



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos sporto universiteto

FIZINIO AKTYVUMO IR VISUOMENĖS SVEIKATOS STUDIJŲ PROGRAMOS (612A60002)

VERTINIMO IŠVADOS

EVALUATION REPORT OF PHYSICAL ACTIVITY AND PUBLIC HEALTH (612A60002) STUDY PROGRAMME

at Lithuanian Sports University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Fizinis aktyvumas ir visuomenės sveikata</i>
Valstybinis kodas	612A60002
Studijų sritis	Biomedicinos mokslų
Studijų kryptis	Visuomenės sveikata
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmaji
Studijų forma (trukmė metais)	Nuolatinės (4 metai), Ištęstinės (6 metai)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Visuomenės sveikatos bakalaureas
Studijų programos įregistavimo data	2006-03-06

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Physical Activity and Public Health</i>
State code	612A60002
Study area	Biomedical Sciences
Study field	Public Health
Kind of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full time (4 years), Part time (6 years)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Public Health
Date of registration of the study programme	6 th of March, 2006

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I. INTRODUCTION

Lithuanian Sport University (LSU) (former name Lithuanian State Institute of Physical Education) was founded in 1945. LSU has developed and expanded over the years into an institution with over 2500 students. In 1999 the Institute was renamed into Lithuanian Academy of Physical Education and in 2012 into Lithuanian Sports University.

The first cycle bachelor's study programme of Physical Activity and Public Health (PAPH) was reviewed by national experts as a new bachelor's programme (primary title of the programme was "Health and Physical Activity") in 2006 and was registered by the national Centre for Quality Assessment in Higher Education (CQAHE). The programme's registration was extended on August 17, 2009 (see www.aikos.smm). Since 2012 a new curriculum design for bachelor's programme was approved by introducing minor studies and a double degree – Bachelor of Public Health and Sports (Senate Protocol No 10). LSU also runs the second cycle master's study program with the same title "Physical Activity and Public Health" starting since 2002.

The present review has been carried out by five experts listed above. The guidelines and procedures of CQAHE were strictly followed. Current assessment report is based on the analysis of the self-evaluation report, completed by LSU in October 2013, as well as on the observations during a site visit to LSU conducted on 19th March, 2014. All members of the assessment group individually prepared their notes for the draft report. During the site visit, the team also had the opportunity to discuss the programme with the administration of the university and faculty, with the self-evaluation group, teaching staff, students, graduates and employers. The team of experts has visited the LSU premises including the library, teachers' offices, lecture rooms, laboratories, and sport facilities used by the programme.

The experts' team held several meetings during and after the visit to LSU and discussed the strengths, weaknesses, and possible recommendations how PAPH bachelor's study programme could be improved and updated. Finally, the opinions of the whole evaluation group were adjusted and agreed to represent the entire team of experts.

II. PROGRAMME ANALYSIS

General observations. In the beginning of review process the members of the expert group have analyzed the completeness and format of the self-evaluation report and its compliance with the CQAHE requirements and documents such as „Methodology for evaluation of higher education study programmes (Order No 1-01-162 of 20th December, 2010; Director of CQAHE). After exchange of opinions and remarks it was agreed that in general, the format and content of the self-evaluation report is only satisfactory. Therefore, this evaluation of quality of the self-evaluation report is not formally included into the final table presented in *Study programme assessment in points by evaluation areas* (see Chapter 5, General assessment). It means that this document was accepted by the experts as sufficient for the evaluation of quality of the PAPH study programme. The **following weaknesses** (negative format and content aspects) were noticed in the self-assessment report and annexes:

- Poor translation to English of the self-evaluation report.
- Confusing terminology used (e.g. righteousness, wellness, page 6, etc.)
- Evident printing errors (e.g., see the names of self-report group, e.g. Vaièiūnas; page 4).
- The presented internet links, were biased or inactive.

