



**MINISTER OF EDUCATION, SCIENCE AND SPORT OF THE REPUBLIC
OF LITHUANIA**

**ORDER
ON APPROVAL OF THE DESCRIPTOR OF THE GROUP OF STUDY FIELDS OF
SPORT**

27 September 2021 No. V-1748
Vilnius

In accordance with Paragraph 11 of Article 53 of the Law on Higher Education and Research of the Republic of Lithuania:

1. I approve the Descriptor of the Group of Study Fields of Sport (enclosed).
2. I determine that the higher education institutions have to adjust their study programmes to the Descriptor of the Group of Study Fields of Sport approved by Clause 1 hereby until 01 September 2022.

Minister of Education, Science and Sport

Jurgita Šiugždiniė

APPROVED

by Order No. V-1748 of the Minister of
Education, Science and Sport of the Republic
of Lithuania of 27 September 2021

DESCRIPTOR OF THE GROUP OF STUDY FIELDS OF SPORT

CHAPTER I GENERAL PROVISIONS

1. The Descriptor of the Group of Study Fields of Sport (hereinafter – Descriptor) regulates the special requirements for study programmes of competitive sport (R01) and recreational sport (R02) that are within the group of study fields of sport (R). The Descriptor regulates the study fields of competitive sport and recreational sport (hereinafter – field of competitive sport, field of recreational sport) in the scope not covered by the General Requirements for the Studies approved by Order No. V-1168 of the Minister of Education and Science of the Republic of Lithuania of 30 December 2016 “On approval of the General Requirements for the Studies.”

2. The Descriptor was prepared in consideration of the Law on Sport of the Republic of Lithuania, requirements of the International Sport Coaching Framework (International Council for Coaching Excellence, 2012) and the requirements on Skills and human resources development in sport, 2020, prepared by the European Commission Expert Group, Global Action Plan on Physical Activity 2018–2030 of the World Health Organisation (hereinafter – WHO), the Global recommendations on physical activity for health, WHO, 2010), and the Physical activity strategy for the WHO European Region 2016–2025.

3. The Descriptor’s requirements shall be applied for university studies of the first and second cycles conducted as full-time or part-time studies.

4. The graduates of the studies in the group of study fields of sport, receive bachelor’s/ master’s degree in sport that is in conformity with the sixth/ seventh level of the Lithuanian Qualifications Framework and the European Qualifications Framework for lifelong learning, and the first/ second cycle of the Framework for Qualifications of the European Higher Education Area attested by the bachelor’s/ master’s diploma and diploma supplement issued by a higher education institution.

5. The volume of the studies of the first cycle of the group of study fields of sport is 240 study credits (duration of full-time studies is four years, and duration of part-time studies is five years), while the volume of the studies of the second cycle is 120 study credits.

6. There are no special requirements established in the Descriptor for the persons applying to the studies of the first cycle.

7. The persons may be admitted to the studies of the second cycle of competitive sport if:

7.1. they have at least bachelor’s degree in sport and if they have completed the study programme within the field of competitive sport, in consideration to their learning outcomes and procedure established by respective higher education institution;

7.2. they have at least bachelor’s degree in different field and if they have acquired knowledge and skills described in Clause 24 herein during their studies or bridging studies. The applicants may ask the higher education institution to assess and recognise their skills (in compliance with the skills described in Clause 24 herein) related to competitive sport studies acquired by formal, informal and self-directed learning. The assessment and recognition of knowledge and skills acquired by formal, informal and self-directed learning shall be carried out in the procedure established by respective higher education institution.

8. The persons may be admitted to the studies of the second cycle of recreational sport if:

8.1. they have at least bachelor's degree in sport and if they have completed the study programme within the field of recreational or competitive sport, in consideration to their learning outcomes and procedure established by respective higher education institution;

8.2. they have at least bachelor's degree in different field and if they have acquired knowledge and skills described in Clause 26 herein during their studies or bridging studies. The applicants may ask the higher education institution to assess and recognise their skills (in compliance with the skills described in Clause 26 herein) related to recreational sport studies in the group of study fields of sport acquired by formal, informal and self-directed learning. The assessment and recognition of knowledge and skills acquired by formal, informal and self-directed learning shall be carried out in the procedure established by respective higher education institution.

