



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**LIETUVOS SPORTO UNIVERSITETO**  
**STUDIJŲ PROGRAMOS *SPORTINĖ REKREACIJA IR***  
***TURIZMAS (valstybinis kodas - 612N87001)***  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
***OF SPORTS RECREATION AND TOURISM (state code -***  
***612N87001)***  
**STUDY PROGRAMME**  
**at LITHUANIAN SPORTS UNIVERSITY**

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6. **Agnė Pranckutė,** *students' representative.*

Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2014

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Sportinė rekreacija ir turizmas</i>
Valstybinis kodas	612N87001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Turizmas ir poilsis
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (5,5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Turizmo ir poilsio bakalauras
Studijų programos įregistravimo data	

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Recreation and Tourism</i>
State code	612N87001
Study area	Social Sciences
Study field	Tourism and Leisure
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4 years), Part-time (5,5 years)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Tourism and leisure bachelor
Date of registration of the study programme	

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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 (hereafter – SER) 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.	Requirements for internship

2.	Student's practical training contract
3.	<i>Bendrojo universitetinio lavinimo, užsienio kalbos, refleksijos, praktikos ir baigiamųjų darbų koncepcijos įgyvendinimo bendrųjų reikalavimų aprašas</i> (Descriptor of General Requirements for the Implementation of General University Subjects, Foreign Languages, Reflection, Internships, and Framework for Final Theses), approved by the LSU Senate on 30 April, 2012.

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

First cycle study programme *Sports Recreation and Tourism* was designed in 2006 in accordance with the requirements set forth by the Ministry of Education and Science and in response to recreation and tourism needs of the general public in order to meet the demands of the dynamic recreation and leisure labour market, interests of employers and the learning youth.

The aim of the study programme *Sports Recreation and Tourism* was formulated in accordance with the description of Lithuanian Qualifications Framework levels that are linked to the levels of the European Qualifications Framework and are based of the regulations for major, special vocational and integrated study programmes. The aim of the study programme Sport Recreation and Tourism is to educate on the basis of achievements in international level fundamental and applied interdisciplinary science and technologies, a bachelor of sports recreation and tourism with all-rounded education, ethically responsible, creative and enterprising personality, able to develop, administer and manage services of active and passive recreation successfully, both in private and public sectors of tourism and recreation by promoting diversified recreation forms in the society.

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

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011 The Review Visit to HEI was conducted by the team on *6th October, 2014*.

1. **Dr. Craig Thompson (team leader)**, *Academic Dean, Stenden Hotel Management School, Stenden University, The Netherlands;*
2. **Dr. Heli Tooman**, *Senior Lecturer of Tourism Management, University of Tartu Pärnu College, Estonia;*
3. **Prof. Dr Frank McMahon** *Former Director of Dublin College of Tourism and Food*
4. **Alina Katunian**, *Head of Tourism Department, Vilnius College, Business Management Faculty; Guide, Lithuania;*
5. **Eglė Dilkienė**, *Executive Director, Lithuanian Association of Hotels and Restaurants, Lithuania;*
6. **Agnė Pranckutė**, *student of Aleksandras Stulginskis University study programme Accounting and Finance, Lithuania.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The programme aims and learning outcomes are defined and publicly accessible. The aims and learning outcomes of the study programme are publicly accessible on the university's website, other related websites, brochures and pamphlets about LSU study programmes, annual national career events and fairs, etc.

According to the SER (p. 6) the aim of the study programme *Sports Recreation and Tourism* is to educate on the basis of achievements in international level fundamental and applied interdisciplinary science and technologies, a bachelor of sports recreation and tourism with all-rounded education, ethically responsible, creative and enterprising personality, able to develop, administer and manage services of active and passive recreation successfully, both in private and public sectors of tourism and recreation by promoting diversified recreation forms in the society. During the meetings it was difficult for the participants (teachers, students, graduates and social partners) to explain what the aim of this study programme is, and the Review team agrees that the wording of the aim needs some clarification and better focusing.