- Changes/evolution of teaching curriculum, which took place in 6 areas of analysis after the previous assessment (since the start of the programme) were not analyzed and not described properly (see CQAHE requirement in Chapter 70, Order 2010-12-20, N. 1-01-162).
- Strength, weaknesses, and measures of improvement of each of the 6 areas were not described as required (see requirement of Chapter 71, Order 2010-12-20, N. 1-01-162).
- Self-evaluation group of 11 persons is too large (7 persons only are recommended by Chapter 20; Order 2010-12-20, N. 1-01-162) and includes excess persons from the university administration and social partners (vice-rector for studies; international coordinator; director of PH Bureau; note: this is a minor issue in the report).
- Introductory chapter is not complete: lacks essential information about previous accreditations or evaluation (requirement of Chapter 85.3 Order 2010-12-20, N. 1-01-162).
- Essential data on the part-time PAPH programme are not provided at all (see chapter 76; Order 2010-12-20, N. 1-01-162). Therefore, it was clarified during the meeting with the programme's coordinators, that very few students were enrolled to this programme's track of studying during the last 5 years. This is why timetable and other details were not presented in the self evaluation report.

1. Programme aims and learning outcomes

The first cycle bachelor's study programme Physical Activity and Public Health (PAPH) was designed to provide both knowledge and abilities in the field of physical activity and in the area of public health. According to the concept of the programme developers, it should allow for graduates to start to be involved into the labour market as well as to continue their studies at the master's level.

1.1 The programme aims and learning outcomes are defined, clear and publicly accessible;

The authors of the self-evaluation report provided a quotation of the **University mission**: “to be an open European university, developing and offering programs for all cycles of studies (the first, the second and the third), 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.” They conclude that this statement conforms to the aim and the goal of the programme. Therefore, LSU is a relatively minor and specialized university, which has adopted a relatively narrow formulation of mission. The review panel stated that LSU mission statement does not completely conform to the more holistic and multidisciplinary origin and understanding of public health (Note: graduates receive bachelor's diploma in public health).

The review panel has analyzed the formulation of the **aims of the programme** and the learning outcomes in the team of experts. It was noticed that the Internet links, which were indicated in the self assessment report were not correctly indicated (one link was not active <http://www.lkka.lt/studijos/studiju-programmos/sporto-biomedicinos-fakultetas/bakalauro-studijos/sveikata-ir-fizinis-akt>, another [link](http://www.aikos.smm.lt/mok_drb_vietos.htm?m=program&a=displayItem&id=62410B101) was http://www.aikos.smm.lt/mok_drb_vietos.htm?m=program&a=displayItem&id=62410B101 inaccurate (it was devoted for the same title programme but at the master's level).

At the same time the aim and the goal of the PAPH programme were not properly formulated (one aim + one goal) or translated both from the linguistic and logical point of view:

- **the PAPH programme aim:** is to educate highly qualified health-enhancing physical activity specialists to work in sports, recreation and wellness fields.
- **the PAPH main programme goal:** is to educate, on the basis of achievement in international level fundamental and applied interdisciplinary science and technologies, specialists of health and physical activity, coaches of health-related fitness able to enhance personal and community

health at the level of primary prevention, ensuring personal and community physical activity and healthy life-style.

In conclusion, the aim mostly focuses on physical activity rather than on public health, despite the fact that graduates are granted the public health diploma and intended to work in public health institutions. The main goal is more closely related to public health, but also is dominated by the domain of physical activity. It was not shown in the self evaluation report and it was not answered during the meeting on site how aim and goal are related to learning outcomes (knowledge, abilities, skills; see requirement in Chapter 7; order V-501; 2010-04-09).

1.2 The programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market;

The Lithuanian National Public Health strategy for 2006-2013 has initiated the establishment of public health bureaus in the municipalities as the primary level of public health care. Starting since 2006 more than in 30 municipality public health bureaus were established in more than a half of municipalities. This reform has expanded the need for public health specialists. Therefore, in the self-evaluation report and during the meetings at LSU public needs for such professionals were not justified clearly.