9. Objectives of the studies in the field of competitive sport:

9.1. to provide an opportunity to acquire a solid foundation of knowledge and skills in the field of competitive sport, based on the achievements of international-level fundamental and applied interdisciplinary science technologies.

9.2. to train the abilities to apply constructively this knowledge in wide field of research and professional sport activities;

9.3. to train the ability to solve theoretical and practical problems of competitive sport;

9.4. to develop a thoroughly educated, creative and enterprising personality who would endeavour at professional development through lifelong learning;

9.5. to develop a personality endeavouring at fair competition in sports who would be able to convey the provisions of sport ethics to the trainees.

10. Objectives of the studies in the field of recreational sport:

10.1. to convey knowledge and thorough understanding about recreational sport and its role in solution of relevant problems of society's health promotion on the basis of international research;

10.2. to train critical thinking, reasoning skills, ability to assess creatively and professionally the problematic situations of recreational sport and to make adequate decisions based on deep knowledge and skills in the field;

10.3. to develop a thoroughly educated, creative and enterprising personality who would endeavour at professional development through lifelong learning.

CHAPTER II CONCEPT AND COVERAGE OF THE GROUP OF STUDY FIELDS

11. Sport as an object of studies includes all the processes of recreational sport and competitive sport.

12. The study programmes in the fields of sport are intended to train sport specialists (coaches) of physical activity (recreational sport) and high – performance (competitive sport) with university education of the first and second cycles:

12.1. the study programmes in the field of recreational sport are intended to understand all the forms of human leisure and healthy life style, to assess them creatively and to apply them creatively through personalisation, in order to improve the person's quality of life. People take part in these forms of recreational physical activity and various environments in the organised mode or individually;

12.2. the study programmes in the field of competitive sport are intended to train and develop physical and mental powers and specific sport skills of the future specialist in order to get the athletes ready to compete with other athletes in the national and international competitions.

13. The competitive sport as an object of studies includes all the processes of training of athletes of different ages and excellence (including athletes with various disabilities) based on peculiarities of human growth and maturation, and application of the latest coaching technologies of athletes.

14. The recreational sport as an object of studies covers organisation of physical activity for people (including persons with various disabilities) and impact of the content of physical activity and applied measures on the human physical, mental and social harmony.

15. Elements of the content of the field of competitive sport:

15.1. regularities of human growth and maturation and their interrelation with competitive sport;

15.2. modern theories and technologies of coaching of athletes, motor control and learning;

15.3. anatomic, physiological and biomechanical aspects of human movements;

15.4. cognition of human training, historical, pedagogical, psychological, ethical, social, and environmental protection factors of sport achievements;

15.5. research methodology of the sports sciences.

16. Elements of the content of the field of recreational sport:

16.1. human ontogenesis;

16.2. modern theories and technologies of physical activity, active leisure, and health promotion;

16.3. strategies of the physical activity policy;

16.4. research methodology of the science of sport and health promotion;

16.5. cognition of human training, pedagogical, psychological, social, and environmental protection factors of recreational sport;

16.6. business of recreation sport.

17. The subjects in the study field of sport of the second cycle have to be of qualitatively higher problem-based and innovative scientific level than the substantiating subjects of the first cycle in respective learning field. The number of study credits assigned to particular subject of the study programme may depend on the particularity, complexity of the subject, and volume of material.

18. The graduates of the studies of competitive sport of the first cycle will be able to work in the institutions preparing athletes of high-performance: sport schools, sport clubs, general education schools or vocational education schools, state, private and public sport organisations. Depending on the requirements determined by the university, the studies may be continued in the study field of sport or other fields in the second cycle.

19. The graduates of the studies of recreational sport of the first cycle will be able to work in the institutions engaged in physical activity: sport schools, sport clubs, general education schools or vocational education schools, higher education institutions, sport institutions of supplementary children education, state, municipal and non-public sport organisations. Depending on the requirements determined by the university, the studies may be continued in the study field of sport or other fields in the second cycle.

20. The graduates of the studies of the second cycle will be able to work in organisations engaged in recreational and competitive sport activities in public or private sector, to perform testing, to consult physical activity and high-performance sport instructors, athletes and coaches, to perform supervising work in sport institutions, and to continue PhD studies.