The distinctions of the study programme *Sports Recreation and Tourism* have been described as follows: it is a unique programme in the area of recreation and leisure that educates specialists competent in organizing active leisure and recreation sport and focuses on the building of entrepreneurial competences. There is no explanation in the SER, what makes it unique, what are the similarities and differences related to other similar type of programmes not only in Lithuania but also internationally and how the uniqueness of the programme is related to tourism. During the meetings with the administration staff, the staff responsible for preparation of the SER and the teachers of LSU, it wasn't possible to get clear enough answer to this question.

By the SER, the need, purpose and objectives of the study programme *Sports Recreation and Tourism* are based on several important documents and requirements (p.10. Bologna Working Group on Qualifications frameworks; Regulations for major, special professional and integrated programmes; Republic of Lithuania Law on Higher Education and Research; Order of the Minister for Education of the Republic of Lithuania On the approval of the descriptor of study cycles; Order of the Minister for Education of the Republic of Lithuania On the general requirements for degree awarding first cycle and integrated study programmes; Order of the Minister for Education of the Republic of Lithuania On the approval of the descriptor of full-time and part-time modes of study; Resolution of the Government of the Republic of Lithuania On the approval of the descriptor Lithuanian qualifications framework; The European Qualifications Framework for Lifelong Learning), but there is no mention of any documents related to the international and national demands and/or requirements of sport recreation and tourism industry and education, that could confirm that the programme is based also on the needs of the labour market (for example: industry reports, trends, development plans, vocational/professional standards, survey results, etc.). During the meetings with the administrative staff and the staff responsible for preparation the SER, the answer to this question was too general, no specific documents or requirements were mentioned.

In general, the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The Review team recommends to revise the list of the learning outcomes of the study programme and add to the learning outcomes the customers' and customer service related outcomes. Both – sport recreation and tourism are people centred fields of activities and to provide services it is necessary to know customers, understand their motivation, expectations, needs, wishes, behaviour, customer service, etc. Review team also recommends adding some learning outcomes related to the competencies of sport recreation and tourism products and services design and development.

The Review team sees some contradictions between the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

The combination of the words “sport” and “recreation” is well known and used. The name of this programme is *Sports Recreation and Tourism*, giving the understanding that both parts of the name (1) sport recreation and (2) tourism are equally important during the study process and in learning outcomes. By the opinion of the Review team the second part – tourism – has got much less attention in this study programme and recommends to revise the learning outcomes and content of the study programme so that it would be possible to get better balance between the sport recreation and tourism studies.

The graduates get the qualification degree Bachelor of Recreation and Leisure, the title of the study programme does not contain the term leisure, but tourism – and raises a question, how to make a link between the qualification offered and the study programme better. This was also one of the topics of the discussion during the meeting with the graduates and social partners. Maybe it would be more suitable for this study programme to have the name *Sports Recreation, Leisure and Tourism*? The programme contains many leisure related subjects and probably this change would make the programme title, aim and content more balanced.

## ***2.2. Curriculum design***

According to the legal requirements of Lithuania for first cycle for higher education study programmes the size of modules (as opposed to study subjects) applicable for all running study programmes since July 2010 is minimum 10 ECTS. The volume of the modules in study programme Sport Recreation and Tourism is mainly 5, but several modules also have 10 and 15 credits. Allowing 5 ECTS modules is a university-wide policy, so the entire university policy needs to be revised. It means it is necessary to review the study programmes and find ways to develop the modules according to the legal requirements.

During the meeting with the teachers they mentioned that perhaps they have now bigger subjects and not modules. Different study subjects have put together and not only one, but more teachers are involved to teach and evaluate one bigger subject. Teachers, but also students agreed that bigger subjects (10 credits) are very good and make learning process more interesting and useful.

Study subjects (modules) are spread evenly, their themes are not repetitive (Table 4). The Review team recommends revise using a common understanding of the words “module: and “subject”. Table 4 is perhaps more the list of subjects than modules.

