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LIETUVOS SPORTO UNIVERSITETO
PROGRAMOS *TRENIRAVIMO SISTEMOS (612C61001)*
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SPORTS COACHING (612C61001)*
STUDY PROGRAMME
AT LITHUANIAN SPORTS UNIVERSITY

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

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Studijų kryptis	Sportas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), išėstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė	Sporto bakalauras
Studijų programos įregistravimo data	2001-05-24

INFORMATION ON ASSESSED STUDY PROGRAMME

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Study area	Biomedical Sciences
Study field	Sports
Kind of the study programme	University Studies
Level of studies	First
Study mode (length in years)	Full-time (4), part-time (6)
Scope of the study programme in credits	240
Degree and (or) professional qualifications	Bachelor of Sport
Date of registration of the study programme	2001-05-24

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I. INTRODUCTION

The programme Evaluation team for May 2014 comprised:

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The *Sports Coaching* Bachelor programme is part of the University's mission to be an open European university, validating programmes for all three Bologna cycles of studies and based on the 'latest research and technologies, continuous education and sustainable development of the country, in the areas of sport, physical education, rehabilitation, wellness and recreation'. The course was introduced in 1968, and is now one of the very few University-based degree courses for coaches in the European Union. In Lithuania – and far beyond - this study programme is unique and only LSU educates sports coaches at sports degree level at first and second cycle.

Because the 'National Sports Strategy' was approved by the Lithuanian Seimas on 24 March 2011 (No XI – 1296) the prospect for coaches with a university education in Olympic sports are good, as Lithuania has 96 sport schools catering for more than 46,000 pupils. For work in such a sports school, either a teaching or a coaching degree is mandatory. This opens many employment prospects for qualified coaches with a degree.

The study programme in the LSU is delivered and coordinated by the Faculty of Sport Biomedicine and the Faculty of Sport Education. Four departments, Information Technologies and Distance Education Centre, Career and Competence Development Centre and the Centre of Academic Quality Supervision are involved and need to be coordinated. Research activities are administered by the Office of Doctoral Studies and Research and the Institute of Sport Science and Innovations. International Relations Office. The Library and Sports and Leisure Centre also have important roles in the delivery of SC study programme. From what the Evaluation Team learnt during the on-site visit, this coordination task is performed extraordinarily well.

Close collaboration between the University's research, learning and administration units provide positive conditions for engagement with the Department of Applied Biology and Rehabilitation, where most of Sport teachers work, and with other department and University offices and units. The efficiency of this cooperation is underlined by the fact that a Self-Evaluation group collected the material and wrote up the report (with attachments 567 pp.) in 80 days. The Self-Evaluation Report (SER) was submitted to the Centre for Quality Assessment in Higher Education on 15 December, 2013.

The Self-Evaluation group comprised ten members, including the team leader and a student. Each member was given responsibility for a particular section of the report. The Evaluation

Team commended the SER for its integrity, comprehensive coverage and discursive elements. Some reflexivity would have been welcomed.

In 2007, the programme received full six-year accreditation from an Evaluation Team appointed at that time.

An on-site visit by the Evaluation Team took place on May 8th, 2014. Following the visit, the Team finalised its report, detailing the findings and outcomes for the *Sports Coaching* Bachelor programme at the Lithuanian Sports University.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

According to the SER (p. 6) the aim of SC SP is to train university level Bachelor of Sports. This is done on the basis of up-to-date sport sciences in an interdisciplinary way, making use of the most appropriate experiences that are available. Students are to gain and maintain “knowledge of sports mastery, skills in organizing competitions”; they will acquire the necessary skills to coach athletes of different age and performance levels. These high aims can only be applauded and are applied to thirty different sports. Inevitably some of groups can be small and unviable, resulting in cancellation in some academic years. The special coaching theory for the individually-selected sports and the internship result in 35 credits for this specialisation (together with BA-thesis even 65 ECTS). The ambition to achieve such an individualised study is to be commended.

The study programme, aims and learning outcomes are clearly formulated, defined and made public on the web: http://www.lsu.lt/studijos/studiju-programos/sportobiomedicinos-study-programos/bakalauro-studijos/treniravimo_sistemas; www.studijos.lt, the University’s information and advertising leaflets, flyers and also available in the following: the newsletter about undergraduate studies; LSU open days, excursions to school children at the university; annual national career events and fairs; fairs of higher education institutions in Kaunas; learning, studies and career fairs in Vilnius and events in the regions - (Šiauliai and other).

