



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ UNIVERSITETO  
STUDIJŲ PROGRAMOS "*Kūno kultūros ir sporto pedagogika*"  
(valstybinis kodas - 6121MX039)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF "*Physical Education and Sport Pedagogy*" (state code –  
6121MX039)  
STUDY PROGRAMME  
at ŠIAULIAI UNIVERSITY

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūno kultūros ir sporto pedagogika</i>
Valstybinis kodas	6121MX039 (612X13033)
Studijų krypčių grupė	Ugdymo mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ugdymo mokslų bakalauras; Pedagogas
Studijų programos įregistravimo data	2017 m. balandžio 28 d.

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Physical Education and Sports Pedagogy</i>
State code	6121MX039 (612X13033)
Group of study field	Education Sciences
Study field	Pedagogy
Type of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Education Sciences
Date of registration of the study programme	28 <sup>th</sup> April, 2017

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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.	Extract paper: ‘Assessment of Learning, for Learning, and as Learning’. The extract is from: Earl, Lorna (2003) <i>Assessment as Learning: Using Classroom Assessment to Maximise Student learning</i> .
2.	This paper was consulted as appropriate in the writing of the respective sections of this report.

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

The programme: Physical Education and Sport Pedagogy (FT, PT) was included in the Register of Study Programmes and Qualifications. In 2010 and 2013, the Programme was assessed by expert groups formed by the Centre for Quality Assessment in Higher Education (hereinafter – CQAHE). The programme received accreditation for a period of three years. Subsequently the Department approved the plan for subsequent activities for the period of 2013 – 2016. Ten areas of activity were identified. The most significant changes in the programme were approved in the meeting of the Department on (04/10/2016)

Taking into account the order approved by Minister of Education and Science of the Republic of Lithuania (December 1, 2016, No. V – 1075), regarding the principles of establishing the list of study fields and field groups of studies in higher schools, the procedure of the changes in the list, qualification framework and the titles of study programmes, the SPC initiated the adaptation of the programme to the requirements of the description. The changes were made in the title of the programme (Physical Education was changed in Physical Education and Sports Pedagogy). The changes were approved by the Centre for Quality Assessment in Higher Education, and the programme Physical Education and Sports Pedagogy was registered in the Register of Studies, Study Programmes and Qualifications.

### **1.4. The Review Team**

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 21st November, 2017.

1. **Prof. dr. Terence Clifford - Amos**, l' Université Catholique de Lille, France, International Consultant, European Commission Expert
2. **Prof. dr. Frances Murphy**, Institute of Education Dublin City University, Ireland.
3. **Prof. dr. Manuel J Coelho-e-Silva**, University of Coimbra, Portugal.
4. **Prof. dr. Vello Hein**, University of Tartu, Institute of Sport Sciences and Physiotherapy.
5. **Dr. Inga Gerulskiene**, Adviser, Department of Physical Education and Sports under the Government of Lithuanian Republic.
6. **Mr Tautvydas Šimanauskas**, Master Research Student, Kaunas University of Technology

## **II. PROGRAMME ANALYSIS**

### **2.1. Programme aims and learning outcomes**

The purpose of the first-cycle study programme in Physical Education and Sports Pedagogy is to prepare highly qualified specialists in physical education and sports. These

specialists in physical education and sport will display a deep knowledge of their specialisation and of the skills and values of physical education, sports and fitness. The programme aims are stated clearly and unambiguously in support of this stated purpose: 'to prepare bachelors in education sciences capable of understanding and assessing the development trends of physical education and sports, managing physical education of pupils of different age and abilities, developing physical activity habits for the whole life'. [SER, 1.1, p.6] Five areas of learning outcomes have been identified distilled into 19 specific learning outcomes informing the 40 subject modules designed for the study programme [SER, App. 1] including subject specialisation and a thesis.

The focus of the study programme is on physical education and sport pedagogy. Graduates will be able to apply their knowledge to conduct research related to physical education for people of all ages and skill levels, while developing the social and personal skills necessary to work with other specialists particularly those in physical education and sport. Table 4. [SER, 1.1, p.7] provides a reader friendly support when examining learning outcomes. It is commendable that the learning outcomes have become a point of discussion not only for staff but also for social partners and students who have inputted into the redesign of the outcomes. [SER 24 p. 8] This was noted by the Review Team during interviews with senior staff. Such practice takes account of national and international guidelines. Given the broad scope of the study programme, it is understandable too that the specialisation on sports management adding another very large area of study was rejected as part of the review process. Nevertheless, it is important for this programme which has a generally broad scope, to ensure that the nuances of movement study for different age groups are explicitly treated. Both the aims and learning outcomes which address personal and professional development, ethical dimensions and research skills appropriate to the understanding of the broad canvas of Physical Education and Sports Pedagogy are appropriately focused and interfaced in the respective modular subject areas.