CHAPTER III GENERAL AND SPECIAL LEARNING OUTCOMES

21. While studying the programmes in sport field, the person has to gain knowledge and to develop personal, social, research and field-specific skills.

22. The learning outcomes of sport study programmes provided in the Descriptor are of general character. They mark the limits and have to be concretized in individual study programmes in the sport field and distributed according to the objectives and learning outcomes of the planned/ executed particular study programme.

23. The professional activities of specialists prepared in the study programmes in the field of sport of the first and second cycles have to be based on all the knowledge, skills and values;

however, the profiles of sport specialists prepared in the course of undergraduate and graduate studies differ. Besides, the learning outcomes of competitive and recreational sport specialists differ.

24. At the completion of the university studies of the first cycle in the field of competitive sport, the following learning outcomes have to be achieved:

24.1. knowledge and its application. The person:

24.1.1. is able to understand structure and functions of human organism;

24.1.2. is able to describe pedagogical, psychological and social sport factors and their assessment methods;

24.1.3. is able to define and use properly the main sport concepts;

24.1.4. knows selection and coaching principles of athletes in various age periods;

24.1.5. knows modern smart technologies and is able to apply them for sport activities;

24.1.6. knows the principles of creation of safe, respectful and involving learning/teaching environment;

24.1.7. understands the principles of performance of sport organisation;

24.2. skills to carry out research. The person:

24.2.1. is able to explain main principles of sport research work, collection and analysis methods of qualitative and quantitative data;

24.2.2. is able to plan and carry out the research in accordance with the research ethical principles, to formulate and present the research findings and conclusions;

24.2.3. is able to interpret and apply the research findings of competitive sport to solve the problems in this field;

24.3. field-specific skills. The person:

24.3.1. is able to adjust physical space and real circumstances and endeavours at optimising educational process of athletes;

24.3.2. is able to prepare coaching programmes by applying modern preparation technologies;

24.3.3. is able to choose appropriate methods of teaching and training of biomotor abilities in order to achieve coaching objectives;

24.3.4. is able to identify and then to use the reasoned criteria to interpret indexes of physical and functional condition of the athlete and to assess critically the impact of intervention on participants;

24.3.5. is able to personalise and to correct quickly the physical loads in consideration of the individual response of the athlete to physical load, to identify the reasons of mistakes of sport technique and tactics, to choose and apply their correction methods;

24.3.6. is able to apply various measures that help to recover after the physical loads or traumas;

24.3.7. is able to apply the training methods of skills of various sports when forming or developing the technique of selected sports;

24.3.8. is able to organise and carry out competitions in the selected sports;

24.4. social skills. The person:

24.4.1. is able to work responsibly in team, to communicate and collaborate efficiently in the State and at least one foreign language with athletes, their parents, and colleagues, depending on the ethical, ethnical, social and cultural work context;

24.4.2. is able to work in team responsibly and effectively, to communicate and collaborate with persons of different age, needs and cultural origin, while creating a qualitative interpersonal interaction in professional sport activities;

24.4.3. is able to communicate orally and in writing in the State and at least one foreign language (languages), and to use modern sources of information technologies for communication;

24.4.4. is able to create safe environment enabling emotional, social, intellectual and spiritual (self-)development of the athlete;

24.5. personal skills. The person:

24.5.1. is able to make responsible and reasoned decisions, and increases own creative potential to be ready to serve and to perform responsible expert and/or team work;

24.5.2. is able to organise and plan own work, to select the planning and organisational methods of actions that would be adequate to the situation and effective;

24.5.3. is able to formulate individually the relevant learning objectives and to plan professional and personal learning.

25. At the completion of the university studies of the second cycle in the field of competitive sport, the following learning outcomes have to be achieved:

25.1. knowledge and its application. The person:

25.1.1. is able to understand different tendencies in global, social, intercultural and other scientific knowledge, and endeavours at developing science of sport;

25.1.2. is able to adapt the acquired knowledge for critical assessment of the innovative testing methods of athletes and the received testing results;

25.1.3. is able to apply the available knowledge to initiate and fulfil properly the sport projects, to achieve certain performance results and qualitative changes in sport sector;

25.2. skills to carry out research. The person:

25.2.1. is able to understand the problems of the science and practice of sport, to raise problematic research questions and hypotheses;

25.2.2. is able to analyse and assess critically the research models meant to identify interaction between the coaching models of athletes and their fitness and performance;