The content of the subjects (modules) is consistent with the type and level of the studies. The Review team recommends revising the list of the subjects of the study programme and find ways to add a subject related to customer service. Customer knowledge and service are the basis of recreation, leisure and tourism activities and education. During the meeting with students they mentioned that they have got some customer service knowledge during their practice. During the meeting with social partners they mentioned that customer service competencies are very important and students have to get proper knowledge at school as well as during their practice.

Students, teachers, graduates and social partners found that there is lack of foreign language studies in the curriculum and there are also too few supportive ways to improve the language skills of the students, as well as teachers. Visitor lectures, exchange students, more use of English and /or Russian language literature, etc. would be good sources for that. In general, the content and methods of the subjects are appropriate for the achievement of the intended learning outcomes.

During the meeting students told that they are happy with their studies, supportive and good teachers, places of practice, etc. They, but also graduates mentioned that it would be good to have one practice also during the first year or after the first year. Social partners mentioned that the time for practice is too short and that it would be good for students, but also for the places of practice to prolong the time of the practice.

The requirements of the final theses need some improvement, specially related to the requirements of using the theoretical and English language sources. Students have heard and learnt how to use the academic databases (EBSCO for example), but very few of them have used



this knowledge for finding new and academic sources for their final thesis. Sources are mainly in Lithuanian and some of them are very old and out of the value already.

During the meetings teachers, as well as most of the students who participated mentioned that they have Moodle, but they don't use it very much.

The scope of the programme is sufficient to ensure learning outcomes. The content of the programme (and description of the subjects) reflects few of the latest achievements in science and technologies. For example: 1) Annex Modules, p.85 – Project management: use new technologies creatively in all the stages of project management. 2) SER Table 6 p.7, General competencies, 2.1. – using the latest information technology. The Review team recommends to add to the content of the programme more aspects related to the newest trends, developments and innovation in sport recreation and tourism field.

It is very good that the programme has the Innovation lab, but mainly because of the small room few students can use it. During the visit the manager of the Innovation lab explained that they have plans to expand it and to build a new lab. It is also very good that rather many students are involved in research together with the teachers (SER, Table 21 p.26) and during the meeting the students confirmed that they are involved in research activities.

### **2.3. Teaching staff**

The study programme is provided by the staff meeting legal requirements. The qualifications of the teaching staff are adequate to ensure learning outcomes (p 17, list of the teachers, CVs). As the title of the programme is *Sports Recreation and Tourism*, the Review team recommends paying attention to attract more teachers with academic tourism education. The majority of the teachers are active researchers and have subject-related practical experience.

Teachers of the study programme collaborate with Lithuanian project partners and participate in international projects. During the meeting the teachers confirmed their professionalism and dedication to this programme.

The number of the teaching staff is adequate to ensure learning outcomes. Students and graduates were very happy about their highly professional and supportive teachers.

Teaching staff turnover is low and some teachers have worked since the start of the programme. Low turnover of teachers indicates that teachers know the students well and meeting with the students confirm that students value their teachers highly. Low turnover and the different age groups (Table 7) of the teachers can also ensure the continuity of the study programme.

The LSU and Faculty support the professional development of the teaching staff necessary for the provision of the programme. Each year 25% of teachers go to lecture in foreign universities. Teachers from several countries come to lecture in this study programme and this supports also the professional development of the teaching staff. Teachers of the study programme *Sports*

*Recreation and Tourism* take active part in scientific conferences, research internships and seminars. Teachers also develop professionally through teaching, research and practical activities. During the meeting teachers explained that they also had training related to education, teaching methods, using the Moodle, etc.

The majority of teachers are active researchers and have subject-related practical experience. Students mentioned that they are involved in research activities together with their teachers. Teachers of the study programme collaborate with Lithuanian project partners and participate in international projects. The number of teachers involved in international scientific projects decreased during the past years (p17, Table 8. 2008 – 7; 2009 – 6; 2010 – 5; 2011 – 1; 2012 – 1; 2013 – 2).