This is a BA in *Sports Coaching*, in which a great deal of high-level sport knowledge and finance is concentrated, as 30 different sports are to be taught. Nevertheless the actual aim is very wide, as with their BA in sports, the graduates can work as sports coaches in all fields that are concerned with the development of sporting performances in Lithuania and beyond. Graduates may continue in second-cycle programmes of “Sports Coaching, Tourism and Sports Management, Sport Psychology, Education, Physical Education, Sport Physiology, Adapted Physical Activity, Health and Physical Activity or other social science graduate programmes in Lithuania and abroad”. (SER, p. 10) There are particular differences in the aims whether it is planned to be a coach in elite sports or a wellness-instructor, a coach as employee of a club or Federation or a self-employed coach who uses his/her entrepreneurial skills to create a new position for him/herself.

The academic and vocational requirements for the study programme are set out clearly; yet the labour market of the federations requires the coaching licences in addition to the coaching degree. It is stated that the BA is a prerequisite for an additional one year course to acquire the licences, but it is not stated whether all graduates are accepted, for example, if certain additional skills/grades/athletic success/positive relationships are required from the federations.

The labour market implications are more implicit than explicit within the circumference of the programme detail and are in need of substance, breadth and depth in terms of relationship and profile. Although LSU offers a specialisation in a very impressive 30 different sports, and thus illustrating the tradition of being *The National Sports Institute*, such a wide spectrum of sports means very small classes. The purpose for this wide spectrum of sports is to ensure the development of the national sports education systems in terms of human resources and meeting the goals and objectives of the National Sports Strategy. Obviously, this cannot be done with the same level of perfection for all sports and future occupations, but the LSU is continuously working on improvement to keep up with the most modern developments across the curricula.

There is high compatibility between the learning outcomes, content and qualifications. As the course is quite unique in the European Union, a look at what the other European countries are doing shows that they are often preparing physical education teachers with an emphasis in a particular sport. Many coaches even at high level, work, however, without a pedagogical qualification and with a Coaching Licence only. The Lithuanian system makes a lot more sense, as it directs and contains teachers' education and coaches' education in separate, yet overlapping programmes. That the programme aims, to require a university degree for all who work as coaches, is highly laudable. It shows that the government and on behalf of the LSU considers 'coaching' as more than a technical skill and is taken seriously as a form of guided development of human resources. The field is exceptionally good.

2. Curriculum design

The study programme is based on the relevant normative and legal documents, which embrace structural, professional and educational literature, which are supplemented by inferences drawn from scientific publications (SER, pp. 8-10). The former Subject-based systems in the BA SC was replaced by module-based system in 2012 and approved by LSU Senate on 26 June 2012 (Minutes No 10). The full-time (4 years) and part-time (6 years) are well designed from the general to the specific, from many contact hours to few contact hours. A Bachelor qualification is legally required for a coaching position, but there are considerable differences in the job market determining whether a coach will work in an established sport or a new one, as employee or self-employed. 'Career planning' already appears in the modules and should thus be enlarged. In this context it will also be necessary to shift the emphasis of the course from a study programme that addresses sports/health/talent problems to people problems. Moreover, as independent sports coaching can be expressed as a form of emotional labour, methods of retaining people in a (commercial) programme, even if in a traditional sense they are less talented, should be reflected in the curriculum design.

The only job-specific choices take place in the internship (20 Credits), the selection of a particular sport (25 Credits), and the thesis (30 Credits). The selection of historical/philosophical courses (or English) is not really job specific (10 Credits).

The part-time mode formally meets the legal requirement in terms of Credits and duration.

For the thesis in the Coaching Science BA and the Coaching Science MA both are allocated 30 Credits. Taking into consideration that the Masters course ought to be research orientated, the thesis at undergraduate level should have fewer credits.

There is general training theory and sport specific training theory. The Curriculum starts with sport specific theory (1st, 3rd, 5th, 7th semester) and has then the general theory (5th and 6th semester). In terms of motivation for the students, this strikes a meaningful chord, but in terms of a systematic approach it lacks a certain consistency.

With the exception of biathlon and ice hockey all other sports are (mainly) summer sports. The Internship takes place in the 6th (5 CP) and 7th (15 CP) semester. As much as this makes sense for the summer sports, it can be considered a problem for the winter sports. If having a long internship in the preparation period and a short one in the competitive season amounts to the right approach, the other way around will obviously have a different emphasis. It should therefore be asked whether there should be differences between summer and winter sports.

Some further questions remain: the Module “Research methodology” (SER, Annex p. 426) has 66 contact hour module worth 15 ECTS, spread out over a year; it is questioned whether students really acquire the “ability to interpret research data”. Judging from an observation of the statistics in the BA theses, it is doubtful whether this high aim has actually been reached. The students also do not acquire skills in qualitative methods. Considering that an increasing number of the graduates continue in Master studies more teaching hours for research methodology seem to be advisable.