The PAPH programme offers 35 learning outcomes, which are presented in the table 3, but not commented in the text. These outcomes are classified into 4 areas of general outcomes and 7 areas of specific learning outcomes. The presented outcomes are more or less consistent with the title and the aims of the programme. In general, these outcomes are relatively well written, expressing what students are expected to know, understand, and be able to do after completion of the course. Therefore, the structure of learning outcomes is different as is recommended by CQAHE (Order 2011-11-21; V-2212; Annex 1. Structural elements to be presented: Knowledge and its application; Abilities to conduct research; Special abilities; Social abilities; Personal abilities). In addition, the presented outcomes are not justified as related to international (e.g. ASPHER) frameworks of competencies or with the Lithuanian newly developed CQAHE document “Description of Public Health Study Area” (the latter document is not approved yet, but could be used as a reference). However, the team of experts agreed that the presented framework of PAPH programme outcomes are to a large extent based on the academic and/or professional requirements, public needs and the needs of the labour market despite some weaknesses of justification of the need of such specialists and the weaknesses in formulating or in general structural elements. The main point is that staff showed clear understanding and motivation to focus on abilities and competencies instead of just knowledge possession.

The PAPH study programme is relatively new, but seemingly has undergone major changes quite recently in 2012. It was mentioned in the general observations above, that these changes were not described consistently and in detail in the self-evaluation document. However, the review panel has filled this gap by collecting additional information from the official sources (e.g. website <http://www.lsu.lt/>) and by discussion carried out during our meeting with the staff of the PAPH study programme. Changes are related to the “shifts in the strategy of LSU to locate it in a competitive position on the training market and to focus on more practical learning outcomes”. Due to negative demographic tendencies (emigration, shrinking of population etc.) in Lithuania, the programme may face the challenge to attract a wider range of students including international students. To meet these challenges the LSU with European international partners in 2013 has developed the new bachelor’s programme in English language - Physical Activity and Healthy Life-style. This new programme, the review panel hopes, will influence the curriculum of the PAPH bachelor’s study programme.

In sum, the programme to a medium extent is based on the labour market needs in the area of public health and health promotion. Employers, with whom the review panel had a meeting at LSU expressed such need in words but also indicated a shortage of work places for such specialists with both competencies in physical exercises and public health. This is confirmed by the self-evaluation report, where it was mentioned that only approximately a half of the graduates get a job at the public or private sector. This causes some concern, because LSU should take into account the risk of a too extensive expansion of training of similar professionals in both bachelor's and master's PAPH study programmes.

1.3 The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered;

The team of experts discussed how the bachelor's study programme PAPH complies with the provisions of the national Law on Higher Education and Research and general requirements for the first cycle study programmes (Minister's order No V-501 of 9th April 2010; Approval of the description of the general requirements for degree awarding in first cycle and integrated study programmes). It was agreed that the 'difficulty level' of the programme and the formulated learning outcomes are consistent with Qualification Framework Level 6 (Minister's order No 535; May 4th, 2010). Our experts also expressed doubts that some programme's learning outcomes are too much ambitious (e.g. "Create a business plan for the development of active leisure") or not easily measurable ("Understand the importance of social involvement in the planning and implementation of individual, collective activities and evaluate their quality").

1. 4 How the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

The name of the study programme and its curriculum design including content have been already corrected since 2006. The learning outcomes were redefined recently according to the newer requirements of CQAHE. The review panel could conclude that the programme's learning outcomes, content, and the qualifications offered only to a medium extent are compatible with each other. The personal approaches rather than group or population approaches prevail in the aim, goal, and learning outcomes related to physical activity. Therefore, special attention was paid to the domination of concepts related to physical activity in the aim, goal, and the teaching subjects. In addition, in the title of the programme physical activity is mentioned as a first component. This could create some confusion, because public health is a teaching major in the programme.

