



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SPORTO UNIVERSITETAS
STUDIJŲ PROGRAMOS "*Treniravimo sistemos*" (valstybinis kodas
– 6211RX001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "*Sports Coaching*" (state code -6211RX001)
STUDY PROGRAMME
at LITHUANIAN SPORTS UNIVERSITY

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Treniravimo sistemos</i>
Valstybinis kodas	6211RX001
Studijų sritis (studijų krypčių grupė)*	Gyvybės mokslai (Sportas)
Studijų kryptis	Sportas (Pasiiekimų sportas)
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2); Iššęstinė (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sporto magistras
Studijų programos įregistravimo data	2010 m. gegužės 3 d.

* skliaustuose nurodomi nauji duomenys, kurie pasikeitė nuo 2017 m. sausio 1 d. įsigaliojus Studijų krypčių ir krypčių grupių, pagal kurias vyksta studijos aukštosiose mokyklose sąrašui bei Kvalifikacinių laipsnių sąrangai.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Sports Coaching</i>
State code	6211RX001
Study area (Group of study field)*	Life Sciences (Sport)
Study field	Sports (Competitive Sport)
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2); Part-time (3)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Sports Sciences
Date of registration of the study programme	3 May, 2010

* in brackets new data provided, valid from 1 January, 2017 after List of study fields and groups of study fields Framework of qualification degrees came into force.

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	An extract from university webpage "LSU International scientific conferences".
2.	Brief description "The partnership for regional sports development".
3.	List of schools / organizations with which cooperation agreements have been signed (2012-2017). Paper prepared by Kristina Visagurskienė, Head of Career and Competences Development Centre. 2017 11 24.
4.	Two data papers: 1. "Publications in scientific journals. Sports Coaching (Master's

degree)", 2. "Presentations in Conference. Sports Coaching (Master degree)".
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1.3. Background of the HEI/Faculty/Study field/ Additional information

The delivery of the second-cycle degree programme Sports Coaching is coordinated by the Study Programme Committee, consisting of the study programme director, course coordinators, international coordinator, teaching staff delivering the programme, social partners and students. The composition of the Study Programme Committee was renewed following the Rector's Order No ISAK_127/SKPC of 17/11/2016.

The research output of the Sports Coaching programme teaching staff of the last three years reflects in 135 papers published in ISI (Web of Science; Master Journal List) databases. The research of academic staff in these strategic areas of science is closely-related both with the curriculum of the study programme modules and topics of Master theses.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 23rd November, 2017.

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| <ol style="list-style-type: none">1. Prof. dr. Terence Clifford - Amos, l' Université Catholique de Lille, France, International Consultant, European Commission Expert2. Prof. dr. Frances Murphy, Institute of Education Dublin City University, Ireland.3. Prof. dr. Manuel J Coelho-e-Silva, University of Coimbra, Portugal.4. Prof. dr. Vello Hein, University of Tartu, Institute of Sport Sciences and Physiotherapy.5. Dr. Inga Gerulskiene, Adviser, Department of Physical Education and Sports under the Government of Lithuanian Republic.6. Mr Tautvydas Šimanauskas, Master Research Student, Kaunas University of Technology |
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II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the Sports Coaching Study Programme is to train University-level Master of Sports who can conduct autonomous research, systematize the latest knowledge of athlete training technology and convey it to academic or professional audiences. The second-cycle studies are delivered only in full-time mode at the moment. The structure of the postgraduate study programmes is presented in the SER (Table 3, p. 7-8).

The modules comprise: modern technologies of athlete training management, psychology of sport and physical education, nutrition and metabolism of exercising people,

biomedical research methodology and statistics, neuroscience, skeletal muscles and motor control, modern integrated motor learning technologies, two elective options and a final thesis. The 22 learning outcomes are expressed as four generic competences (scientific understanding, communication, leadership and change management and continuous professional and personal development) and four subject-specific competences (understanding of structure and functions of the human body, understanding of athletic training technologies and their application, research activity and management of the athlete coaching process).