During interviews with the Review Team it was clear that staff had a strong sense of the learning outcomes that drive the programme and held a positive view of their relevance to the work of the programme. Students, however, did not define the significant outcomes that were driving their study programme although they were very enthusiastic about the programme itself and able to instance samples of programme content to illustrate general points that they were raising. It is important that students are prompted consistently to review and reflect on the specific learning outcomes of their programme of study building towards development of a deep understanding of their journey within the programme as they complete their studies.

The learning outcomes are publicly available on the University website [http://www.su.lt/index.php?option=com\\_content&view=article&layout=edit&Itemid=1390&id=4397&lang=lt](http://www.su.lt/index.php?option=com_content&view=article&layout=edit&Itemid=1390&id=4397&lang=lt)

The study programme, designed to prepare specialists in physical education and sport, is linked to the need which is well described. [SER, 1.1, p.7] for replacing the considerable number of physical education teachers who are soon to retire from the profession (1/3 approximately). There is recognition too for providing coaches for children in non-formal education who engage in sports programmes. Furthermore the Review Team noted in interviews with teaching staff that graduates of the programme will be equipped to create their own workplaces. They may, for example, in response to data suggesting that physical activity levels of the general population are low, [SER, 1.1, p.7] have a role in promoting physical-activity levels among the general population. Graduates can also be employed in the non-formal education sector with particular reference to the importance of inclusion of all social groups. [SER, 1.1, p. 8] A particular strength of the programme is noted in the SER [1.1 p. 9] where the intended learning outcomes are oriented towards the successful integration of the graduates into the labour market.

Closely aligned with the stated objectives of the study programme in Physical Education and Sports Pedagogy is the emphasis on developing research skills highlighted in the strategic plan of the University. A further aspect of the University strategic plan is to enable individual learning and assure competitiveness in the employment market. This is very strongly reflected in the stated objectives of this study programme. [SER 1.1, p. 8]

The SER [1.1, p.8] describes how the programme aims and learning outcomes were formulated based on national education documents such as the Lithuanian Qualification Framework (2012), the description of the Teacher's Competence (2007) and The Curriculum Framework of the Basic (2008) and Secondary (2011) Education. The link to the Lithuanian Health Programme is stated clearly. [SER, 1.1, p.8]

The first-cycle study programme Physical Education and Sports Pedagogy is appropriately formed, structured and well placed in Lithuanian Higher Education. The study programme corresponds to Level 6 of the Lithuanian Qualification Framework and complies with the Descriptor of Study Cycles.

The focus of the Physical Education and Sports Pedagogy programme is broad and learning outcomes reflect the breadth of the programme. Further reference to some more subject-specific abilities could be considered in the statement of learning outcomes to reflect more closely the subject-specific aspects of the study programme.

There is firm and reliable compatibility between learning outcomes, content and the first-cycle qualification at Level 6 of the European and Lithuanian Qualifications Frameworks. The Review Team agreed that both the programme and module aims and learning outcomes are clearly structured. In interviews with students of the programme, it was noteworthy that they highlighted the motivation of learners as a key component of their work currently and into the future.

## **2.2. Curriculum design**

The structure of the study programme Physical Education and Sport Pedagogy is in line with the legislative requirement for higher education study programmes in the Republic of Lithuania as featured in the teacher training regulations approved by Order of Minister of Education and Science of the Republic of Lithuania (May 15, 2012, No. V – 827) “On the approval of teacher training regulations”, and by Order of Minister of Education and Science of the Republic of Lithuania (December 10, 2015, No. V – 1264) "On the approval of the description of study field groups”. Also, the programme is in line with Šiauliai University Study Regulations Approved by the ŠU Senate in January 18, 2017 (prot. No. SP-01). [SER, 1.2, p10]. The most significant changes in the Programme were approved in the meeting of the Department (04/10/2016, prot. No.2016-43), and later in the meetings of the Study Programme Assessment Committee and The Faculty Council. The changes were made also in the title of the Programme (Physical Education) which was changed to Physical Education and Sports Pedagogy.