25.2.3. is able to plan independently the research and to perform it in accordance with the principles of research ethics, to formulate scientific conclusions and to provide practical recommendations to the community of the science of sport;

25.2.4. is able to prepare a research report or a scientific article and to publish the findings of sport research;

25.3. field-specific skills. The person:

25.3.1. is able to assess critically modern theories of athletes' coaching technologies, to systemise and convey them to academic or professional audience;

25.3.2. is able to assess critically applied modern principles of athletes' coaching and models of long-term development of athletes;

25.3.3. is able to research, analyse and assess independently specific functional and physical fitness of the athletes and their limiting factors;

25.3.4. is able to reason individual advantages and disadvantages of athletes' fitness and performance, and to substantiate the development trends of high-performance of athletes;

25.3.5. is able to analyse the modern methods of coaching and learning of movement skills of athletes and to reason their individual application for athletes;

25.3.6. is able to solve and/or respond to modern society's problems and/or questions with regard to the field and particularity of sport, to integrate the necessary knowledge of other fields of sciences, and to assume social responsibilities;

25.4. social skills. The person:

25.4.1. is able to demonstrate leadership in team and to make creative decisions in the changing sport environment in compliance with ethical principles, to use verbal and non-verbal communication modes, to promote positive communication and collaboration;

25.4.2. is able to apply knowledge of the science of sport and to analyse the practical situations in national and international environment, to carry out expert evaluation, and to make recommendations and suggestions related to competitive sport in consideration to the summarised research data;

25.5. personal skills. The person:

25.5.1. is able to work in team or to assume the leader's role while organising its activities, encouraging changes, or making innovative decisions in the field of competitive sport;

25.5.2. is able to formulate independently relevant learning objectives and to plan professional and personal development;

25.5.3. is operating with good understanding of moral responsibility for impact of own activities and their results on sport, public, economic, and cultural development, welfare and environment.

26. At the completion of the university studies of the first cycle in the field of recreational sport, the following learning outcomes have to be achieved:

26.1. knowledge and its application. The person:

26.1.1. understands the strategies of the policy promoting physical activity that are applied on the national, international and interinstitutional levels, as well as modern theories and research problems of physical activity, active leisure and health promotion;

26.1.2. is able to explain biomedical, psychological and social mechanisms and factors determining physical activity and their interrelations, assessment methods of physical condition and physical capacity of people, and their application principles;

26.1.3. understand complex harmony between physical activity and healthy life style and is able to substantiate theoretical models of changing behaviour through application of interventive programmes of physical activity for persons and groups;

26.2. skills to carry out research. The person:

26.2.1. is able to explain main principles of sport research work, collection and analysis methods of qualitative and quantitative data;

26.2.2. is able to plan (when consulted by a teacher) and carry out simple research of recreational physical activity in accordance with the research ethical principles, to formulate and present publicly the research findings and conclusions;

26.2.3. is able to interpret and apply the research findings of physical activity to solve the problems in the field of physical activity, to develop professional activities, and to introduce the health promotion innovations;

26.3. field-specific skills. The person:

26.3.1. is able to identify and to use the reasoned criteria to interpret physical activity and physical fitness of people of various ages, and to take their current health state into consideration;

26.3.2. is able to determine the needs of a person or a group related to physical activity, to apply the appropriate motivation methods, and to create safe, tolerant, open environment that promotes cooperation, supports individual needs and is based on partnership;

26.3.3. is able to integrate the scientifically substantiated evidence into the practice of physical activity;

26.3.4. is able to use the testing results to create and substantiate the programmes of promotion of physical activity for a person or a group, to apply and assess them;

26.3.5. is able to plan and manage the process of organisation of individual exercises of physical activity in various environments;

26.3.6. is able to explain benefit of the physical activity programme for health of individual person;

26.4. social skills. The person:

26.4.1. is able to collaborate with employers while preparing the projects promoting physical activity strengthening health for various organisations;

26.4.2. is able to work individually and in team, while creating and implementing the activities of promotion of physical activity;

26.4.3. is able to communicate and collaborate efficiently in the State and at least one foreign language with persons of different age, needs and cultural origin, while creating a qualitative interpersonal interaction in professional activities;

26.4.4. is able to make independent decisions and to carry out educational activities in the field of physical activity;

26.5. personal skills. The person:

26.5.1. is able to organise and plan own professional work, to act independently, to solve problems and make decisions, to assess own competence limits and, if necessary, to apply for help;

26.5.2. is able to formulate independently the relevant learning objectives, to identify gaps in knowledge and skills, to define the directions of personal and professional development, and to plan independent learning;

26.5.3. is able to assume moral responsibility for impact of own activities and their consequences on personal and public welfare.