The interviews conducted by the Review Team with staff indicate that there is a shared understanding of the progression to Master level where the emphasis is on utilising assessment more effectively and undertaking more in-depth analysis of scientific findings. The interviews conducted with Master students indicated that they too had a sound understanding of the learning outcomes of the study programme. The common modules offered, rather than the study that occurs at bachelor level, promote development of the particular advanced competences outlined through the learning outcomes. The learning outcomes are appropriately focused and interfaced in the respective modular subject areas. [SER Annex 4] Further consideration may be given to the leadership and change management field/category and could be highlighted as particularly significant elements of the programme for the considerable number of graduates who will be ‘practising’ in the field.

Information about the aims and learning outcomes of the Masters in Sports Coaching study programme is available at <http://www.lsu.lt/studijos/studiju-programos/sporto-dukologijos-fakultetas/magistranturos-studijos/treniravimo-sistem>. There is further information on the official website of the Open System of Providing Information, Tutoring and Vocational Orientation (AIKOS). Hence, there is information readily available to the public, to members of the academic community and to students.

Programme graduates can work as researchers, teachers in academic institutions, coaches nationally or internationally or advance to doctoral study in Lithuania or internationally in both social and biomedicine areas of science [SER 1 p. 7]. Some graduates can work as physical education teachers having gained their teaching qualification at bachelor level. Within interviews with social partners the Review Team noted that graduates of the Master programme are valued as having gained further understanding and skills related to their study of sports coaching.

This programme is closely linked to the University’s strategic goals with particular reference to its contribution to international-level sport research and higher education. The SER [2.1, p.7] states that the programme is a stepping stone in the training of high-level sport science researchers who in turn can input into their specialised Sports University. The study programme

is based on the provision of the Strategy for Integrated Development of the Performance of the University 2012-2017 and on the University Progress strategy 2030. The study programme is closely related to the new LSU strategic research areas: Athlete training technologies, Health enhancing physical activity and education through sport and Sports physiology and genetics. The study programme and Master-theses topics are in turn closely related to these strategic research areas.

Both academic and professional requirements may be met by graduation from this programme. It is significant that the programme has been shaped by the study of the programmes of 15 other European universities. Graduates are prepared to combine researching, teaching and coaching activities in academic or professional settings, either nationally or internationally.

The programme objectives are aligned with the Lithuanian Qualification Framework level 7 and the programmes are developed in accordance with the EU and Lithuanian legislation including orders of the Minister for Education and Science (V-826, 2010). The Study Programme Committee monitors the realisation of study programme objectives and intended learning outcomes as well as the continuous monitoring of their quality. [SER 1 p. 8,9]

There is coherence between the title of the programme and the intended learning outcomes. The description of learning outcomes and the qualification obtained are appropriately aligned. It is significant that the importance of strengthening human resources in the field of sports, which is part of the National Sports Strategy in Lithuania, is reflected strongly in this second-cycle study programme. The course module descriptions (SER, Annex 1) include the aims and learning outcomes for each module and the reading lists which facilitate the level of study. The changes implemented in the programme within the last revision are reflected in SER Annex 6. These responses to the relatively recent evaluation, are clear and concise and reflect a University staff who are committed to the continuous improvement of their programmes. The SER could usefully provide some more detail on the labour market itself and the extent to which the social partners value the Master level qualification. Otherwise, the Review Team considers this field as excellent.

2.2. Curriculum design

The structure of the second-cycle study programme Sport Coaching is in line with the provisions of the Law on Higher education and research of the Republic of Lithuania and general requirements for Master degree programmes approved by the Order of the Minister for Education and Science of the Republic of Lithuania No V-826 of 3 June 2010. This unique Sport Coaching programme is designed in accordance with the European Union and Republic of Lithuania legislation and the last version was approved by the Senate on 22 June 2015 Minutes

No 7. The conformity of the Master study programme with the requirements for second-cycle programme is illustrated in Table 3 of the SER. [SER, 1, Table 3, p.9] The total volume of the programme is 120 ECTS and the learning outcomes are consistent with Lithuanian Qualification Framework Level 7 qualification requirements.