The bachelor curriculum consists of 240 ECTS and is in accordance with Lithuanian Qualification Framework (6th level). The programme lists 44 subjects for students including the general University study subjects (15 ECTS), the subjects in the study field (150 ECTS) and the higher schools and freely chosen subjects (75 ECTS). The subjects of the study field form the pedagogical block (60 ECTS) and subject-specific block (90 ECTS). In the programme, the student’s direct work (classroom hours, accounts, scheduled consultations) with the teacher forms 32.2% of the volume of the programme. [SER, 1.2, p.13] The curriculum is implemented in full-time mode: 4 years (8 semesters). The modules of programme are evenly spread across its duration and their themes are not repetitive. The volume of a semester is 30 ECTS and the minimum volume of a study course is 3 ECTS.

The first two semesters are devoted to understanding the system of physical education and sport, and philosophy of education, understanding the psychological, physiological, and anatomical aspects of the development of children. The next five semesters are devoted to developing the students’ practical skills for teaching, and the eighth semester is

for writing the Bachelor final thesis. The presence of pedagogical subjects is inherent for of all seven semesters, but the topics are not repeated.

The Bachelor curriculum consists of 240 ECTS and is in accordance with Lithuanian Qualification Framework (6th level). Several changes were made without changing the structure of the programme. For instance, the volume of the subjects related to the practical skills was reduced to 30 credits; in the previously implemented programme the volume of such subjects was 52 credits. In general, the subjects are in a logical sequence placed in the curriculum with exception of the subjects 'History and philosophy of physical education' (Semester 1) and "Education philosophy" (Semester 2) the sequence of which would be reversed as it was in Appendix 1.2. The former subject 'Motion biomechanics and biochemistry' in Appendix 1.2 (the curriculum of 2016) was renamed as 'General and movement anatomy'.

The content of the subjects is consistent with the type and level of studies for the bachelor programmes. Several subjects in curriculum are related to compiling the bachelor thesis, which are: (Methodology of Scientific Research (semester 5, 11 credits), Final Paper in Pedagogical Studies (semester 7, 3 credits), and either in Research Methodology of Sports Education of Children (semester 8, 4 credits) or in Research Methodology Physical Activity of Adults (4 credits). Selection the themes of the final thesis are mainly related to a sports' context rather than physical education. In all these respects, since the last evaluation, the curriculum has improved significantly.

The aims and outcomes of the curriculum enable the graduate to organise and carry out formal education in schools and non-formal programmes of sport education. The learning outcomes are achieved through the subjects of the pedagogical block and the subjects of the subject-specific block, plus the block of freely chosen subjects. The curriculum offers the two variants of study fields for students: sports education for children (SEFC) and or leisure sport for adults (LSRA). The first is offered for students, who focus on the formal and non-formal sports education of children - in the future the University is going to implement four programmes of children's sports education. In the second variant, there is the focus on the highly-developing sports education of adults. There is a need to determine the subjects related to the field focused on the sports education of adults.

The great variety of teaching methods, like theoretical lectures, practical and laboratory classes, allows consistent achievement of the learning outcomes. During the meeting with the teachers, it was observed that there is a special emphasis on the students' activity in the learning process and their reflective skills. Information for the students about the content of subjects, teaching/learning methods and assessment procedure is available via the Academic Information System (AIS).

The curriculum itself satisfies all requirements at first cycle and the content of Education Sciences as an applied science. The content of the subjects provides alumni of the programme with highly specialized knowledge in that field. [SER, Appendix 1] The Review Team also found that high-knowledge acquisition was highlighted and valued by both alumni and employers (during meetings with alumni and social partners). This erudition influences original thinking, independence at work, in understanding the wider context of ethics. The programme aims are governed by the broad concepts: knowledge and its application in practice, conducting research, special competences, and personal abilities under which learning outcomes and subject modules are mapped. The scope of the programme is sufficient to achieve the intended learning outcomes. The competence of the graduates enables them to enter to the labour market in the institutions implementing formal and non-formal education. Also, the graduates can continue Master degree studies in the field of education. This is a good environment for students learning, based on collaboration and easy relations.

The content of the programme largely corresponds to the latest academic achievements in the fields of Education and Sport Sciences. [SER, Appendix 1] The content of the programme in general reflects the latest achievements in the field. The modules descriptions are representative and contain the most important literature for students at bachelor level. There is a good balance between theoretical and methodological sources of literature, between sources in English and Lithuanian languages. This is a well-founded curriculum with good scope and focus to achieve programme aims. The Review Team generally found this a very well-proportioned curriculum of good academic direction and purpose.