Although in some specific areas of coaching the availability of new research is still a problem (mainly of availability and language) generally there is more information available than what can be reasonably handled. In this respect the Evaluation Team believes it advisable that the students learn more about the selection process of information, learn to distinguish between true and false information and realize that not everything that is printed is actually true.

The breadth of the programme is met by the comprehensively-designed and multi-faceted learning outcomes. There is sufficient time for in-depth studies for the separate sports. This is, however, the area with the least control for the LSU as it contains the largest percentage of part-time teachers. It seems to be impossible to have the same depth in all of the sports, as the available literature in the sports is different. For some sports, the leading international literature is not in Lithuanian, English or Russian; in cycling, for example, it is in French, Spanish and Italian. The distinct international traditions of the separate sports are not fully explored and the wide spectrum of sports raises the question of analysis/ translation of foreign texts. In many sports the Coaching BA is excellent, but the less tradition a sport has in Lithuania (or in the English or Russian speaking world), the more questionable is the high aim. The students asked for more ‘practice’ as coaches. This is particularly understandable if students are pursuing a sport that is relatively new to them – and often also to Lithuania.

The basic sciences have much of their development in the English language area and are well represented in the reading lists. General Coaching Science has been developed in the USSR and spread from there in the 1950s and 60s into the rest of the world and is underrepresented in the modules. The special training theory of some sports has developed (and published) in other languages. The ‘new’ sports are underrepresented in the LSU Library and by the LSU staff. These examples limit the aspects of “latest achievements” for the BA degree. The Evaluation Team would like to see how the new frontiers of knowledge are being monitored for the benefit of up-to-date coaching theory and how the ‘latest developments’ supported by newer reading material are included into the reading lists of the modules.

Concerning entry, the grade for ‘English’ in the university admission process receives extra weight, which provides good prerequisites for the student engagement with literature in English throughout the course of studies. Whether the single course (5 Credits) is enough to learn the sport science specific terminology is questionable and very likely needs to be increased. Students can so far choose English as an elective, but the Evaluation Team recommends that more sport (science) specific foreign language should be included. Keeping up-to-date as a coach requires extensive reading and further education, and consequently, this small amount of

foreign language is insufficient for the purpose of a lifelong learning. English is not paramount, but the major language of a particular sport specialisation should be.

The modules contain reference to work ethics; however, one of the major problems of coaching is the 'application of work ethics', for example issues concerning *doping*. Doping, and doping control, seems to be dealt with purely on a technical level as it relates to competitive sports. What in a wellness context might be a legal and efficient strategy to achieve customer loyalty and well-being, is doubtless illegal and potentially criminal in an athletic context. The Evaluation Team recommends that more detailed information about the doping dilemma needs to be included in teaching and in learning resources.

A particular omission in the programme, relates to Lithuania having signed the United Nations and the EU charters on the Social Inclusion of persons with special needs into the mainstream of society. This is not just a problem for the specialists in *Adapted Physical Activity* (and Sport), but Inclusion works both ways. Inclusion is mentioned in the literature at the modular level (in *Didactics of PE* and *Pedagogy and Psychology*), but it needs to be clarified what role this challenge for the future of organised sport will play. There seems to be an equal problem with the provision for older persons. The tradition of elite sports coaching emphasises the young and the gifted, while the fitness industry favours older persons as they are more reliable paying customers and clients. It seems to be necessary to add these two aspects in the course, as since 2012, the whole coaching market is to be included and not the top layer. The field develops systematically and has distinctive features.

3. Staff

The academic staff of the study programme meet the general requirements for first-cycle study programmes as approved by the Minister for Education and Science order No V – 501 of April 2010. The requirements stating that at least 50% of the modules must be delivered by teachers with a scientific academic qualification are met by 60% out of 96 teachers holding a scientific degree. Practically all of the others hold an MA degree, with some working on their doctorate. The large number is due to the number of separate sports offered; and it is in the modules of these sports that higher academic qualifications are less in evidence.

The situation for the staff teaching the part-time students seems to be similar. 63 teachers deliver SC SP modules to part-time students (SER, Annex 4, Table 4.1); of these 39 teachers (62 %) hold scientific degrees and/or academic titles. 73 % of teachers work full-time of these 5 are professors and 25 associate professors. Teachers who deliver the modules to part-time students are as highly qualified as teachers delivering the modules to full-time students (SER, Annex 4, Table 4.2).