In summary, the study programme has not very well and properly formulated aims (aim and goal). However, the learning outcomes are relatively well defined. Only the terminology and classification, and structure used to describe the teaching outcomes is not always fully corresponding to the requirements, terminology and classification of the CQAHE or ASPHER. The aims and learning outcomes of the PAPH study programme are consistent with the type and level of studies and the level of qualifications offered. The programme is partially based on labour market needs and seems to be welcomed by the employers, despite over-production of graduates could be a threat. At the moment several universities in Lithuania (e.g., Vilnius University, Klaipėda University and Lithuanian University of Health Sciences) offer additional 3 similar, but sometimes more public health oriented bachelor programmes. The name of the PAPH programme, its learning outcomes, content and the qualifications offered are to a medium extent compatible with each other, because of dominance of the component of physical activity in the definition of aims, learning outcomes, and even in the title.

Therefore, the following comments on the strength and weaknesses in the area might be made:

Strengths

- The new aim/goal and the new list of learning outcomes were developed by the Programme's Committee for the PAPH bachelor's study recently in 2012.
- The new curriculum design for PAPH bachelor's study programme was approved by introducing double degree bachelor's diploma studies (study major – Public Health; study minor – Sports and Exercises).
- The study programme made attempts to comply with European and internationals teaching and curriculum standards (LSU joined the ASPHER and expanded the international relations).
- LSU made efforts to respond to the labour market needs - a totally new bachelor's study programme (to be taught in English) Physical Activity and Healthy Lifestyle was developed and registered by LSU in collaboration with the European ERASMUS project partners in 2013.

Weaknesses

- The aim and goal of the programme focuses more on physical activity rather than on public health, despite the fact that graduates are granted a public health diploma.
- The learning outcomes, which are related to physical activity, are only partially corresponding to the needs of the public health market.
- It was not justified clearly in the self-evaluation report how European and national frameworks of competencies were taken into account.
- The personal approaches rather than group or population approaches prevail in the aim, goal, and learning outcomes, which define the area of physical activity.
- The title of the programme, its learning outcomes, content, and the qualifications offered are not completely compatible with each other.
- The programme is only partially based on the labour market needs. Information on demand of public health specialists in the country and the number of graduates in similar programmes show a relative excess of graduates with public health degrees in Lithuania.

2. Curriculum design

2.1 The curriculum design meets legal requirements;

The total credit volume of the first cycle study program PAPH is 240 ECTS (8 semesters, 30 credits each). This complies with the general requirements for the first cycle study programs (Order of Minister for Education and Science; N. V-501; 2010-04-09). 15 credits are allocated for general university studies, 165 credits devoted for teaching major (public health) studies, and 60 for teaching minor (physical activity) studies. The presented distribution of credits of the main components complies with the general requirements for the first cycle study programs set by the same Order Nr. V-501; 2010-04-09 of Minister for Education and Science.

2.2 Study subjects and/or modules are spread evenly, their themes are not repetitive;

The curriculum content covers 3 subjects of general university studies (Introduction; Lithuanian language; English language). The review panel has expressed the opinion that the block of general subjects is quite narrow in scope and should be expanded by including other subjects of humanitarian or social sciences.

The major teaching area of public health covers 16 items organized in modules. 15 credits are allocated for practical placement in public health institutions (sufficient), for thesis work – 30 credits (required minimum is 15 credits). The list of PAPH programme modules include some core curriculum titles, which are similar as recommended by ASPHER (see: Criteria for Public Health Education European Review, ASPHER, 2001) - “Epidemiological research and analysis”, “Research methodology”, “Environment, personal and public health”, “Methodology of health education and enhancement”, Health Policy , Law, Economics”. Despite a bit confusing titles and not very conventional terminology used, these modules cover the main recommended areas of the core curriculum listed by ASPHER (see: Criteria for Public Health Education European Review, ASPHER, 2001): 1. Techniques and tools for measurement of the health of populations, causes and patterns; 2. The main determinants of health of individuals and populations; 3. interventions to change the health of populations, to promote health and prevent disease in individuals and to provide treatment and care; 4. Health policy issues and approaches to advocacy and policy development at local, national, European and global levels.