### ***2.3. Teaching staff***

The first cycle (240 ECTS) entitled Physical Education and Sports Pedagogy meets legal requirements for teaching staff. The programme is served by 21 teaching staff members and 76% (n=16) of the teachers have already obtained their Phd. [Appendix 3]. More than half of study field subjects are taught by scientifically recognized professors and the legal requirement is therefore attained.

The qualifications of the teaching staff ensure the learning outcomes. The PhD degrees of the teachers were obtained in Educational sciences (n=12), Biomedical Sciences (n=3) and Social Sciences (n=01). The previously mentioned scientific areas are well-related to the learning outcomes of the study plan. Additionally, the practical experience of the staff has grown in the recent years [SER, p.13]. The relationship among the PhD qualifications of the teachers, on going research activities and the designation of the programme Physical Education and Sports Pedagogy is consistent and robust. [SER, p:13-17; "Appendix 3]

The number of the teaching staff is quite adequate to ensure learning outcomes. The proportionality of students to teachers is presented in a Table 6 of the Self-Evaluation Report. In 2012/2013, the ratio was 10.7 students per teacher and is currently (2016/2017) 7.4. [SER, p.13, Table 6] The impact of the total amount of students and of the proportionality between teachers and students on the quality of the interactions was well confirmed by the students during the visit. The emphasis on Physical Education and Sports Pedagogy allows for substantial working hours and effort in monitoring students' professional skills. It was particularly positive to note that the nature of the comments expressed by the students regarding the supervision, and the positive social climate was also confirmed in the contact with social partners.

The teaching staff turnover ensures an adequate provision of the programme. It is composed by four professors (aged 43-69 years), one visiting professor, seven associate professors (aged 40-61) and nine lecturers (aged 32-58 years). [Appendix 3] The sum of annual contacting hours is 2323, and this volume is distributed as follows: 1049 hours by professors (45.1%) and 1274 hours by lecturers (55%). During the visit, teachers were requested to express the mechanism of coordination between professors, the collaborators and the young staff. They all periodically meet to refine teaching and evaluation methodologies. This illustrates a positive combination of theoretical and practical approaches to the learning outcomes. Students also stated this particular aspect as positive. The appendix reporting the CVs of the academic staff cites a number of entries considered relevant to the nature of the programme (bachelor) and the main contents of the academic cycle Physical Education and Sports Pedagogy. Teachers are actively participating in research projects, conferences and other academic activities. Social partners recognized the importance of the applied research actions, particularly seminars organized by teachers and students. This programme offers a good example of being balanced: between social sciences and Biomedicine; between theoretical and practical approaches; between the institutions and the partners and between the number of teachers and the number of students.

The Review Team found the teaching staff excellent in their qualifications, research, teaching and in their practical activities.

Teachers have experienced internationalization with several Universities from different countries and they are active and keen in renewing their competences.

#### ***2.4. Facilities and learning resources***

The Review Team found the premises for studies as adequate in their size and quality to offer excellent learning conditions: 60 classrooms with 1676 workplaces, 8 of them being specialized [SER, 1.4, p.18], 128 computerised workplaces including personalized work

places for the researches, lecturers and doctoral students. [SER, 1.4, p.19] The Review Team noted the special University's concern on students' preparation for the work with disabled children (offering separate room designed for the work with children with special needs). The overall environment of the Faculty of Education Sciences and Social Welfare is adapted for students with disabilities. [SER, 1.4, p.18]. It was discovered by the Review Team, and assured by social partners, that the lack of several kinds of facilities (i.e., swimming pool or stadium) is covered by the social partners' contribution, including also a wide range of opportunities to carry out an internship in numerous schools of general education and institutions and organisations of non-formal education.

Expansion of the premises of the programme implementation environment was observed by the Review Team - some study workplaces are located in practical centres (Botanical Gardens, Distance Learning centre, Business incubator), while for practical activities, a separate Sport Complex building with three main gyms (sport games, weight lifting and athletic gymnastics) is mostly used [SER, 1.4, p.18]. The provision and availability to use a childcare room [SER, 1.4, p.19] is considered by the Review Team in bringing great additional value to the University in facilitating access to the programme in the aspect of gender equality.