The teaching and contact times with the students are generally excellent and should not be reduced, as the teachers act as their role models and should thus have enough contact hours. The amount of time for research seems appropriate. If time is to be saved, it is within administration by the actual staff and its possible reduction.

The emphasis in the SER and the tradition of the course is clearly elite-sports oriented, so coaching science of selected sport is taught by teachers who have extensive practical experience. "Some of them have been famous athletes (18 % are winners or participants of Olympic games, world and European championships; 68 % are Lithuanian champions or medal winners), coaches of former famous athletes or present prospective athletes (50 % of teachers were coaches of Olympic games, world and European championships winners or participants), 82 % are active social partners (information about professional qualifications of the staff is publicly available in LSU e-learning system)"(SER, p.19). While this is impressive for the

Olympic sports, the learning outcomes and the future occupations of the graduates cover a wide spectrum of occupations outside elite sports since 2012. While the quality of the staff for the Olympic sports is clearly defined and excellent, for any of the new sports since 2012, the emphasis is less clear, adequate parameters need to be developed to define what constitutes “best practice”.

The demographic changes in Lithuania over recent years do not appear to be affecting full-time studentship on this programme. Recruitment for the full-time programme remains steady. Staff-student ratios are 20 students per teacher (16:1 in other areas), except for coaching science of selected sport where there is a much lower ratio, so that overall it appears to look like 3.3:1. While the large number of graduates is a problem for the national labour market, the turn-over of the teaching staff is small.

The amount of time allocated for teachers to do research (SER, p. 21, Table 18) looks impressive; however the output of research has been decreasing. More encouragingly, involvement in national research cooperation is increasing and the international cooperation stable. Indexed publications by the staff are decreasing. In 2010, it was the highest with about 1 publication per staff member for the course per year. In 2012 (the latest data given) it was 79%. The staff seem to be at the highest level in Lithuania for Sport and Coaching Sciences and the aim of at least one good publication per year is realistic. The Evaluation Team believes that being at a high level carries some obligation and it should not lead to complacency. It should be kept in focus that publications in respectable international journals with peer review are the kinds of publications for which to aim. There is evidence that this gradually being achieved, with some current publications being at levels of excellence.

It would be helpful, through assistance from technical (engineering) staff, if existing laboratory general test and measurement equipment be adapted to sport-specific testing. The Evaluation Team recommends any resulting patents are registered in Europe and that the University supports the application process. Equally, the Evaluation Team recommends cooperation with elite sport research institutes in and outside the European universities as a means toward increasing research output. The field is exceptionally good.

4. Facilities and learning resources

The rooms and lecture halls are there in sufficient quantity and quality, but they also serve the other courses offered at LSU. The general decrease in the number of students (2008: 2650, 2014: 1879, according to their homepage) makes the space availability even more comfortable. There could be more possibilities for students to study individually or in small groups. The extent to which the LSU has facilities for students with special needs (particularly physical handicaps) is excellent.

The amount of equipment for general research is adequate. Special coaching theory for sports either needs special equipment or portable equipment to be used in the field. Very little of this is available, such as 15 Polar heart Rate measurement devices. This often requires technical staff to help construct additional sport specific equipment. A close cooperation with the federations would help to convert their questions into manageable research projects.

In terms of the athletic side of the course, the facilities probably could not be bettered anywhere in the country. The facilities for the practice of sport are either very good already or renovation is planned. In terms of research, it is doubtful that so many students will find adequate space particularly as there seems to be an emphasis on large laboratory equipment.

Students and teachers have access to articles from many physical education and sports journals via the subscribed databases (BioOne, Ebsco Publishing, Emerald, Cambridge books online, Oxford medicine online, etc.) The databases are accessible from University PCs and in other locations too (the password is given in the library, if needed). Students also have access to learning materials via Moodle system. Looking at the literature used by the students in their BA theses, the language skills of the students seem to be insufficient to make actually use of the good library. For the large quantity of different sports and the wide spectrum of sport sciences the library could, however, be better. The data basis are general, mainly in English, and not sports or sports sciences specific. In some sports the relevant literature is neither in Lithuanian nor in English. It remains questionable whether the foreign language skills of the students are sufficient in English – and whether in some sports language skills in other languages are not equally, if not more important, than English (e.g. French/Spanish in cycling). The number of printed journals for sport specific training theory could be larger, although with ‘Leistungssport’ and ‘Teorija i praktika fiziseskoi kultury’ they have the two best on paper. It should be aimed to have the best in the world for a given sport. In handball they have, for example, ‘Handballtraining’; so far, there are many sports with none.