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

In general the premises for studies are adequate both in their size and quality, but there is a lack of tourism specific facilities. The Innovation lab is related to the studies of this programme and has good possibilities for both students' and teachers' research and studies.

In general the teaching and learning equipment for studies are adequate both in their size and quality. It is very good that faculty has Innovation lab, but as students told, very few are using that, but the situation will be improved soon, the lab will get bigger rooms and after that they can involve more students. There is a lack of tourism specific reservation systems for learning purposes (for example: hotel reservation systems, Amadeus), English language tourism journals and books. During the meetings students explained that they can learn the reservation systems when have placement.

The LSU and Faculty have adequate arrangements for students' practice. During the meeting the programme leaders provided some related materials: Requirements for internship and Student's practical training contract. Students and graduates found their placement interesting and useful and social partners said a lot of good words to the address of the students. There are good conditions for the students to learn and practise different sport and recreation activities during the studies: gym, swimming pool, training rooms, outdoor sports grounds, etc.

Teaching materials in Lithuanian are good, adequate and accessible. The choice of teaching materials in English, specially related to tourism, is poor (textbooks, books, periodical publications). Students and teachers have access to the scientific databases, but very few students are using them. In their final thesis students have used mainly Lithuanian language sources and few English language literature.

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

The admission requirements are well-founded. The programme is popular and the competition is high (Table 14, 504 applicants in 2013, full time students, 21 applicant for one student place). In 2013 the programme for part-time students was not open.

In general the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. At the same time, the lack of tourism specific facilities, equipment, literature, etc. could be a serious obstacle to achieving all the necessary learning outcomes.

According to the SER (Table 21, p. 26 “The scope and forms of student participation in research activities, 2011-2013”) and discussions with the students and teachers during the meeting, but also with the graduates and social partners, the Review team found that students are encouraged to participate in research activities. For example, in 2012 International conference Sport and leisure management: trends and challenges, more than 20 students presented the results of their researches. The topics the research and presentations were related to consumer motivation and satisfaction, service quality, spa image building, analysis qualification related competences of spa specialists, etc.

Judging from the SER (Table 28 p. 29) and the discussions during the meetings with students and graduates the Review team can say that the mobility of the students is modest – only 4 students had placement abroad in 2011-2013. Students and graduates explained that they don't have enough motivation to go abroad, a lot of students are working and they can't have rather long time placement abroad. The Review team recommends to find possibilities for students' mobility and also encourage and motivate more students to have their placement in abroad. During the meetings with the students and graduates they mentioned that they are not motivated to have a placement abroad for several reasons: insufficient English language skills, they are also working somewhere and cannot leave the working place for such a long time. Therefore students have rather limited opportunities to participate in student mobility programmes. The Review team found that it would be necessary to enable, support and encourage students to learn more languages, to practise their language skills and to participate more in student mobility programmes.

Basing on the SER and discussions with the management, teachers, students and graduates during the visit, the Review team can state that LSU and the Faculty offer a lot of academic and social support for students. Students are involved to the study programme committee and the research activities, they have access to and they learn how to use the academic databases, the faculty offers students the list of the potential topics of the thesis, they are using Moodle, students have a lot of possibilities for training and other activities after the lessons, etc. Social partners added that they also offer students the topics for the research and support the development of the thesis that has a real practical value.

Based on the SER and discussions with the students and graduates, the assessment system of students' performance is generally clear, adequate and publicly available.

Based on the SER (p. 29) and discussions with the graduates and social partners, the professional activities of the majority of graduates meet the programme providers' expectations. The analysis of employment rates showed that more than 54 % of graduates were employed in leisure sector companies. Most of the graduates were employed in accommodation service sector, travel

agencies, and companies providing leisure services. Social partners added that they are satisfied with the graduates and graduates added that in general they feel confident thanks to the knowledge and skills they have got from the university. Both mentioned the lack of foreign language skills and need for more knowledge and practice related to communication with customers and customer service skills.