The Review Team found three laboratories (Interactive Didactic Technologies, Learning how to learn and ICT) [SER, 1.4, p.18] to be appropriate in their size and good accessibility not only for the University students but also for those in general and non-formal education. The Review Team considers the new, large and modern building of the library as being more than sufficient for the programme implementation: 273 work places, 114 of them being computerized. There is also a conference room with 180 seats equipped with stationary multimedia and a simultaneous interpretation system, video room and variety of other contemporarily equipped rooms with overall access to wireless Internet. [SER, 1.4, p.19]

The Review Team discovered teaching and learning equipment being adequate both in size and quality. Classrooms are provided with visual and sound equipment, as well as interactive boards. TVs, sets of video, and computer software equipment are completely suitable for calculating quantitative as well as qualitative data of the researches. [SER, 1.4, p.18-19] Particular emphasis on adapted physical activity is transparent, as numerous pieces of relevant equipment are offered. The Review Team found the laboratories being equipped with basic modern research means [SER, 1.4, p.18], including the unique in the Baltic states device ERGOS II WORK SIMULATOR aimed at the evaluation of general fitness level in relation to particular working activities. Specific tools for improvement in acquisition of the new equipment are foreseen by the University through participation in financial project activities. [SER, 1.4, p.20]

The Review Team revealed strong and close University cooperation with social partners, which seems to be a strong part of the programme as it offers the students opportunities for internship arrangements both in schools of general and non-formal education, based on written trilateral agreements. [SER, 1.4, p.19. According to the teachers and social partners, wide possibilities for students' internship in non-formal environments are in line with the national and local strategical promotion of non-formal physical education for children. This gives value for students towards future self-employment, as well as opportunities for employment with partner organisations.[SER, 1.4, p.19] Stronger promotion of international internship, which is favoured by social partners, is identified for further development.

The Review Team assessed arrangements for students' practice as adequate and purposeful.

The library, its resources and accessibility, is completely prepared to satisfy the needs of the students. This was confirmed by the Review Team. Methodological and scientific literature sources are offered in huge numbers and are available both in printed and electronic versions. Electronic publications have increased significantly with (144403 new publications over a 5 years period). Access to literature for the students with disabilities is also provided via teaching students through special programmes like Jaws, FineReader, Supernova, SpeechViewer III and others [SER, 1.4, p.19-20], as reported by the Librarian and observed by the Review Team. National and international periodicals in the field of Physical Education and Sports are provided in sufficient numbers and were considered by the Review Team as very relevant and expedient. [SER, 1.4, p.20] Distance learning should be expanded.

The Review Team found facilities and learning resources as completely satisfying the needs of the students and reaching the learning outcomes of the programme. Excellence is found in this field.

### ***2.5. Study process and students' performance assessment***

Admission to the Physical Education and Sports' Pedagogy programme is arranged through the Joint Admission. Joint admission proceeds in compliance with the procedure of joint admission approved by the institution authorised by the Ministry of Education and Science of the Republic of Lithuania – the Association of Lithuanian Higher Education Institutions to Organise Joint Admission (LAMAB BPO.) Admission requirements to the programme is regulated by Regulations of studies approved by ŠU Senate [SER, 1.5, p.21]. Admission requirements can be found on the webpage ([http://www.su.lt/index.php?option=com\\_content&view=article&layout=edit&Itemid=1390&id=4397&lang=lt](http://www.su.lt/index.php?option=com_content&view=article&layout=edit&Itemid=1390&id=4397&lang=lt)) in Lithuanian. The competition grade is consisted by four subjects:

Achievements in sports (0.4 points), Biology maturity exam grade or annual subject grade (0.2 points), the third subject not coinciding with other subjects (0.2 points) and the Lithuanian language maturity examination. There is compulsory motivation test and interview organised at the national level. Applicants may receive additional 1-2 points to the general competition grade [SER, 1.5, p.21]. The number of applicants for this study programme is constantly decreasing. Comparing 2012 and 2016 years around two times less applications have been received. Urgent action for promoting the study programme should be implemented. The difference between the highest and the lowest grades of entrants is quite large which could lead to difficulties when organising study process.

The study process is organised in compliance with the Law on Higher Education and Research (2009), University Regulation of Studies (2007) and other normative documents and legal acts [SER, 1.5, p.28]. Full-time students as usual have 30 credits per semester. Studies consists with lectures, seminars, laboratory works and practical classes. According to the fact that students have much time for individual work, the University provides facilities to study on site. Teachers very often apply innovative learning methods and various IT technologies for gaining more practical skills. After theory classes, students learn to adapt the knowledge in a practical way e.g. student visits to schools with pupils with various disabilities. In this way, students try to apply knowledge they received in a practical manner. During the meeting with students, the Review Team found that learning is based on discussions in class, which students prefer. According to the fact that groups are small, students are given sufficient individual attention and they appreciate it. Moreover, students have opportunities to have short-term internships and practical projects in schools.