The library, although arguably in the general sense may be an excellent sports library in Lithuania, it should attempt to build up a system of inter-library loans to access much of the material for which in some of the data bases only the abstract is available. The field develops systematically and has distinctive features.

5. Study process and student assessment

Students are admitted to the Sports Coaching programme following the *Principles of ranking secondary school leavers with the highest grades* approved by the Minister of Education and Science (2012 08 31 No V-1291) and *Rules of student admission to the first cycle studies at Lithuanian Sports University* approved by the University Senate (2012 05 31 No 8). Competitive admission criteria are the scores of three matura examinations (biology, foreign language, Lithuanian language) subjects and the annual grade of the fourth subject – Physical education. Additional scores are given to the winners of Olympiads and competitions and members of the national Olympic.

In 2013, 16% of the applicants were accepted. The ratio has been relatively constant. As the LSU is the only university in Lithuania that specialises in sports, has extensive cooperation with the most visible sports of the federations and is in the tradition of the National Institute of Sport, it is an excellent academy for sports in Lithuania and thus does not have a recruitment problem.

As there is, annually, more than 10% student discontinuance, this ought to become a focus of concern and research for LSU. Although student satisfaction with studies is analysed in annual surveys where the last year’s students are interviewed (SER, p. 31), this may not be sufficient as discontinuance occurs before, and this way, only those who remain are asked. The survey findings are made public in the University’s website and with the approval of the Senate, the processed information is made public, while faculty Deans present the findings and enter into a discussion with faculty teachers, student representatives, the study programme committee director, course coordinator and international coordinator, and heads of departments. Following the discussion, the study programme committee, student representatives and Heads of departments submit proposals to the Dean on the improvement of the quality of studies. The Heads of departments acquaint the teaching staff with the findings of students’ attitude to the quality of studies.

With the ECTS system, an individual progress report and counselling of the students on their way takes place. Continuous monitoring of students' learning experiences might assist in reducing the number of students who wish to discontinue.

Considering examining, in the grades of the final theses, the Evaluation Team formed the view that there may be some grade inflation. However, as an excellent aspect of professional development, teachers are meeting to discuss and moderate students' work at the 1-10 grade boundaries and also examining more generally. Moreover, from the interview discussions with staff it became obvious that they are also proactive towards preventative methods in terms of unethical examination behaviour in students. Some excellent strategies were suggested to the Evaluation Team. Periodic and systematic assessment of Student learning outcomes take place during the course of a semester, in accordance with the Procedure of learning achievements assessment. (approved by the University Senate on 27 June 2013, Minutes No 11) (SER, p.27, 2.5) The assessment system in the modules is announced at the beginning of the course, and is then performed according to the information provided. Papers and examination results are returned in proper time. Teachers explain their grades if so asked.

Many students publicise their research results in conferences of *Students Scientific Society* and such activities also ensure high quality of studies. (SER, p. 24) The stronger students are encouraged to continue their studies at Master level.

Full-time students participate in LLP Erasmus Intensive Programmes (IP) and Erasmus studies (S) in other countries (SER p.28, Table 27). 7 outgoing and 6 incoming students in a course of over 300 are not really what would be expected. However, a large number of the students are active athletes, so longer periods away from their Club is harmful for their athletic development and often contradicts their sports' contracts. It is very favourable that the course now permits the internship (15 Credits) to be performed abroad, even if the course instructor cannot visit the student in the internship. It also became obvious to the Evaluation Team that students and staff use Skype and other electronic media to communicate effectively.

As long as all of the courses are taught in Lithuanian, it will remain very difficult for incoming students to participate in class. In the discussions with the students it also became obvious to the Evaluation Team, that many students speak good English. It is recommended that staff should attempt to teach a module in English to practise their own language skills, have a better chance to accommodate an exchange teacher in a regular module, and give the students the chance to practise their sport science specific language skills before and after going abroad. Such modules would also make studying at LSU more attractive to foreign students. The Evaluation Team appreciates that such innovation would take a little time to implement and would involve some additional resources.

Scholarships are awarded to students with the best results of the last examination session. Students may also receive social, memorial or athletic scholarships. There is a long list of special scholarships (SER, p.31) which seem to be sufficient under the current socio-economic conditions.

Overall the study process and student assessment works very well in the Bachelor programme and the Evaluation Team commends the care afforded to students and the several improvement initiatives currently in place. The field is exceptionally good.