27. At the completion of the university studies of the second cycle in the field of recreational sport, the following learning outcomes have to be achieved:

27.1. knowledge and its application. The person:

27.1.1. is able to describe the role of different cultural, social and economic factors in creation of environments favourable for physical activity and in anticipation of tendencies in changes in physical activity;

27.1.2. is able to understand and assess critically the theories of physical activity and problems of modern science, and to suggest new idea in health promotion area;

27.1.3. is able to understand and interpret the data of different fields of science (or interdisciplinary research), when assessing the factors determining physical activity;

27.1.4. knows well different assessment methods of person's physical state, physical activity and physical capacity and is able to apply them creatively in the course of research;

27.2. skills to carry out research. The person:

27.2.1. is able to understand the problems of the science and practice of physical activity, to raise problematic research questions and hypotheses;

27.2.2. is able to understand possibilities of integration of different science fields when the problems of physical activity are solved in a scientific manner;

27.2.3. is able to plan independently the research and to perform it in accordance with the principles of research ethics, to formulate the conclusions and practical recommendations on promotion of physical activity;

27.2.4. is able to prepare a research report or a scientific article and to publish the findings of sport research;

27.3. field-specific skills. The person:

27.3.1. is able to assess the needs, weaknesses and strengths of a client, a group or a community, to prepare and implement interventions of physical activity;

27.3.2. is able to coordinate activities, to create opportunities of inter-sector cooperation, to justify their effectiveness in order to enable recreational physical activity of a person, a family or a community;

27.3.3. is able to carry out complex assessment of the residents' physical activity and problems, using the developments of interdisciplinary science;

27.3.4. is able to assess critically the guidelines for the policy to promote physical activity of residents and to offer recommendations on their improvement;

27.4. social skills. The person:

27.4.1. is able to work individually and in team, demonstrates leadership and encourages creative decision-making related to promotion of physical activity in the changing environment;

27.4.2. is able to present clearly and reasonably the summarised and critically assessed science-based information on physical activity and its promotion in society;

27.4.3. is able to analyse the needs for services promoting physical activity, to create and expand these services in the national and international environments;

27.4.4. is able to gather the persons from different social and cultural groups;

27.5. personal skills. The person:

27.5.1. is able to assess critically the latest information on physical activity and to make the innovative decisions;

27.5.2. is able to make independent decisions in the situations that demand for understanding of intersection between different fields of sciences and critical assessment of science and practical experience while solving problems of physical activity of different age groups;

27.5.3. is able to act understand own moral responsibility for the professional work and impact of its results on society, economic and cultural development and welfare.

CHAPTER IV TEACHING, LEARNING AND ASSESSMENT

28. Teaching has to be based on the content of the most advanced developments in the studied field of science.

29. Studies have to help the students to form professional identity. It has to be endeavoured at implementing the principle of lifelong learning, providing the possibility to achieve the aimed learning outcomes in the chosen study field, and to enable to perform the professional functions in practice. The programmes, their content and didactic system have to motivate the students to use various resources and sources of knowledge acquisition, and the teaching staff should be motivated to integrate novelties into the teaching and learning process.

30. The didactic concept of teaching and learning has to cover application of flexible methods of teaching and learning, while searching for integrated didactic solutions and trying to provide the theoretical knowledge to the students and to develop their field-specific, social personal, and research skills.