The Master programme consists of 8 modules presented in Annex 1 [SER, Annex 1] that are taught only in full-time mode which lasts two years. The modules are placed in a logical sequence in the curriculum. All modules consist of contact hours and self-study hours; therefore, module descriptions contain the total academic load. Self-study hours form 80% from the academic load of each study module, which is relatively large. All modules are directly related to the sport sciences. During three semesters of four, there are three modules per semester to increase their specialisation in the area of Sport Science. The fourth semester is planned only for preparation of the Master thesis.

The Master study programme, Sport Coaching, is composed of core subjects and specialized subjects forming eight modules. The learning outcomes are presented in Table 3 [SER, 1, p. 7,8] and the connection between learning outcomes, modules, instruction and assessment methods is found in Table 4. [SER, 2, p. 10] The following modules are taught in semester 1: Modern technologies of athlete training management (10 ECTS), Psychology of sport and physical education (10 ECTS), Nutrition and metabolism of exercising people (10 ECTS); in semester 2: Biomedical research methodology and statistics (10 ECTS), Neuroscience (10 ECTS), Skeletal muscles and motor control (10 ECTS); in semester 3: Modern integrated motor learning (10 ECTS), Elective modules (2x10 ECTS). In the fourth semester students are completing the Master thesis (30 ECTS) [SER, Annex 1]. The subject themes in the modules are not repeated over the two-year' duration of the study programme. [SER, Annex 4]

From the last evaluation, the conception of the Sport Coaching programme has been improving by incorporating new optional courses as well as by changing elective modules into compulsory ones. The content of the modules has become clearer in avoiding the repetition in teaching and also supporting professional competences among students.

Before 2014, the contents of the second-cycle study programme Sport Coaching was closely related with research conducted in three strategic areas of science: Coaching science, sports physiology and genetics; Health, physical and social education in modern society; Muscles, motor control and rehabilitation. Since 2015, the study programme has been closely related to the new LSU strategic research areas: Athlete training technologies, Health enhancing physical activity and education through sport; and Sports physiology and genetics. [SER, 1, p.5]

Overall, the curriculum is very well designed for the promotion high level of professional knowledge for future coaches. The Review Team, in supporting the research

interests and emphasis of the programme, believes that the programme would benefit from the inclusion of more contact hours on the field of Sport Psychology and this focus should also be represented in more qualitative theses underpinned by Psychology.

The curriculum satisfies all requirements at second cycle and the content of Sport Sciences as an applied science. The content of the modules equips alumni of the programme with highly specialized knowledge in that field. [SER, Appendix 1] The Review Team also found that high-knowledge acquisition was greatly highlighted by alumni and employers (during meetings with alumni and social partners). The social partners expressed respect and loyalty towards the programme. A strong knowledge base is also essential for those students wishing to pursue doctoral studies. The content of subjects stimulates specialized problem-solving skills required in research and innovation. The Review Team, again confirms that level 7 was clearly in evidence when they read examples of students' Master theses in their contribution to professional knowledge in the field of sport Sciences.

Overall, the content of subjects enables students to achieve the intended learning outcomes and generic competences as detailed in the SER. [SER, 1. p.7-8, SER, 2, Table 4, p. 10] The variety of teaching methods such as: theoretical presentation of the material during lectures, individual tasks related to the topics, case studies, structured discussion, knowledge analysis, critical analysis of literature, group discussions, simulations, video lectures and video analysis, individual or group presentations with reviews, all promote advanced learning-outcome achievement. During meetings with students and teaching staff, the Review Team found that practice through seminars with work-related issues help students develop more knowledge in real-work situations. Students also mentioned that they are able to prepare and lead of workshops and lectures for their peers, which stimulates and provokes them to search for critical evaluation and analysis from different sources and therefore apply acquired knowledge creatively. Taken together, innovative student-focused instruction, self-study and self-assessment learning methods are applied.

The comprehensive scope of the programme is sufficient to achieve the learning outcomes as presented in the generic and subject-specific competences and purpose of the study programme. [SER, 1, p. 7,8; Table 3. SER, 2, Table 4, p.10] In general, the curriculum design meets the national and EU legislation and the University's mission, and programme content, based on innovations, research results and also meets programme aims and intended learning outcomes.