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

Based on the SER and discussions during the visit, the responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The programme is managed by the Study Programme Committee and involves teachers, students, graduates and social partners. During the meetings they all were of the opinion that the Committee is working well. In the meetings the Study Programme Committee analyses the findings of student opinion surveys, gives proposals to the Faculty Dean on the improvement of the quality of studies. The administration of the study programme, the sequence of decisions and quality assurance process on the institution level is governed by the documents approved by the Senate.

By the SER and the information collected during the visit and meetings with teachers, students, graduates and social partners it is possible to say that all the parties are enthusiastic about asking and giving the feedback and committed to the improvements.

The quality of education at the LSU is ensured by internal assessment of programmes quality, accreditation of study modules, monitoring of feedback in accordance with the Procedure for the collection and assessment of student opinions about the quality of studies, collecting and analysing quality related information, ensuring the appropriateness and adequacy of learning resources, professional developing of teachers, applying innovative teaching/learning and evaluation methods, monitoring and analysing the progress of studies, analysing student learning experience and improving programme management. The major body responsible for the quality of studies on the institution level is the University's Senate.

During the visit teachers, students, graduates and social partners confirmed, that their feedback and the outcomes of internal and external evaluations of the programme are used for the improvement of the programme.

The main programme quality assurance method is the continuous analysis of students' learning experience. The results of this analysis are reviewed by the Study Programme Committee and the findings and recommendations are submitted to the Faculty Dean. The Dean submits proposals to University departments, Academic Staff Recruitment Commission, discusses with Faculty Student Councils, and submits proposals to other decision-making departments. The quality of the study programme Sport Recreation and Tourism is supervised and improvements are coordinated by the Study Programme Committee consisting of the programme director, course coordinators, international coordinator, students, social partners and other committee members.

### **III. RECOMMENDATIONS**

1. Revise the wording of the aims of the study programme and stress also more tourism.
2. Take into account also the documents related to the international and national demands and/or requirements of sport recreation and tourism industry and education, that can confirm that the programme is based also on the needs of labour market (for example: industry reports, trends, development plans, vocational/professional standards, results of the surveys, etc.).
3. Revise the list of the learning outcomes of the study programme and add to the learning outcomes the customers' and customer service related outcomes and outcomes related to the competencies of sport recreation and tourism products and services design and development.
4. Revise the learning outcomes and content of the study programme to get better balance between the sport recreation and tourism.
5. Review the structure of the study programme and find ways to develop the modules according to the legal requirements.
6. Enable, support and encourage students to learn more languages, to practise their language skills and to participate more in student mobility programmes.
7. Revise the requirements for the final thesis related to the use and amount of academic and English language sources.

## **IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)**

## **V. SUMMARY**

*Sports Recreation and Tourism* is a first cycle study programme in the field of Tourism and Leisure, implemented by Lithuanian Sports University. After the analysis of the self-evaluation report prepared by the programme team and the site visit to Lithuanian Sports University, the Review team identified the following positive areas and areas to be improved.

### *Positive areas:*

- The self-evaluation report team has worked well and the Self Evaluation Report gives constructive overview about the Sport Recreation and Tourism programme, learning outcomes, curriculum design, staff, facilities and learning resources, study process and assessment, and programme management. The Review team highly appreciate the Self Evaluation Report and the activities the Lithuanian Sports University has done to design and develop the Sport Recreation and Tourism study programme.
- The visit of the Review team was well prepared and all the meetings were useful and gave a lot of valuable information about the study programme.
- Students and graduates are happy with their studies, supportive and good teachers, places of practice, etc.
- The majority of teachers are active researchers and have subject-related practical experience.
- Students are involved in the research activities together with their teachers.
- Students and teachers can use the facility and possibilities of the Innovation lab.
- Social partners are involved and support the development of study programme, studies and practice.