31. The chosen methods of teaching and learning have to ascertain possibilities to train (provide) student's skills. The following methods are recommended in the study process:

31.1. the gnoseological methods are directed at the development of cognitive skills and conveyance of knowledge (for example, conveyance of cognition and knowledge through academic practice), perception of knowledge (for example, narrative, conversation, illustration, demonstration, observation, learning through cooperation, situation modelling). These methods may be implemented by choosing the form of sessions;

31.2. the habituating methods are directed to development of field-specific, social and personal skills: discussion, research activities, individual or group works (projects); oral presentations in order to assess the skills of presentation and communication and the group work; expanded personal research project that is conducted for a longer period and that covers collection of primary data or comprehensive synthesis of secondary data, in order to assess the skills to collect and analyse data, to apply knowledge, arguments and substantiation; portfolios of learning achievements of the works related to practical assignments; observation and participation in practical team work conducted in the field of sport workouts and contests outdoors, in the laboratory and/or elsewhere in order to assess the skills of collaboration and solution of group problems; written, oral or online examinations intended to check the students' knowledge and understanding about the module or subject of the programme; seminars, presentations in order to induce the students to present their arguments or opinion to the peer audience and, if necessary, to offer clarifications and to defend the statements in a reasoned manner; laboratory works; analysis of audio and video material and other digital storage media;

31.3. the methods of investigative character should serve as a ground for individual studies: search for information; its analysis and synthesis; reflexion; solution of problems; imitation; analysis of performed work; application of particular research method; data interpretation; learning from experience; reflexion, control and self-control methods, etc.;

31.4. the control and self-control methods have to guarantee the feedback on professional preparation for the student and the teacher. These methods have to permit the student to carry out more thorough applied research implemented through the final thesis;

31.5. the same methods may be applied in different cycles of studies; however, their application in the second cycle has to be linked to deeper understanding of the content and more complex tasks.

32. Learning has to be linked to the research in the field of the sport science and their spread in practice through such forms as scientific practical seminars, research conducted by students during the internship (for example, participation in the institution's projects, preparation of

final theses), presentation of the findings of the graduates' final works in the internship places, joint publications of students, teachers and practitioners, and presentations in scientific conferences.

33. Teaching and learning have to assure preparation of future specialists of sport and physical activity of high-performance, who would satisfy the needs of the labour market; therefore, the skills of reflexion have to be trained in the study programmes as they provide a possibility to strengthen the link between theory and practice (for example, theoretical courses have to be supplemented by practicums), to spread good practice (for example, the students make public presentations of their projects in the conferences and places of practice, make suggestions on organisation of internship, express professional expectations and achievements, the graduates share their professional experience, suggest, how to improve the study process, the social partners take part in discussions about improvement of the content of professional activities).

34. When the university determines the assessment procedure, it has to provide the right to the teacher to choose assessment methods. Various assessment methods and forms may be applied, for example, examination, colloquium, report, oral presentation, report of the project, essay, reflexion, portfolio of learning achievements, self-analysis, peer review, test, report on practical activities, demonstration, assessment of practical skills, course paper, final thesis, etc.

35. The assessment system has to cover diverse assessment methods enabling to observe the student's achievements with regard to the aimed outcomes, and to assess the theoretical knowledge and practical skills in the coherent mode. The assessment procedure, the assessment system and the assessment criteria have to be based on the principles of reasonability, reliability, clarity, usefulness, impartiality and equal opportunities, and to assure objective identification of the level of the learning outcomes.

36. The assessment of the students' knowledge and skills has to be reliable and based on clearly formulated criteria that are known in advance. The work conditions and available resources have to be taken into consideration. The students should have an opportunity to take part in making decisions on the assessment methods and criteria of the learning outcomes, number and volume of tasks. The assessment system of the students' achievements has to be documented clearly, hence allowing the higher education institution to make sure that the graduates of the study programme will have achieved the level of the learning outcomes defined in the study programme.

37. It is recommended to apply cumulative assessment. When the assessment criteria are formulated, the threshold criteria are defined that describe the minimum compulsory learning outcome to be evaluated positively.

38. All the assessments of the students have to be based on clearly formulated criteria that are known in advance. The volumes of works and assessment methods and criteria of the students' achievements and learning outcomes have to be provided and defined clearly in the study programme.

39. The feedback between all the participants of the teaching and learning process has to be assured as it provides the opportunity to analyse and consider continuously the effectiveness of cooperation in the teaching and learning process (in the lecture hall and in the place of internship), and to foresee the perspective of the studies' improvement. In order to assure quality, continuity of the studies and continuous, regular learning of the students, the effective feedback is very important. It may be achieved in various forms assuring the feedback.