The Master thesis has an important role in competence building which also reflects the achievement of the learning outcomes. The requirements for final theses are defined in the detailed regulation for Master thesis writing and defence, illustrated in the latest amendments on

22 December 2016, Minutes of LSU Senate meeting No 5. The five topics of the theses are related to the strategic LSU research areas in which supervision is attached to the professors according to the research field. [SER, 2, p.13]

The content of the programme in general reflects the latest achievements in the field. The module descriptions are representative and contain the most important readings for students of Master level. [Annex 4] There is a good balance of theoretical readings and empirical texts and a good balance between sources in English and Lithuanian languages.

In summary, the content of the modules of the curriculum programme are based on the latest sport science achievements, and modern learning methods ensure deeper learning and building of transferable knowledge that is a characteristic facet which leads towards doctoral study.

2.3. Teaching staff

The second-cycle (120 ECTS) programme entitled Sports Coaching is being delivered by a group of 17 teaching staff member. All (100%) already attained a PhD degree. [SER] The legal requirements are met: more than 80% of all study subjects teachers have a scientific degree; individual CVs confirmed that more than 60% of the teachers performed research activity that complies with their taught study subjects; and more than 20% of major study-field subjects are taught by Professorial staff.

The qualifications of the teaching staff adequately ensure the learning outcomes. The PhD degrees obtained by the academic staff are predominantly in the scientific area of Biomedicine Sciences (n=13). This is consistent with the title of the programme and also with its learning outcomes. In parallel, four teachers obtained their degrees in Social Sciences and one in Technological Sciences. Their participation in programme and contribution to the learning outcomes make total academic sense. The list of publications in the last five years is very positive with only a very small minority who did not attain visibility in international peer-reviewed journals having an impact factor, although they do participate in relevant research activities. A good portion of manuscripts were published in very relevant periodicals: “Scandinavian Journal of Medicine in Science and Sports”; “Journal of Sports Sciences”; “European Journal of Applied Physiology”; “Research Quarterly in Sports and Exercise”; “Journal of Strength and Conditioning Research”; “Plos One” and “Applied Physiology Nutrition and Metabolism”. The topics of these research outputs fit the standards for a Master level. Another group of journals were also very acceptable, although they have a lower impact in the International arena: “Biology of Sports”, “Journal of Human Kinetics”, “Perceptual and Motor Skills”, “Journal of Human Kinetics” and “Acta Physiologica”. Finally, another group of

domestic and regional journals has merits and local credibility which corresponds to the commitment of an institution with translational knowledge. [Annex 3]

The number of teaching staff acting in the academic programme under evaluation ensure learning outcomes. They are composed of nine Professors, six Associate Professors and two Lecturers. The number of students has ranged between 23 and 25 in the past three years. The proportionality of students to teaching staff is adequate. [SER, Table 7, p. 14] Besides the proportionality between Master students and teachers, it is evident that there is a consistent interrelationship amongst the research projects, amongst the most relevant publications and also amongst the learning outcomes.

The teaching staff are stable and ensure an adequate provision of the programme. The annual variation suggested that in the recent years, opportunities for promotion occurred in the highest category (6 Professor in 2011 and now 9). From the 17 teachers, 14 are less than 55 years and the largest group ranged 35-45 years. Moreover, and as noted before, the number of publications are impressive, taking into account Table 8, p.15 of the SER. Internationalization is well marked in the publications as well as in mobility (incoming and outgoing). Teachers are research oriented and organized in focal laboratories that well fit the scope of the programme and its learning outcomes.

The Lithuanian Sports University ensures conditions for professional upgrading. During the visit by the external evaluation team, it was possible to visit the laboratories and make contact with the partners. The institution has internal procedures and combines experienced professors with young teaching staff. Moreover, the most honourable sport institutions from Lithuania, several Lithuanian Sport Federations and also the National Olympic Committee are partners of this programme and have called for the continuation of the Lithuanian Sports University as it is autonomously constituted at the moment. They perceive performance-related sports as the central object of the Lithuanian Sports University. However, the main question for the University is to know whether specialization is effectively operated in parallel 4-year bachelors (210-240 ECTS). Or, alternatively, would it be better to concentrate the bachelor in single broad programme assuming a large spectrum of learning outcomes, followed by specialized Master programmes.