### *Things to be improved:*

The evaluation team stresses some areas of improvement for this study programme:

- The name of the study programme (Sport Recreation and Tourism) and qualification degree (Bachelor of Recreation and Leisure) give different messages and misunderstanding about the studies.
- The wording of the aims of the study programme need some revise and better focusing.
- The design and development of the study programme doesn't take into account the documents related to the international and national demands and/or requirements of sport recreation and tourism industry and education, that can confirm that the programme bases also on the needs of labour market (for example: industry reports, trends, development plans, vocational/professional standards, results of the surveys, etc.).
- The confusion regarding nomenclature of education elements (ie. modules and units) needs to be addressed to remove the possibility that the structure contravenes legal requirements (namely that the legal minimum size of modules is 10 credits).
- Learning outcomes and content of the study programme are not in balance between the sport recreation and tourism.

- The list of the learning outcomes of the study programme needs some revising, there are no learning outcomes related to the customers' and customer service related outcomes and outcomes related to the competencies of sport recreation and tourism products and services design and development.
- There is not enough support and encouragement for students to learn more languages, to practice their language skills and to participate more in student mobility programme.
- There are few facilities, no tourism specific computer (reservation) programmes and few English language and tourism related literature necessary for students learning this study programme.

## VI. GENERAL ASSESSMENT

The study programme SPORTS RECREATION AND TOURISM (state code – 612N87001) 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	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>15</b>

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

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

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

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

Grupės vadovas: Team leader:	Dr. Craig Thompson
Grupės nariai: Team members:	Dr. Heli Tooman
	Prof. Dr Frank McMahon
	Alina Katunian
	Eglė Dilkienė
	Agnė Pranckutė



**LIETUVOS SPORTO UNIVERSITETO PIRMOS PAKOPOS STUDIJŲ PROGRAMOS  
SPORTINĖ REKREACIJA IR TURIZMAS (VALSTYBINIS KODAS – 612N87001) 2014-  
12-09 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-595-1 IŠRAŠAS**

&lt;...&gt;

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Lietuvos sporto universiteto studijų programa *Sportinė rekreacija ir turizmas* (valstybinis kodas – 612N87001) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>15</b>

\* 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)

&lt;...&gt;

**V. SANTRAUKA**

*Sportinė rekreacija ir turizmas* yra Lietuvos sporto universitete vykdoma pirmosios pakopos turizmo ir laisvalaikio krypties studijų programa. Ekspertų grupė, išnagrinėjusi programos rengimo grupės jai pateiktą savianalizės suvestinę ir apsilankiusi Lietuvos sporto universitete, nustatė teigiamas ir tobulintinas sritis.

*Teigiamos sritys:*

- Savianalizės suvestinės rengimo grupė stipriai pasistengė ir savianalizės suvestinėje pateikė konstruktyvią studijų programos *Sportinė rekreacija ir turizmas* apžvalgą: numatomus studijų rezultatus, programos sandarą, informaciją apie darbuotojus, materialiuosius išteklius, studijų eigą ir jos vertinimą bei programos vadybą. Ekspertų grupė gerai vertina savianalizės suvestinę ir Lietuvos sporto universiteto darbą, nuveiktą kuriant ir tobulinant studijų programą *Sportinė rekreacija ir turizmas*.
- Ekspertų grupės vizitui buvo gerai pasirengta, visi susitikimai buvo naudingi ir suteikė daug vertingos informacijos apie šią studijų programą.
- Studentai ir absolventai yra patenkinti studijomis, kvalifikuotais ir jiems padedančiais dėstytojais, atliekama praktika ir t. t.
- Daugelis dėstytojų aktyviai dalyvauja mokslinių tyrimų veikloje ir turi savo dalyko dėstyimo patirties.
- Mokslinėje veikloje kartu su dėstytojais dalyvauja ir studentai.

- Studentai ir dėstytojai turi galimybę naudotis Inovacijų laboratorija ir jos teikiamomis galimybėmis.
- Socialiniai partneriai remia studijų programos tobulinimą, studijas bei praktiką ir dalyvauja šiame procese.