However, on the other hand, it seems that modules, which do not relate to teaching in the major area, are included in the list of major study blocks in public health – “Business management and business law” and ‘English’. The same major block also contains fundamentals of biomedical sciences “Molecular biology”, which are not related to public health, but more to a medical specialty. The module on “Functional anatomy, biomechanics and biochemistry” also has a very scattered title despite it covers fundamentals of human functioning and is not recognized by ASPHER and other international public health documents as a core public health subject. In addition, the major block includes several modules (“System genesis, physical activity”, “Motor control, learning, and development”, “Physiology of sports and exercising”) which should be located in the minor section of the teaching curriculum. “Fundamentals of nutrition and food safety” and “Public health safety” are relevant as optional subjects of the major teaching block.

The list of modules/subjects from teaching the Minor “Physical activity” is also confusing -“Injury prevention”, “First medical aid”) could be more proper teaching subjects for public health in teaching the Major. However, for some reasons these topics are included into the minor studies.

All this mentioned above implies that teaching subjects in the teaching major block does not cover 165 credits required for major studies (see chapter 14.1 in Order V-501, 2010-04-09). On the other hand, topics that mainly relate to physical activity also are included in the block for teaching major studies. In sum, this situation implies on urgent need for redesigning of the main study blocks in the curriculum by making them more specific to the two areas of joint studies.

The final thesis in teaching the Major includes 30 credits plus the final work for teaching Minor covering 10 credits. The team of experts considers that such amount of research work on the final thesis could be excessive for first cycle of university studies.

The review panel also noticed some repetition of teaching topics in the curriculum: “Wellness exercises in water, Aqua aerobics” vs. “Forms of water exercises: exercising, aqua aerobics, aqua jogging” were repeated in “Recreation and physical activity in the water” and in another subject “Theory, didactics and placement of selected sports”. Two modules (“Environmental, personal and public health” and “Public health safety” are very relevant to the public health area and delivered by professionals from this field (e.g. Dr. Kligys is a director of the Kaunas regional Public Health Centre). But the titles of the modules are confusing. Both modules are related to environmental health (learning and outcomes overlap, which is positive in this case).

2.3 The content of the subjects and/or modules is consistent with the type and level of the studies;

The review panel agreed that the content of the subjects and/or modules is consistent with the type and level of the studies. However, the format of the subject description varies. Some subjects (e.g. “Public health safety” is described in details, and even has an excess of the suggested literature for readings). Descriptions of other modules (e.g. “Business Management and Business Law”, “Methodology of health education and promotion”) are very concise (only 7 topics listed in syllabus part, list of literature is short). The quality of preparation of module descriptions also varies.

In addition, the descriptions of modules/subjects do not include information how PAPH study programme’s learning outcomes are related to the learning outcomes of the modules. This issue is important, because each teacher should understand how his/her teaching subjects are related to final learning outcomes of the whole study programme.

English language became an important mean of European communication nowadays. Two descriptions of 2 teaching modules with the same title are presented in Annex 1. Therefore, these descriptions create confusion for the reader (the same code of module for both, the same aims of modules and the same suggested learning outcomes, but different topics of syllabus, different references). Experts also paid attention to the fact that public health topics and public health terminology (only physical activity and general topics included) are not covered at all by these 2 English language teaching subjects (Note: defined as modules by author). The review panel considers that this is not consistent with an advanced type of teaching, because modern teaching of language should include “integrated language and subject teaching”.

2.4 The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes:

The teaching methods applied in PAPH study programme are described and presented in the self-evaluation report (pages 10-16). This description and also discussions during the meetings with teaching staff and students gave the impression that appropriate modern teaching tools are applied during the process of studies. The students expressed a positive opinion about the proportion of hours devoted to self-study and contact hours of studies. However, quite a wide variation was noticed in the distribution of the self study hours in the modules. Low percentages of self study were found in the module “Health policy, law, economics” (18%), very low ones (10%) in the module “Methodology of Health Education and Promotion”, and moderate levels (50%) in the “Athlete training technologies” module.