2.4. Facilities and learning resources

The Review Team assessed the premises for the studies as sufficient both in their size and quality. The number of 27 classrooms with 1215 places were assessed by the team as completely satisfying the needs of students in quantity [SER, 4, p.18], while the renovation according to aesthetic taste, is suggested by the students and the Review Team. The Review

Team found good delivery of access to the research places in numerous laboratories rooms and classrooms in the Institute of Sport Science and Innovations. These have been recently supplemented by new molecular biology and genetics laboratories. Sports-related facilities were considered by the team as quite sufficient in number and quality for carrying out final thesis studies and surveys. [SER, 4, p.19]. The library's renewed and newly created computerized workplaces were found by the Review Team to be well adequate for the number of students, and suitable and comfortable for the students' assignments and independent search for information. Wireless Internet connection in many premises of the University and students' dormitories [SER, 4, p.18] is also considered by the Review Team a helpful tool in facilitating access to learning resources.

The Review Team assessed the teaching and learning equipment in its amount, quality and management as more than sufficient to implement the study programme successfully. Premises for implementation of the study programme are equipped with modern technology (computers, video projectors, speakers, boards, portable projectors). [SER, 4, p.18]

University laboratories seem to be the strongest part in the programme implementation. An in-depth scientific approach was discovered by the Review Team regarding laboratory equipment, which fits well for this particular programme implementation and embraces variety of both purchased equipment for quality investigations (such as evaluation of cardiovascular efficiency functional state or relations between metabolism-induced adaptation to physical loads, as well as self-made (i.e., the device "Atletas"). Laboratory equipment, including numerous portable devices, were found by the Review Team as excellently fulfilling the requirements for high-quality scientific investigations by the teachers as well as preparation of the final theses for the students. [SER, 4, p.19]. According to the teaching staff, special focus is aimed at motor learning issues which seem to be the strongest part in the University's investigatory field. The Review Team were advised during the meeting about forthcoming specialised training laboratory for students' individual assignments.

Students are provided with conditions for printing, scanning, photocopying in accessible and convenient ways. The Review Team found the needs of visually, hearing and bodily impaired students are being satisfied by providing them suitable conditions to use adapted learning material.

The Review Team revealed more than adequate arrangements for students' practice. Students as future researchers are in close contact with such social partners revealing ideas for investigations and implementing social change. The social partners' active engagement into the activities of the Study Programme Committee [SER, 1, p.9] as well as participation in

final thesis defence and students' evaluation process, [SER, 6, p.28] was ascertained by the students and social partners as useful mutual collaboration and also for future job placements.

The Review Team found teaching materials as adequate and accessible. Progress in the University's technological advance manifests in fast development of access to numerous national and international electronic databases, including outstanding international ones such as EBSCO, SPORTDiscus, Springer LINK. [SER, 4, p.20]. The Review Team found the number of 5925 publications registered in the electronic database and 700 latest textbooks and monographs in the field of sports and physical education rather sufficient. [SER, 4, p.20] Students also enjoy free access to all University publications in the e-learning system.

The Review Team concludes that facilities and material resources provide excellent conditions for all students in fulfilling the programme tasks and obligations.

2.5. Study process and students' performance assessment

Admission requirements to Sports Coaching master degree programme can be easily found on the University webpage (<http://www.lsu.lt/studijos/antrosios-pakopos-magistranturos-studijos/konkursinio-balo-sandara>) in Lithuanian. The main criteria for applicants of the Sports Coaching Master degree study programme is the average of subject grades in bachelor diploma including the assessment of the final examination or final thesis. Additional scores can be given for research, sports activities, or participation in mobility programmes, or work in the field of athletic performance analysis. [SER, 5, p.21] During the period of 2011 – 2016, there have not been any significant changes in the numbers of enrolled students' numbers.