#### *Tobulintini aspektai:*

Ekspertų grupė akcentuoja kai kurias tobulintinas šios studijų programos sritis:

- Studijų programos pavadinimu (*Sportinė rekreacija ir turizmas*) ir suteikiamu kvalifikaciniu laipsniu (turizmo ir poilsio bakalauras) apibūdinama skirtinga informacija apie studijas, tai įneša painiavos.
- Studijų programos tikslų formuluotę reikia šiek tiek patikslinti, aiškiau nurodyti, į ką jie orientuoti.
- Sudarant ir tobulinant studijų programą neatsižvelgta į tarptautinius bei nacionalinius sportinės rekreacijos ir turizmo sektoriaus dokumentus ir į su ugdymo poreikiais ir (arba) reikalavimais susijusius dokumentus, kuriais galima pagrįsti, kad ši programa atspindi darbo rinkos poreikius (pavyzdžiui, į sektoriaus ataskaitas, tendencijas, plėtros planus, profesinius standartus, apklausų rezultatus ir t. t.).
- Siekiant pašalinti programos sandaros neatitikimo teisės aktų reikalavimams galimybę (būtent, kad minimali teisės aktais nustatyta kiekvieno modulio vertė yra 10 kreditų), reikia išspręsti painiavą dėl mokymo elementų (modulių ir atskirų dalykų) nomenklatūros.
- Numatomi studijų rezultatai ir studijų programos turinys neatspindi sportinės rekreacijos ir turizmo pusiausvyros.
- Reikia šiek tiek patikslinti studijų programos numatomų studijų rezultatų sąrašą; jame nėra rezultatų, susijusių su vartotojais ir vartotojams teikiamomis paslaugomis, gebėjimu kurti ir tobulinti sportinės rekreacijos ir turizmo produktus bei paslaugas.
- Studentai nepakankamai skatinami mokytis daugiau kalbų, praktiškai pritaikyti kalbos žinias ir aktyviau dalyvauti studentų judumo programose, jie dėl to nepakankamai remiami.
- Priemonių (įrangos) yra nedaug, nėra specialių kompiuterinių (rezervavimo) programų, trūksta literatūros anglų kalba, taip pat literatūros apie turizmą, kuri yra būtina, studijuojant pagal šią programą.

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### **III. REKOMENDACIJOS**

1. Patikslinti studijų programos tikslų formuluotę ir labiau akcentuoti turizmo sektorių.
2. Atsižvelgti į tarptautinius ir nacionalinius sportinės rekreacijos ir turizmo sektoriaus dokumentus ir į su ugdymo poreikiais ir (arba) reikalavimais susijusius dokumentus, kuriais galima pagrįsti, kad ši programa atspindi darbo rinkos poreikius (pavyzdžiui, sektoriaus ataskaitas, tendencijas, plėtros planus, profesinius reikalavimus, apklausų rezultatus ir t. t.).
3. Persvarstyti studijų programos numatomų studijų rezultatų sąrašą ir papildyti jį rezultatais, susijusiais su vartotojais ir vartotojams teikiamomis paslaugomis, gebėjimu kurti ir tobulinti sportinės rekreacijos ir turizmo produktus bei paslaugas.
4. Persvarstyti numatomus studijų rezultatus ir studijų programos turinį, siekiant geresnės sportinės rekreacijos ir turizmo pusiausvyros juose.
5. Persvarstyti studijų programos sandarą ir rasti būdų, kaip atsižvelgiant į teisės aktų reikalavimus patobulinti modulius.

6. Suteikti studentams galimybių, remti ir skatinti juos išmokti daugiau kalbų, praktiškai panaudoti kalbų įgūdžius ir aktyviau dalyvauti studentų judumo programose.
7. Patikslinti baigiamųjų darbų reikalavimus dėl akademinų ir anglų kalbos šaltinių naudojimo bei apimties.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)