CHAPTER V REQUIREMENTS FOR IMPLEMENTATION OF STUDY PROGRAMMES

40. Universities have to make certain that composition and qualification of the teaching staff are sufficient to achieve the aimed learning outcomes, that they are familiar with the future work conditions of the graduates and would be able to help the students to prepare for their future professional and/or academic activities. The teachers have to know and understand the structure and objectives of the study programme and to be able to prepare and implement the descriptor of the subject/module that would comply with the objectives and learning outcomes of the respective

group of study fields. The competence of teachers is assessed according to their scientific, pedagogical and practical experience, in accordance with criteria established by universities.

41. General requirements for academic staff implementing the study programmes in the group of study fields of sport:

41.1. the academic competence of teaching staff has to satisfy the provisions of the General Requirements for the Studies and qualification requirements established for research workers by universities;

41.2. at least 60 percent of teachers of the subjects in the first cycle and 80 percent of teachers of the second cycle have to work in the research or practical field that corresponds to the field of sport activities.

42. Graduation requirements for the studies in the group of study fields of sport of the first and second cycles:

42.1. the studies of the first and second cycles end in publicly defended final thesis (project). The final thesis (project) has to manifest the student's knowledge, skills and competences acquired in the course of studies, complying with the study programme's aims. The procedure of preparation, defence and assessment of the final thesis (project) has to be regulated clearly in the procedure valid in respective universities. The final thesis (project) has to be independent, prepared under supervision of the supervisor, based on empirical data and available knowledge, and it has to reveal the skills complying with the aims of the study programme in the field of competitive sport or in the field of recreational sport;

42.2. the bachelor thesis in the field of competitive sport is an original research project that is prepared independently and that is oriented to solution of research and practical problems in the area of competitive sport. There the student demonstrates general sport and competitive sport knowledge gained in the course of studies, understanding of sport problems based on contention and competition, ability to analyse, to assess and/or create sport technologies enabling to learn, plan and control the processes of disclosure of maximum human physical and mental capacities within the sport context;

42.3. the bachelor thesis in the field of recreational sport is an original research project that is prepared independently and that is oriented to solution of research and practical problems in the area of recreational sport. There the student demonstrates general sport and recreational sport knowledge gained in the course of studies, understanding of influence made by the lifestyle of people, consumption, culture and technologies on leisure, physical activity and health problems of people, ability to analyse, to assess and/or create and suggest various solutions, how to increase personal or public life quality with the help of physically active activities;

42.4. the studies of the second cycle in the group of study fields of sport end in publicly defended master thesis (project). It is recommended to organise the master research work consistently, starting with the first semester of studies;

42.5. the master thesis (project) has to be analytical, based on independent theoretical or applied research, application of knowledge, and it has to reveal the skills complying with the study programme's aims. The student should use the master thesis (project) to show his or her level of knowledge and understanding, ability to analyse the selected topic, to take the results of earlier research performed by other persons on the selected topic and/or in the study field in consideration, to study independently, to carry out the research in the field of sport, to present interpretations of the research results, to describe the performed research work, and to formulate clear and reasoned research conclusions and recommendations according to the requirements approved by the university.

43. The assessment commission of the final thesis (project) has to be formed from competent scientists in the field of sport. If necessary, one scientist from another study field may be included into the assessment commission of the final thesis (project). It is recommended to include social partners into the defence commission. At least one member of the defence commission of master theses has to be from another research and higher education institution.

44. Requirements for internship:

44.1. the internship is an integral and compulsory part of the studies of the first cycle. Internship of the university studies of the first cycle has to be performed in companies, institutions and organisations according to the trilateral agreements. The internship of the study programme in the field of competitive sport has to be performed in the institutions and organisations that are related to preparation of athletes, and internship in the field of recreational sport – in the institutions and organisations related to recreational physical activity;

44.2. internship of at least 25 study credits has to be performed in the first cycle of studies;

44.3. internship may be supervised only by persons who have acquired their higher education qualification in the field of competitive sport or recreational sport belonging to the group of study fields of sport and who have respective experience in the field of competitive sport or recreational sport. The supervisors of internship must have at least 5-year practical experience in the field of competitive sport or recreational sport;

