all three cycles in the areas of biomedical and social sciences, medicine and health, life sciences, education and training. The Master's degree course in Sports Physiology was first assessed and approved in 2005 at a time when the university was named the Lithuanian Academy of Physical Education. The programme aims and learning outcomes are clear and well defined and are focussed on Sports Physiology. The programme meets the needs of the labour market and professional requirements as evidenced by the success rate of graduates getting appropriate jobs. However, the number of students recruited each year is low, only 6 last year, and this aspect indicates the need for corrective action to make the programme sustainable.

The curriculum design meets the legal requirements and the study subjects are spread evenly throughout the four semester. The experts' group had some concern about some large modules (20 ECTS) which will require careful coordination of the actions of the several lecturers involved. The programme stresses the need for independent study by the students and is based on current research by the staff.

Staff members are highly qualified (all have doctorates) and are sufficient in number to ensure learning outcomes. They are also active in research that is relevant to their teaching. While the staff members are highly qualified in their disciplines, it is less clear that they have qualified in pedagogy and assessment and so that aspect of staff development deserves more attention.

The facilities and resources available to the programme are adequate. Laboratories are basic but they provide sufficient support for the Master's theses. However, if LSU wishes to respond to requests from employers to avail of the laboratories for sports people, they would need to expand laboratory facilities. Library resources are generally good but there is a need for some Biology journals that are needed for researchers, students and staff.

The admission processes ensure that students entering the programme are qualified but they tend to exclude all but LSU graduates. A more liberal set of admission requirements that would allow students from other universities, include those outside Lithuania, to enter would be welcome. At present very little use is made of any e-learning platform (the Rector is the only user on this Master's programme), and this should be remedied as soon as possible. The ambition to attract more international students will certainly require the support of an e-learning platform such as Moodle (which is available elsewhere in LSU). Another action that would help internationalisation is greater student mobility which is very poor at present. Only one student participated in an international mobility programme in a six-year period up to 2012/13. LSU is considering teaching its Master's programme through English to attract foreign students. This is probably the correct action to take but it will require support including development of staff ability in English.

LSU has put considerable effort into the development of its QA processes but as a result has ended up with many QA processes and documents; they would benefit from a rationalisation into fewer documents. The responsibilities for programme management are clearly indicated under the overall supervision of the Dean of the faculty. And feedback from student surveys is used to improve the programme. External stakeholders, including employers are involved in the QA procedures and contribute to the improvement of the programme. In short, this is a well managed programme, based on relevant research activity by staff but needing some strategic actions for greater internationalisation and to attract a viable cohort of students.

V. GENERAL ASSESSMENT

The study programme *Sports physiology* (state code – 621C10001) at Lithuanian Sports University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

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

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Grupės nariai:
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V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sporto universiteto studijų programa *Sporto fiziologija* (valstybinis kodas – 621C10001) 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)

IV. SANTRAUKA

LSU siūlo visų trijų pakopų studijų programas iš biomedicinos ir sociologijos mokslų srities, medicinos ir sveikatos, biologijos mokslų, švietimo bei lavinimo. Sporto fiziologijos magistratūros studijų programa pirmą kartą buvo įvertinta ir patvirtinta 2005 m., kai universitetas buvo vadinamas Lietuvos kūno kultūros akademija. Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir daugiausia susiję su kūno kultūra. Programa atitinka darbo rinkos ir profesinius reikalavimus – tai rodo absolventų sėkmė susirandant tinkamą darbą. Tačiau studentų į universitetą kiekvienais metais priimama nedaug – praėjusiais metais priimti tik šeši studentai; tai reiškia, kad būtina imtis taisomųjų veiksmų, jei norima, kad programa būtų ilgalaikė.

Programos sandara atitinka teisės aktų reikalavimus, studijų dalykai vienodai išdėstyti per keturis semestrus. Ekspertų grupei rūpestį kelia kai kurie dideli moduliai (20 ECTS), kadangi reikės atidžiai derinti kelių juos dėstančių lektorių veiksmus. Programoje akcentuojama savarankiško studijavimo būtinybė, programa pagrįsta šiuo metu darbuotojų atliekamais moksliniais tyrimais.

Darbuotojai yra aukštos kvalifikacijos (visi turi daktaro laipsnį), jų skaičius yra pakankamas numatomiems studijų rezultatams pasiekti. Dėstytojai aktyviai dalyvauja moksliniuose tyrimuose, susijusiuose su jų mokymu. Nors darbuotojai yra labai kvalifikuoti savo disciplinos specialistai, nelabai aišku, ar jie kompetentingi pedagogikos ir vertinimo srityje, taigi personalo tobulinimo klausimui turi būti skiriama daugiau dėmesio.

Turimi materialieji ištekliai yra tinkami programai įgyvendinti. Laboratorijos yra elementarios, bet jų pakanka magistrantūros darbui. Tačiau jei LSU nori tenkinti darbdavių pageidavimą, kad laboratorijomis naudotųsi sporto aplinkos žmonės, reikėtų išplėsti laboratorijos galimybes. Bibliotekos ištekliai iš esmės pakankami, tik trūksta mokslininkams, studentams ir darbuotojams reikalingų biologijos mokslo žurnalų.