6. Programme management

The quality of the Study programme is managed by the Study Programme Committee comprising: the Study Programme Director, coordinators, the international coordinator, teachers, students and social partners. The Rector's order No 282K of 29 September 2011 defines the role of the Study Programme Director. The Programme Coordinator is available for day-to-day supervision of the programmes and provides evaluative data on the students' experience. Coaching is a highly international field which is changing rapidly, and towards meeting these changes, there is an international strategy overseen by an international coordinator. The multi-faceted management structure forms a wide umbrella for the management of the programme. (SER, pp.30-31)

However, some social partners have a significant role in the evaluation process in relation to the study programme outcomes, particularly those from the federations. As they have always collaborated with the LSU, they are involved as social partners but also in the teaching of the special coaching theory and involvement in the internships. They have the possibility to sit in the defence of the theses and give their opinion particularly on the practical applications of the research results. (SER, p. 32)

During the visit, the University provided the Evaluation Team with the document *LSU Regulations for Study Quality Assurance*. As it is declared in the document, the regulations were prepared in line with the Republican law of Higher Education and Science, University Statute and The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The document states that the University seeks to promote and develop academic integrity, quality culture and appropriate conditions for students' self-development and the pursued qualification. Furthermore, in line with Standard 7 of the ESG, the University guarantees that information about study quality and measures to improve it, will be always publicly available, as a responsibility to Lithuanian society and employers.

In a wider educational context, the Lithuanian Sports University is well-developed in Third-age education. The University invites all 50 year olds and older persons to be students who want to contribute to this development and do so by acquiring new knowledge and skills in wellness and sport. In 2013-14, the intention was to admit 30 students, but the number of these new students has been significantly higher than planned. There are now 144 students.

On the whole the programme management made a fine impression to the Evaluation Team. The management are concerned, competent and well respected. If data were not available in the SER, the programme management supplied the Evaluation Team with the necessary data rapidly and in a thoughtful manner.

If the institution is at the top of its fields of study in Lithuania, the corollary is that hard work must be maintained to stay there. In this respect the Evaluation Team congratulates the LSU for their unique programme and wishes to encourage them to remain at the forefront. The field is exceptionally good.

III. RECOMMENDATIONS

1. Make more good literature for coaches available in all specific coaching practice and sciences.
2. Include more specific preparations, for example embed the beginning of entrepreneurial skills for students who may or will be self-employed.

3. Open the scope of coaching science to include lifelong motor development, i.e. the very young, older persons and those with special needs.
4. Make more foreign language classes available, attempt to have (parts of) a module taught in English, to prepare students and staff for more international exchanges.
5. Allow the teaching staff to spend less time on administration and more on international cooperation and research to be published in journals of high esteem. Remember, the Bachelor *Sports Coaching* programme is unique, so strong endeavours must be made to cooperate with the best in the respective fields.
6. Include more coaching 'practice' for the students as interns and make sure that the students are not just learning with one, but at least with two 'master' coaches. Attempt to have one scheduled coaching station abroad for all students.
7. Undertake more coaching-related research in the field. This will require adapting some of the equipment to the actual in-field situation. Ensure enough hours of engineers are available and have the resulting patents registered.
8. Include more qualitative research methodology in the study programme.
9. Include the social partners more systematically, particularly from the sports that are new in the programme.
10. Consider improvements in destination statistics.

IV. SUMMARY

The *Sports Coaching* Bachelor programme is a unique course not only in Lithuania, but there are very few in Europe. The programme need not be afraid of the international comparison as Programme aims and learning outcomes are excellent in the established sports. Here the programme operates in a valuable tradition and shows that general and special coaching theory as well as their applications to the practical field are helping the development of excellence in sports. As for the new sports and sports, where the coaches are self-employed, more effort need to be made to reach the same high level.

The curriculum design meets the established norms, but sports are changing rapidly. Elements of e-learning are included in the programme, and there are strong attempts to stay up-to-date in the internationality of the coaching field. The widened scope (the very young, the older person, people with special needs) are included to some extent; however, the progress of these need to be monitored towards reaching (relatively) the same high level as the more traditional strengths of the programme. The Evaluation Team have confidence in such developments, given, for example the current strength of Third-age education in the University. Students should acquire more language skills, more skills necessary for self-employment, more skills in qualitative methodology, and more methods to distinguish between the various degrees of usefulness and veracity of information available on the internet. The amount of time for the internship should be increased, and preferably in more than one location, ideally with one scheduled placement abroad, to give the students more 'practice' in their future profession.

The staff are excellent for the programme. They spend considerable time advising students, teaching, and researching. If anything needs to be changed, it is that the staff should spend less time on administration to have more time for international cooperation and more research published in journals of high esteem.