Students are encouraged to participate in scientific and research activities constantly. During the meeting with students it was found that they were quite familiar with such opportunities. The University organises annual events: 'Teacher Education in the XXI Century: Changes and Perspectives', for example, 'Let's Together Create Childhood today'. [SER, 1.5, p.23] The University provides students who are interested in research with the opportunity to join extra scientific practice. The numbers of students who participate in research activities, conferences or publish scientific articles are sufficient in comparison to the numbers of all students in programme. Students' research works are published in journals.

There is a variety of communication channels as to how students are informed about the opportunity to participate in mobility programmes, starting with general informative meetings, events for sharing experience of those who have participated in this kind of programme, and ending with emails and posters. However, the numbers of students who have participated in the programme are insufficient: for example, only 1 student during last year has

participated in mobility programme. As it is mentioned in self-evaluation report, the main problems are these: doubts about competence in foreign languages and the unwillingness to lose the touch with usual activities, - the schedule of sports training. [SER, 1.5, p.30] Tools to promote mobility programmes should be implemented more effectively; however the reasons for not undertaking mobility are understandable. During the meeting with social partners, the Review Team found that employers would like students to get more international experience while studying. The number of incoming students is larger. During last academic year, 14 foreign students joined the programme for a partial time, and students are provided with the opportunity to take part in different international conferences and seminars. Social partners appreciate students and graduates who have gained international experience. The Review Team noted that there are two talented hockey players who could be facilitated to train and compete in the Netherlands, should this be possible.

There are general meetings where students can get the newest information about study procedures, study plan, subjects. The University uses AIKOS platform which stores descriptions of programmes and qualifications. There is a wide range of consultations about studies subjects if students face any problems. During the meeting with students, it was found that there are good relations between teachers and students. Students are satisfied with the amount of extra consultation time. The University pays attention to students' adaptation by allocating mentors to all freshmen. The main responsibility of mentors is to make first weeks in University as smooth as possible. There are different kind of scholarships to students for good academic results. Those who have high achievements in sports or have financial problems can be given exemption from tuition fees. Students have possibilities to live in a dormitory if required. The University is adapted for people with physical disabilities. There is an active childcare centre in the University which is open for all students who have children. However, students expressed the desire to have a bigger gym, up to date laboratory equipment and cafeteria.

Assessment of students' achievements throughout a semester is carried out periodically and systematically. The programme employs the a cumulative assessment system. The learning outcomes are assessed in a ten-point system, the lowest passing grade is 5, the highest is 10. The weight of separate intermediate assignments in the final grade is set by the subject teacher regarding compulsory proportions. [SER, 1.5, p.26]. If students do not achieve minimum level of achievements, they have the possibility to improve individual assignment work and discuss issues during consultation hours. There are mid-term and final examinations and various forms of assignments with practical tasks used during the study process.

Some of the graduates are employed during studies. Graduates integrate themselves into the labour market quickly. This shows there is a large demand of the specialists of the

programme. Every year students, academic staff and employers meet to discuss essential changes in the study programme which are required by labour market. Employers are happy that graduates are innovative and capable to use new methods at work. Students were found to possess a wonderfully mature and intelligent attitude to learning.

During the meeting with graduates, it was found that there is collaboration between University and the society: common events, courses, various partnership forms. Young professionals are needed for companies responsible for looking after society's healthcare. Usually young professionals change the culture of the existing ones. The understanding of healthcare, active lifestyle in a society among both older and young people is changing day-by-day, and its value is growing larger because of the young graduates of this programme. Šiauliai City Municipality recognises the value of the programme, encourages students to study in this University and provides students with scholarships.

The University has structural system how to ensure fair learning. Studying methods like a cumulative assessment, ECTS system of credits, consultations for students, partial assignments and opportunities to correct work after lecturer comments lead to continuous learning. [SER, 1.5, p.31]. The Student Union plays an important role to raise awareness against cheating. Usually examinations are observed by the volunteers from student union. Moreover, the University uses anti-plagiarism systems to check graduation theses. Quite strict penalties are applied for those who are cheating, including expulsion from the University.

There is an Ethics' Commission at University which deals with disputes between students and staff. Students are represented by member of University Student Union. During the period of evaluation there were no complaints submitted by students. During the meeting with students it was found that they can easily discuss their achievements with teachers and have the opportunity to improve their results.