44.4. the supervisors of internship at university and in the place of internship (sport specialists of high-performance, specialists of physical activity) have to be included into the process of improvement of content of practical tasks and organisation of internship. The university aims at collaboration quality, integrity of sport theory and practical development, so, it is responsible for organisation of courses for supervisors of internship (sport specialists of high-performance, specialists of physical activity) in the institutions;

44.5. internship is organised in accordance with the procedure for organisation of internship prepared by the university. It defines requirements for internship, particular practical assignments, learning outcomes and assessment system of achievements, support to students during internship, and the criteria that help to recognise and assess the skills of certain level gained by the student during the internship. At least 15 percent of the time of internship have to be attributed to individual and/or group consultations of the teacher assigned by the university;

44.6. the practical assignments are selected in the field of professional growth, in order to link the student's academic preparation with practical work competence. The internship is organised in the study programmes of the first cycle to enable the student to get familiar with various examples of practical work during the studies and to help the student to train professional competences starting with the role of observer, assistant and ending with independent performance of functions under supervision of the supervisor of internship (sport specialist of high performance or specialist of physical activity);

44.7. the internship training may be performed in Lithuanian and foreign organisations and institutions that comply with the study programme and character of internship, provided the university enters into appropriate contracts with such institutions or implements a joint study programme.

45. The university implementing studies in the group of study fields of sport must have sufficient academic and supplementary staff for studies, material and information resources needed for studies of good quality. The following material, information and methodical resources are needed for successful study programme:

45.1. auditoriums have to satisfy the requirements of public health and work safety and they must have modern audio and video equipment;

45.2. computer equipment, software and other equipment have to safeguard capacity to conduct online studies;

45.3. special premises (with movable furniture, equipment) have to be suitable for group work in order to train communication skills, etc.;

45.4. special laboratories have to satisfy the requirements of public health and work safety and they must have the necessary modern equipment:

45.4.1. sport psychology;

45.4.2. sport biomechanics;

45.4.3. sport physiology;

45.4.4. evaluation (testing) of athletes' physical capacity;

45.5. sufficient number of computers with text, qualitative and quantitative data processing and innovative teaching software;

45.6. the libraries and reading rooms must have sufficient number of scientific literature needed to implement the study programmes, textbooks, methodical publications, manuals and other publications in the Lithuanian, English and other foreign languages. The libraries must have computers with Internet access to international databases;

45.7. the information related to the studies (curricula, descriptors of subjects, timetables, teaching methodical material, etc.) shall be made publicly available on the website;

45.8. the sport facilities used for the studies of competitive sport (managed by the right of ownership, trust, loan for use or rent) have to assure the possibility to carry out practical workout of strategical (compulsory) and other sports (optional) and they have to be adjusted to the needs of people with disabilities:

45.8.1. a gymnasium;

45.8.2. a court for games;

45.8.3. a swimming pool of at least 4 tracks and 25 m length;

45.8.4. a stadium of standard dimensions for track-and-field athletics with all the necessary sectors and equipment for contests of track-and-field athletics;

45.8.5. a covered drill-hall for track-and-field athletics;

45.8.6. a hall with workout machines;

45.8.7. a hall for combat sports;

45.8.8. a covered ice rink;

45.8.9. 2 km rowing course adjusted to row canoes;

45.8.10. water area suitable for sailing;

45.8.11. a sport base adjusted to simulate training camps;

45.9. the sport facilities suitable for recreational sport studies (managed by the right of ownership, trust, loan for use or rent) have to assure the possibility to carry out practical workout and they have to be adjusted to the needs of people with disabilities:

45.9.1. a universal sport hall for group workouts (aerobics, Pilates, yoga, sport dance, artistic gymnastics, etc.);

45.9.2. a court for games;

45.9.3. a swimming pool of at least 4 tracks and 25 m length;

45.9.4. a stadium of standard dimensions for track-and-field athletics with all the necessary sectors and equipment for contests of track-and-field athletics;

45.9.5. a hall with workout machines;

45.10. when the study programmes intended to the students with special needs are conducted, the environment of the university and the studies has to be adapted according to the requirements for adjustment of the environment for needs of people with disabilities.

46. The university conducting the study programmes in the study fields of sport has to assure quality of studies, to continue improving study programmes, and to take the latest developments in the science of sport and needs of the labour market and students into consideration.

47. Academic, psychological, social and financial support has to be provided to the students. Its possibilities and forms are regulated in the procedure established by the university.