The material resources are very good for the current situation. For the practical side of sport the facilities are either already very good or they are in the process of being renewed. It is highly applauded that the facilities also serve students, staff and visitors with special needs. As sports and the coaching profession in particular are rapidly progressing fields, this should be

considered in relation to the dynamics of innovation needed to compete at the highest level. This means, for example, that more international publications should be acquired for the library, particularly for the new sports being taught. In the research laboratories, more adaptations should be used to undertake more research in an actual sport setting.

The study process particularly is very thoughtful. It makes use of modern equipment and attempts e-learning. The evaluation of the courses works well, and if anything needs to be improved it should relate to the follow-up of the graduates and destination statistics.

The programme management is excellent. Senior management members have an open ear to its students and staff and work very efficiently. A wide spectrum of social partners enjoys inclusion and they should be involved on a regular basis.

If the institution is generally perceived by various national audiences to be at the top of its fields of study, the corollary is that hard work must be maintained to stay there. In this respect, the Evaluation Team, in congratulating the LSU for their unique programme, hopes that the programme will, in the future, strive for excellence in all areas of its structure, resources and delivery.

V. GENERAL ASSESSMENT

The study programme *Sports Coaching* (state code – 612C61001) at Lithuanian Sports University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	22

*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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**LIETUVOS SPORTO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *TRENIRAVIMO SISTEMOS* (VALSTYBINIS KODAS – 612C61001)
2014-06-16 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-338 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sporto universiteto studijų programa *Treniravimo sistemos* (valstybinis kodas – 612C61001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	Iš viso:	22

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Bakalauro laipsnio *Treniravimo sistemų* studijų programa yra unikali ne tik Lietuvoje; visoje Europoje yra vos kelios tokios programos. Programos vykdytojai neturėtų nuogąstauti dėl jos lyginimo tarptautiniu mastu, nes tradicinėse sporto šakose programos tikslai ir studijų rezultatai yra puikūs. Programa įgyvendinama vadovaujantis vertingomis nusistovėjusiomis tradicijomis ir aiškiai parodo, kad specialioji ir bendroji treniravimo teorija ir jos taikymas praktinėse srityse

padeda siekti meistriškumo aukštumų sporte. Daugiau pastangų turėtų būti dedama tokioms pat aukštumoms pasiekti tiek naujose sporto šakose, tiek tose, kuriose treneriai dirba savarankiškai.

Studijų turinys atitinka nustatytus reikalavimus, tačiau sportas keičiasi labai greitai. Įgyvendinant programą naudojami ir e-mokymosi elementai, ir akivaizdžiai stengiamasi neatsilikti nuo pasiekimų treniravimo srityje tarptautiniu mastu. Platesnės srities temos (labai jauni, vyresnio amžiaus žmonės ir specialiųjų poreikių asmenys) jau tam tikru mastu įtrauktos į studijų programą; tačiau būtina toliau vykdyti šių temų plėtojimo stebėseną siekiant užtikrinti, kad jos pasiektų (santykinai) tokį patį aukštą lygį, kaip ir labiau tradicinės ir stipriosios pagal programą dėstomos temos. Vertinimo grupė tiki, kad universitetas tai gali pasiekti, atsižvelgiant, pavyzdžiui, į tai, kaip sėkmingai universitetas šiandien įgyvendina Trečiojo amžiaus mokymo programą. Studentai turėtų siekti gerinti savo užsienio kalbos įgūdžius, taip pat įgūdžius, reikalingus savarankiškam darbui, mokytis taikyti kokybines metodologijas; taip pat studentams būtų naudinga geriau susipažinti su metodais, padedančiais įvertinti įvairius internete skelbiamos informacijos naudingumo ir patikimumo laipsnius. Daugiau laiko turėtų būti skiriama studentų praktikai; pageidautina, kad praktika būtų atliekama daugiau nei vienoje vietoje, geriausiu atveju - vieną kartą užsienyje, kad studentai turėtų daugiau galimybių susipažinti su praktiniais būsimos profesijos aspektais.

Programoje dirbantys pedagogai yra tikrai puikūs. Dėstytojai skiria daug laiko konsultuoti studentus, juos mokyti ir vykdyti mokslo tiriamąją veiklą. Vieną dalyką reikėtų keisti – dėstytojams turėtų būti skiriama mažiau administracinių užduočių, nes jie daugiau laiko turi skirti tarptautinio bendradarbiavimo klausimams, mokslo tiriamajai veiklai ir skelbti savo darbus labai gerai vertinamuose tarptautiniuose moksliniuose žurnaluose.