The Workload for the Master degree study programme is divided into lectures, seminars, practical sessions, laboratory assignments, tutoring, self-studies and examinations. Self-study hours make 80% in the academic load of each study module [SER, 2, p.9]. During the meeting with students, the Review Team found that students would like to have more time for research activities. Nevertheless, students are happy that they have possibilities to try out different sports.

Students are encouraged to participate in scientific activities by teachers and their supervisors. During the period of 2012-2016 22 students have participated in the international conference in "Baltic sport science conference" and 21 students have attended the national conference "Sportininkų rengimo valdymas ir sportininkų darbingumą lemiantys veiksniai". During the meeting with the management staff, it was found that there were sufficient numbers of students' research outputs already published in scientific journals. The Student engagement level in scientific activities is quite appropriate and should be maintained in future.

Students of the Master degree programme are encouraged to participate in mobility programmes by International Relations Office staff. The number of outgoing students is small. During the period of 2011-2016 only 6 students have joined the programme [SER, 5, p.24]. One of the reasons why students do not join mobility programme is because the majority have already integrated themselves into the labour market. The lack of mobility is therefore entirely understandable.

The best students of the Master degree study programme obtain scholarships for good academic achievements throughout the previous semester. Students may receive benefits, social grants according to their difficult financial situation. In keeping students motivated, nominal scholarships can be given for outstanding achievements in studies and scientific activities.

For those who are highly skilled in sport and attend sport competitions often and cannot attend lectures, the University provides with the opportunity to access all lectures in the distance education system MOODLE. Information about all study modules is uploaded in the MOODLE platform. Students can find all information in one place. Students can obtain extra support and time for consultation by email, phone or arrange meetings with teachers if they face problems during their studies.

The assessment of students' outcomes and achievements during the semester is carried out periodically and systematically. Assessment of study results focuses on the assessment of knowledge and understanding and the assessment of skills. The University applies a cumulative grade system in learning achievement assessment. At the end of the semester, the final assessment of the study results is carried out.

According to the alumni employment monitoring data, 6 – 8 months after graduation, 66% of programme graduates obtain jobs in the field related to their Master studies. [SER, 5, p.24]. In general, employers are keenly satisfied with the high competences of graduates.

Considering that coaching graduates are in high demand in Lithuania, there is no doubt about the study programme's importance to society. Society needs professional coaches in different areas, in particular to maintain and improve the very high Lithuanian standards. Graduates of this Master degree programme have a broader understanding about coaching systems and teaching. This is what is really appreciated by employers.

There are strict rules governing behaviour of students as they complete their studies in the form of academic regulations. Academic dishonesty can cause students' dismissal from examinations or interim assessment, and can lead to repeating the study module, or expulsion

from the University. [SER, 5, p.24] The University uses an anti-plagiarism system for Master theses.

Regulations of the LSU Dispute Settlement Commission defines the procedure of complaints from students. Students are represented by student-union members in this commission. The requirements of the complaints and appeals were found to be clear. During the meeting with students, it was found that students were not familiar with these procedures. Awareness should be raised as a matter of general procedure. Otherwise, the system for student administration and support is confident, ample and mature.

2.6. Programme management

The organisation of studies, academic quality and administration of student learning achievements is the responsibility of the Faculty Management, which comprises a Study Programme Committee, the Centre for Academic Quality Supervision, International Relations Office, Career and Competence Development Centre and the Library. The organisation of studies, their implementation and monitoring, are the responsibility of departments and their staff. [SER, 2.6, p.25] All of these management entities are governed by separate sets of approved internal regulations.