Priėmimo procedūra užtikrina, kad stojantieji į šią programą būtų kvalifikuoti, bet yra tendencija priimti tik LSU absolventus. Pageidautina, kad priėmimo reikalavimai būtų liberalesni, tada galėtų įstoti ir kitų universitetų studentai, įskaitant užsienio studentus. Šiuo metu labai mažai naudojamosi elektroninio mokymosi programa (rektorius yra vienintelis šios magistrantūros programos vartotojas); reikėtų kuo greičiau keisti šią padėtį. Siekiant pritraukti kuo daugiau užsienio studentų būtina prireiks elektroninio mokymo aplinkos, pavyzdžiui, Moodle (ji prieinama kituose LSU fakultetuose). Kitas veiksmas, galintis pagreitinti internacionalizaciją, yra studentų judumo didinimas; šiuo metu judumas labai mažas. Per šešerius metus iki 2012/2013 mokslo metų tarptautinėje judumo programoje dalyvavo tik vienas studentas. LSU svarsto galimybę magistrantūros programą dėstyti anglų kalba, kad pritrauktų užsienio studentų. Tikriausiai tai būtų teisingas veiksmas, bet prireiktų paramos, be kita ko, ir darbuotojų anglų kalbos žinioms patobulinti.

LSU įdėjo nemažai pastangų, kad patobulintų kokybės užtikrinimo procedūras, bet galiausiai atsirado daugybė kokybės užtikrinimo procedūrų ir dokumentų; naudingiau būtų, jei jų liktų mažiau. Atsakomybė už programos vadybą aiškiai nurodyta, o viską prižiūri fakulteto dekanas. Programai pagerinti naudojamas studentų apklausų grįžtamasis ryšys. Išorės socialiniai dalininkai, įskaitant darbdavius, dalyvauja kokybės užtikrinimo procedūrose ir prisideda prie programos tobulinimo. Trumpai tariant, šios programos vadyba gera, pagrįsta atitinkama personalo mokslo tiriamąja veikla, tačiau būtina atlikti kai kuriuos strateginius veiksmus, kurie padėtų didinti tarptautiškumą ir pritrauktų perspektyvių studentų būrį.

III. REKOMENDACIJOS

1. Norint sustiprinti studijų programos sandarą, reikia apsvarstyti kiekvieno programos tikslo ir numatomų studijų rezultatų darnos klausimą;
2. Taikant didelius, pvz., 20 ECTS kreditų apimties, modulius, būtina meistriškai koordinuoti akademinio personalo darbą ir taip palaikyti bendrą programos dvasią, nes individualus požiūris į mokymą lemia modulinio metodo susiskaidymą;
3. Akademinis personalas privalo turėti kompetencijos mokyti ir vertinti, o šiuo metu minėto personalo tobulinimas nėra privalomas. Šiuo atžvilgiu LSU turi remti akademinio personalo profesinio tobulėjimo politiką;
4. Naujoji laboratorija įspūdinga ir perspektyvi, o senosios laboratorijos tinka įprastam eksperimentiniam darbui, atliekamam studijuojant magistrantūrą, bet galėtų būti sumodernintos. Rekomenduojama padidinti jų plotą – tai sustiprintų bendradarbiavimą su darbdaviais, kurie ieško galimybių sporto aplinkos žmonėms naudotis testavimo įranga;
5. Studentų skaičius pavojuingai mažas, palyginti su ištekliais, kuriuos LSU investuoja į dėstymą, kompetenciją ir laboratorijas. Programai internacionalizuoti ir studentų skaičiui

padidinti reikalingas veiksmų planas ir išteklių. Todėl į LSU politiką būtina įtraukti anglų kalbos mokymą, o kai kuriems dėstytojams ir studentams teks patobulinti šios kalbos įgūdžius. LSU turėtų parengti šios srities strategiją;

6. Siekiant sukurti išmanesnę mokymosi aplinką reikėtų daugiau naudotis Moodle aplinka; tai bus labai naudingas medžiagos anglų kalba šaltinis ir pagalba iššestinių studijų studentams;
7. Stiprinant programos tarptautiškumą būtina patobulinti su judumu susijusią veiklą;
8. Mokslinius tyrimus priartinus prie jų taikymo pagerėtų bendradarbiavimas su darbdaviais;
9. Reikia sujungti kokybės užtikrinimo reglamentus ir taip sumažinti dokumentų skaičių, dėl dokumentų gausos kokybės užtikrinimo sistemos veiksmingumas veikia sumažėja nei padidėja;
10. Biblioteka turi sugalvoti, kaip įsigyti tarptautinių biologijos žurnalų, kurių reikia studentams ir mokslinius tyrimus atliekantiems lektoriams.

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