Atsižvelgiant į esamą situaciją, materialiniai ištekliai yra geri. Praktiniams sporto užsiėmimams skirtos patalpos ir įrenginiai yra labai geri arba jie yra atnaujinami. Džiugu matyti, kad patalpos ir įrenginiai yra tinkami studentams, darbuotojams, be to, pritaikyti specialiųjų poreikių lankytojams. Sportas ir trenerio profesija yra ypač greitai besivystančios sritys, ir į tai būtina atsižvelgti vertinant diegiamas naujoves, reikalingas konkuruoti aukštesniu lygiu. Tai reiškia, pavyzdžiui, kad biblioteka turėtų įsigyti daugiau tarptautinių leidinių, ypač susijusių su naujomis pagal programą dėstomomis sporto šakomis. Mokslo tyrimų laboratorijose įrenginiai turėtų būti geriau pritaikyti tyrimo darbus atlikti faktinėje sportinėje aplinkoje.

Pats studijų procesas yra labai gerai apgalvotas. Studijoms naudojami šiuolaikiški įrenginiai, bandoma naudoti e-mokymosi priemones. Kursai vertinami veiksmingai; vienas tobulintinų dalykų yra programos absolventų stebėjimo metodai ir jų įsidarbinimo statistikos duomenų rinkimas.

Programos vadybą galima įvertinti puikiai. Vadovybė visuomet pasirengusi išklaudyti studentus ir darbuotojus, ir savo pareigas vykdo labai veiksmingai. Įgyvendinant programą noriai dalyvauja ir platus socialinių partnerių ratas; jie tai turėtų daryti reguliariai.

Nors šiuo metu daugelis šią instituciją laiko geriausia savo studijų srityje, norėdama tokia išlikti ji turi ir toliau labai stengtis ir daug dirbti. Atsižvelgdama į pirmiau išdėstytus pastebėjimus ir teigiamai vertindama unikalią LSU įgyvendinamą programą, vertinimo grupė tikisi, kad ateityje programos vykdytojai dės visas pastangas siekdami geriausių rezultatų visose programos struktūros, jos išteklių valdymo, ir jos įgyvendinimo srityse.

III. REKOMENDACIJOS

1. Geriau aprūpinti trenerius gera literatūra visais specialiaisiais treniravimo praktikos ir teorijos klausimais.

2. Į studijų programą įtraukti daugiau specifinių įgūdžių ugdymo priemonių, pavyzdžiui, verslumo įgūdžių pagrindus galimai savarankiškai dirbsiantiems studentams.
3. Praplėsti treniravimo teorijos apimtį, įtraukiant tokius dalykus, kaip viso gyvenimo, t. y. labai jaunų, vyresnio amžiaus ir specialių poreikių turinčių žmonių, motorinis vystymasis.
4. Į programą įtraukti daugiau užsiėmimų užsienio kalba, dėti pastangas bent dalį modulių dėstyti anglų kalba, rengti studentus ir darbuotojus aktyviau dalyvauti tarptautiniuose mainuose.
5. Sudaryti sąlygas pedagoginiam personalui mažiau laiko skirti administracinėms užduotims, jį skiriant tarptautinio bendradarbiavimo klausimams ir mokslo tiriamajai veiklai, kurios rezultatai galėtų būti spausdinami įvairiuose labai gerai vertinamuose moksliniuose žurnaluose. Negalima pamiršti, kad *Treniravimo sistemų* bakalauro laipsnio programa yra unikali, todėl turėtų būti stengiamasi bendradarbiauti su geriausiais atitinkamų sričių atstovais.
6. Praktiką atliekantiems studentams padidinti treniravimo praktikos valandų skaičių ir užtikrinti, kad studentai būtų mokomi ne vieno, o bent dviejų „pagrindinių“ trenerių. Ieškoti galimybių įsteigti treniruočių stovyklą užsienyje, kurioje turėtų būti sudarytos galimybės treniruotis visiems studentams.
7. Plačiau vykdyti mokslo tiriamąją veiklą su treniravimu susijusioje srityje. Tuo tikslu universitetas privalės pritaikyti tam tikrus savo įrenginius atsižvelgdamas į savo faktinę situaciją. Būtina užtikrinti, kad tam darbui inžinieriai galėtų skirti pakankamai laiko, o perdirbtų įrenginių patentai būtų tinkamai registruoti.
8. Įtraukti daugiau kokybinių mokslo tiriamosios veiklos metodų.
9. Į universiteto veiklą sistemingiau įtraukti socialinius partnerius, ypač susijusius su programoje dėstomomis naujomis sporto šakomis.
10. Ieškoti būdų tobulinti absolventų įsidarbinimo statistiką.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.