The University Senate approves the internal system of academic quality assurance, and monitors its implementation and operation. For the faculty, there is an Academic Quality Supervision Committee, managed by the faculty Dean. Quality for the study programme lies with the Study Programme Committee, with supervising personnel comprising the director of the study programme, the head of department, course and international coordinators, student representatives, social stakeholders and teaching staff. The Senate also performs a controlling function. [SER, 2.6, p.26] The academic quality-assurance system operates at several levels: departmental, faculty, university, national and international. [SER, 2.6, pp.27-8]

At 'ground' or department level the quality of studies involves internal assessment of the quality of study programmes, the certification of modules, monitoring of the feedback achieved through collecting and analysing information on the quality of studies. This also involves assessing the suitability and quality of the learning resources and facilities required for studies and the further development of teacher competence, innovative methods of teaching and assessment, learning outcomes, the progress of ongoing studies, the learning experience and improving programme management. Towards achieving these, there is the regular analysis of the student learning experience which has been undertaken since 2012. [SER, 2.6, p.27]

Feedback is collected from students, the results of which are used for attestation and improvement of teaching quality. Surveys take place annually and teacher surveys take place

every 2 years. Each year, the Study Programme Committee undertakes a full evaluation of the programme's implementation, which includes infrastructure, labour market needs, destination statistics, employers' feedback, applicants' interest in the programme, human and material resources, student progress, mobility, attrition, teaching methods, qualifications of academic staff, research output, tutoring activities and the image of the department and its culture. [SER, 2.6, p.28]

Study programme quality assurance system is deemed to be efficient because all stakeholders (instructors, students, social partners) can take their opportunity to influence the quality of the study programme. [SER, 2.6, p.28] Students are able to express their opinion through various channels including the student representative in study programme committee, surveys, meetings and discussions with course coordinators. The internal quality-assurance measures for handling data and information are used for regular analysis in determining the strengths and weaknesses of the programme and action planning for improvement. [SER, 2.6,p.28]

There is an organised Social Partner Forum, and feedback from the social partners on the readiness of graduates. Social partners are included in the Study Programme Committee and participate in the consideration of the competences and make contributions to all aspects of study. Social partners are involved in the defence and evaluation procedures concerning Master theses. Relations with employers and social partners are strong, as many of the teaching staff are national and international experts, and locally, are coaches at sports schools, sports centres or sports clubs. Many social partners participate in the professional community of experts [SER, 2.6, p.] and thus have first-hand experience and knowledge of the contemporary emphases and interests in their sports. Because of this closeness to professional practice, they are able to make a significant input to quality matters and programme improvement. [SER, 2.6, p.29]

Although the information in this section could have been presented in a simpler manner, the vibrantly strong interrelationship between social partners, staff students and senior academics creates a more stylish management than one that is merely functional.

Information about the quality of studies can also be found on the LSU website <http://www.lsu.lt/studijos/studiju-kokybe>

2.7. Examples of excellence *

The programme at Master level produces graduate sport coaches of national and international excellence.

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

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

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

III. REKOMENDACIJOS*

1. Reikėtų daugiau geros kokybės, psichologija pagrįstų baigiamųjų darbų pavyzdžių.
2. Be pirmiau minėtų dalykų vienintelė motyvuota ir laukiama rekomendacija – išlaikyti ir tobulinti šiuos puikius akademinis standartus, infrastruktūrą, kuri padeda išlaikyti gerą struktūros ir aukštus pasiekimus. Magistro studijų programa *Treniravimo sistemos* – tautos pasididžiavimas.

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

IV. SANTRAUKA

Kalbant apie žinias, studijų programos tikslai ir studijų rezultatai yra gerai suprantami kognityviniu, profesiniu, techniniu ir socialiniu aspektais. Juos sudarė ir jiems pritarė universiteto dėstytojai ir kiti darbuotojai, atsižvelgę į įvairias nacionalines ir tarptautines gaires, jie taip pat atitinka Europos ir Lietuvos kvalifikacijų sąrangos 7 lygį. Studijų programos tikslai ir studijų rezultatai atitinka kūno kultūros kryptį ir numato dar daugiau, jie tinkamai sutelkti ir susieti su atitinkamomis dalykų sritimis. Ši studijų programa yra glaudžiai susijusi su universiteto strateginiais tikslais, ypač indėliu į tarptautinio lygio sporto mokslinius tyrimus ir aukštąjį mokslą. Ši studijų programa – kertinis akmuo rengiant aukšto lygio sporto mokslo darbuotojus, kurie savo ruožtu gali prisidėti prie specializuoto sporto universiteto gyvavimo. Studijų rezultatai – akademinės išminties šaltinis, jie apima daugelį sporto srities koncepcijų bei temų, įskaitant fizinių įgūdžių ugdymą, sporto psichologiją ir treniravimo sistemas.