## ***2.6. Programme management***

There are fifteen layers of quality management, beginning with the teaching staff and culminating with the University Senate. Of these, it is the Study Programme Committee which has the major tasks of organising the supervision, monitoring, development of the programme, the internal evaluation of individual study subjects and the entire programme. [SER, 1.6, p.33] The Committee also organises meetings of teachers, social partners and students for discussions on aims and learning outcomes, topics for the final theses evaluates and recommends any future changes. In collaboration with the Quality Management Centre, the committee organises surveys of students, teachers, graduates, and employers. Further responsibilities include the maintaining of links with graduates, graduate destination statistics, including records

and analysis of the mobility of teachers and students, liaison with the the Dean of the Faculty, the heads of the departments and the Library.

Closed, open and mixed questionnaires both for the University and the Faculty are used in addition to round table discussions, focus groups, students, graduates, teachers, and social stakeholders, who are all involved in evaluative surveys. [SER, 1, 6, p.35] Evaluations comprise: student selection; organisation of research activities; preparation and defence of final theses and career monitoring. At the end of each semester, there are surveys involving students to provide opportunities for improvement at subject and programme level. There is also an annual self-analysis of teachers' activities, especially teaching and research. A report on such is submitted to the Head of the Department and the Dean of the Faculty. This data is also important the quality assurance of the programme. There is a further report from the The Dean of the Faculty who writes on the activities of the Faculty, which is based on the self-analyses of teachers and their departments. [SER, 1.6, p.35]

At the end of every semester the teachers conduct surveys of the students who studied the course in order to evaluate the quality practice in the subject and to provide opportunities for improvement. [SER, 1.6, p.35] At the end of the academic year, the future for programme management is discussed by the Study Programme Committee, which reports all suggestions to the Department and the information is also presented in the Dean's annual report. Students participate in committees which include the University Senate, the Faculty Council, SPC, Students' Representative Office and the University Ethics' Commission. [SER, 1.6, p.35] Teachers' complaints about workload, increasing administration and other external matters, hitherto have been largely resolved by 'the principles of flexibility, collegiality, and mutual assistance inherent in the small community'. [SER, 1.6, p.34]

The Department, the Faculty, and the University management hold social partners in high importance and constantly maintain contacts with them. To formalise this importance in 2015, the University established the Centre for Cross-Sectorial Partnership with the aim of strengthening the University's liaisons and partnerships with national and international public, private, and non-governmental organizations. High involvement means the social partners directly and (or) indirectly are included as partners in the study process. [SER, 1.6, p.35] There is palpable respect and loyalty from the social partners.

The Review Team found the quality-assurance measures to be effective and efficient without being overbearing or obtrusive. Following the Experts' opinions arising from the 2013 evaluation, the current team are agreed that the programme's quality-assurance system is now sufficiently formalised and clear. [SER, 1.6, p.36]

See University Faculty of Educational Sciences and Social Welfare  
[http://www.su.lt/index.php?option=com\\_content&view=article&id=17733&Itemid=17647&lang=lt](http://www.su.lt/index.php?option=com_content&view=article&id=17733&Itemid=17647&lang=lt)

## **2.7. Examples of excellence \***

Even though the students did not define or discuss their learning outcomes in any detail, more informally they illustrated a uniquely mature and well-developed understanding of personal learning, placing the entire responsibility for it upon themselves.

\* if there are any to be shared as a good practice

Core definition: Excellence means exhibiting characteristics that are very good and, implicitly, not achievable by all.

Explanatory context Excellence enshrines one meaning of quality: a traditional view that associates quality with the exceptional

### III. REKOMENDACIJOS\*

1. Nėra kavinės, tačiau tai universiteto reikalas. Studentai dėl to skundžiasi.
2. Socialiniai partneriai vertina studentus ir (arba) absolventus, įgijusius tarptautinės patirties. Jei įmanoma, dviem ledo ritulio žaidėjams reikėtų padėti išvykti į Nyderlandus.
3. Studentams reikia išaiškinti studijų rezultatus. Procesai personalui yra aiškūs ir gerai suprantami (taksonomijos), tačiau būtina užtikrinti, kad studentai žinotų, kaip formuojami studijų rezultatai siekiant pažangos ir įgyjant kvalifikaciją.
4. Išplėsti nuotolinį mokymąsi.
5. Akivaizdu, kad reikia pritraukti daugiau studentų. Tam galėtų padėti stiprios studijų programos ir tinkama rinkodara, taip pat reikia stiprinti puikų visų programos dalyvių nusiteikimą.