Apskritai, studijų turinio sandara yra labai gerai suplanuota ir būsimuosius trenerius skatina įgyti aukšto lygio profesinių žinių. Programos turinys atspindi naujausius šios srities pasiekimus. Modulių ir dalykų aprašai yra pavyzdiniai, numato svarbiausią magistro lygio studentams rekomenduojamą literatūrą; egzistuoja gera teorinės literatūros ir empirinių tekstų bei anglų ir lietuvių kalbomis nurodytų šaltinių pusiausvyra. Studijų programos modulių ir (arba) dalykų turinys grindžiamas naujausiais sporto mokslo pasiekimais. Šiuolaikiniai mokymosi metodai užtikrina gilesnį mokymąsi ir leidžia įgyti perduodamų žinių, kurios yra svarbus dalykas siekiant tęsti doktorantūros studijas. Užtikrinama aukštesnio mokymosi, studijų turinio tikslumo ir iniciatyvumo sintezė.

Šią studijų programą vykdančios dėstytojos gali būti savo darbo ir įsipareigojimų pavyzdys. Per pastaruosius penkerius metus paskelbtų publikacijų sąrašas rodo teigiamą akademinę tyrimų veiklą. Nepaisant to, kad dėstytojų mažuma nebuvo matomi tarptautiniuose recenzuojamuose žurnaluose, jie prisidėjo prie atitinkamos mokslinių tyrimų veiklos. Dėstytojų gebėjimai padeda rengti aukščiausios kokybės trenerius, kuriais Lietuva gali didžiuotis. Taikoma profesionali pedagogika.

Ekspertų grupė įvertino studijų patalpas – jos yra tinkamos pagal dydį ir kokybę. 27 auditorijos, kuriose yra 1215 vietų, visiškai atitinka studentų poreikius. Treniruotėms skirtos patalpos taip pat yra puikios ir leidžia tinkamai vykdyti studijų programą. Naudojamos šiuolaikinės technologijos, tokios kaip kompiuteriai, vaizdo projektoriai, garsiakalbiai, lentos, nešiojamieji projektoriai. Nuolat atsinaujinama, siekiant neatsilikti nuo spartaus studijų programos tobulinimo visais strateginiais aspektais.

Parama magistrantūros studentams. Aukštos kvalifikacijos sportininkai, kurie dalyvauja sporto varžybose, dažnai negali lankyti paskaitų, todėl universitetas suteikia prieigą prie visų paskaitų per nuotolinio mokymo sistemą MOODLE. Informacija apie visus studijų modulius ir (arba) dalykus įkeliami į MOODLE platformą. Studentai gali rasti visą informaciją vienoje vietoje. Studentams teikiama papildoma pagalba, skiriamas laikas konsultacijoms elektroniniu paštu, telefonu arba rengiami susitikimai su dėstytojais, jei kyla problemų studijų metu. Stipendijos suteikiamos praėjusį semestrą pasiekusiesiems geriausių akademinų rezultatų, studentai gali gauti paskolą, jei reikia, ir padengti gyvenimo išlaidas arba mokestį už studijas. Priėmimo ir struktūrinės studentų paramos priemonės yra aiškios, gausios ir puikiai atitinka magistrantų poreikius.

Jei stilius yra paskutinė išsilavinusio žmogaus savybė, šios studijų programos vadyba tuo pasižymi. Patikimai užtikrinama kokybė. Vykdomas brandus ir nuolatinis valdymas ir kontrolė, nesukeliantys baimės ir atgrasumo. Studijų programa visais aspektais vertinama labai gerai.

V. GENERAL ASSESSMENT

The study programme *Sports Coaching* (state code – 6211RX001) at Lithuanian Sports University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	4
6.	Programme management	4
	Total:	24

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Terence Clifford – Amos
Grupės nariai: Team members:	Manuel Joao Coelho-e-Silva
	Vello Hein
	Frances Murphy
	Inga Gerulskienė
	Tautvydas Šimanauskas