\*Jei numatoma studijų programą įvertinti neigiamai (neakredituoti), vietoj REKOMENDACIJŲ būtina pateikti pagrindinius **argumentus, kodėl vertinimas yra neigiamas** („neakredituoti“), ir kartu pateikti **sąrašą veiksmy, kuriuos privaloma atlikti** siekiant užtikrinti, kad studentai, kurie buvo priimti į studijų programą iki sprendimo jos neakredituoti, įgytų minimalių žinių ir įgūdžių.

#### **IV. SANTRAUKA**

Kalbant apie žinias, studijų programos tikslai ir studijų rezultatai yra gerai suprantami kognityviniu, profesiniu, techniniu ir socialiniu aspektais. Juos sudarė ir jiems pritarė universiteto dėstytojai ir kiti darbuotojai, atsižvelgę į įvairias nacionalines ir tarptautines gaires, jie taip pat atitinka Europos ir Lietuvos kvalifikacijų sąrangos 6 lygį. Juos puikiai supranta dėstytojai, kurie turėtų skatinti studentų organą, kuris yra gana išskirtinė pirmosios pakopos studijų bendruomenė, juos taip pat suprasti.

Pats studijų turinys atitinka visus pirmosios pakopos studijų reikalavimus ir edukologijos mokslų, kaip taikomojo mokslo, turinį. Dalyko turinys suteikia galimybes studijų programos alumnams įgyti specializuotų šios srities žinių. Ekspertų grupė nustatė, kad alumnai ir darbdaviai pabrėžia ir vertina aukštos kokybės žinių įgijimą. Tokia erudicija daro įtaką originaliam mąstymui, savarankiškumui darbe, platesnio etikos konteksto suvokimui. Studijų programos tikslai parengti atsižvelgiant į plačias koncepcijas.

Dėstytojai užtikrina tinkamą studijų programos vykdymą, jie aktyviai dalyvauja mokslinių tyrimų projektuose, konferencijose ir kitoje akademinėje veikloje. Socialiniai partneriai pripažino taikomųjų mokslinių tyrimų veiklos svarbą, ypač dėstytojų ir studentų organizuotų seminarų reikšmingumą. Ši studijų programa – geras pusiausvyros užtikrinimo pavyzdys: socialinių mokslų ir biomedicinos, teorijos ir praktinių metodų, institucijų ir partnerių bei dėstytojų skaičiaus ir studentų skaičiaus. Ekspertų grupė pastebėjo puikią dėstytojų kvalifikaciją, mokslinius tyrimus, dėstymą ir praktinę veiklą.

Remdamasi savianalizės suvestine ir apsilankymo universitete metu surinkta informacija, ekspertų grupė nustatė, kad infrastruktūra yra labai patraukli. Biblioteka pagal šaltinių skaičių ir prieinamumą visiškai tenkina studentų poreikius, tai vienareikšmiškai patvirtina ir ekspertų grupė. Siūloma daug metodologinių ir mokslinės literatūros šaltinių, kurie prieinami šiuolaikiniais mokymuisi tinkamais būdais – tiek spausdinti, tiek elektroniniai. Ypač didėja elektroninių leidinių kiekis. Apskritai, ekspertų grupė nustatė, kad materialieji ir metodiniai ištekliai yra puikūs, visiškai tenkina studentų poreikius ir naudingi siekiant studijų programos rezultatų.

Ekspertų grupė nustatė, kad studentai yra motyvuoti ir aktyvūs, patenkinti studijų procesais ir jų pasiūla. Priėmimo ir siūlomų paslaugų spektras yra geras ir gausus. Tarp dėstytojų vyrauja kolegiali atmosfera, studentai yra brandūs ir atsakingai žiūri į studijas.

Studijų programa yra labai gerai valdoma, užtikrinama jos kokybė ir patikimas vykdymas. Ekspertų grupė nustatė, kad vidaus kokybės užtikrinimo priemonės yra formalios,

veiksmingos ir tinkamos, jos nėra pernelyg apsunkinančios ar pernelyg biurokратиškos, nors yra daugybė taikymo sričių. Būtina pritraukti daugiau studentų. Tam galėtų padėti stiprios studijų programos ir tinkama rinkodara, taip pat reikia stiprinti puikų visų programos dalyvių nusiteikimą.

Egzistuoja dinamiškas požiūris į plėtrą regione. Studijų programos vadovybė parengė labai gerą savianalizės suvestinę. Rekomenduojama siekti šios studijų programos išskirtinumo.

## V. GENERAL ASSESSMENT

The study programme *Physical Education and Sport Pedagogy* (state code – 6121MX039) at Šiauliai 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	3
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>20</b>

\*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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