2.5 The scope of the programme is sufficient to ensure learning outcomes:

The scope of the programme covers two areas – physical activity and public health. The members of the expert group expressed the opinion that the scope of the study programme covers sufficiently the area of physical activity, but leave some gaps in learning outcomes of the public health area. In addition, the self-evaluation report does not include a table how learning outcomes of the programme relate to learning outcomes of the modules. This information was also not provided during the meeting on the site. Such illustration could give better insight how providers of the programme themselves see the issue stated. As it has already been mentioned above some gaps in the programme design - teaching subjects in the major study section do not cover 165 credits as required for teaching major studies (see chapter 14,1; Minister’s order V-501, 2010-04-09).

2.6 The content of the programme reflects the latest achievements in science, art and technologies

It was mentioned above, that the programme covers the core areas of public health and physical activity. The content of subjects and modules and the list of literature presented, the list of publications of teachers which are involved, imply the conclusion that to a large extent the content of the programme reflects the state of the art regarding the latest achievements in science, art and technology.

The following comments on the strength and weaknesses in the area might be made:

Strengths:

- The study programme's curriculum seems to be attractive for students, offering two qualifications - public health (as a teaching major) and physical activity (a teaching minor), that result in providing a double degree.
- The curriculum covers the core areas of public health. However, structural changes should be made regarding several modules and titles.
- The curriculum of PAPH bachelor's study programme was renewed recently and to a large extent is consistent with the formal national regulations.
- LSU has expanded collaboration by inviting lecturers from other universities (mainly Lithuanian University of Health Sciences) and some public health institutions for delivering curriculum modules/subjects, which are related to public health.
- The most attractive teaching modules which are available at LSU are included into the PAPH programme.

Weaknesses:

- The block of general university studies is of quite a narrow scope (only 3 subjects/modules including English and Lithuanian languages, plus Introduction Course).
- The list of teaching major modules includes titles, which are not related to public health.
- The teaching modules related to physical activity are excessive, more teaching credits in public health modules should be added to the curriculum.
- The number of credits devoted to research is excessive (two areas are studied) for a first cycle study programme.
- The description of teaching modules lacks information on how programme's learning outcomes are related to the learning outcomes of the module/subject.
- Too wide variations in contact hours between the modules and very low (only 10-20 percent) amount of contact hours in some modules.

3. Staff

3.1 The study programme is provided by the staff meeting legal requirements;

The bachelor's study programme PAPH (data from 2012/2013) was delivered by 41 teachers: 4 (9 %) professors, 15 (3 %) associate professors, 13 (32 %) lecturers and 9 (22 %) assistants. 31 teacher are full-time employees at LSU (3 professors, 10 associate professors, 12 lecturers and 6 assistants). Only 5 teachers do not have a PhD degree. 10 teachers were working as part time staff. The profile of teaching staff meets the requirements listed in the Ministerial Order V-501, 2010-04-09; Chapter 19. The number of professors and associate professors involved in delivering PAPH bachelor's study programme has increased during 2008-2013. The expert team had the possibility to discuss with the teaching staff during the visit to LSU. The teaching staff seems to be highly dedicated to develop and continue the programme. Therefore, it seems that university teachers (not only the

Programme Committee and Self Evaluation group) should be more involved in the discussions about the design, content, and learning outcomes of the study programme and its relation to their study subject or module.

3.2 The qualifications of the teaching staff are adequate to ensure learning outcomes;

The curricula vitae (CVs) were also analyzed by the experts. The review panel found that some CVs were not filled in completely, some contained poor/very limited information (see annex 3: CVs of Rita Zelniene; Diana Zaltauskiene; Vidmante Treiniene; Daiva Dapkunaite). Also, CVs did not present information about number of years worked in teaching and in practical work (the line on "Years of professional experience" was not completed in all CVs). Note: but this information was included in the list of lecturers (in Annex 2).

The team of experts stated that, despite these weaknesses, the percentage of teachers with PhD degree, number of professors involved, and the qualifications of the teaching staff evidently are adequate to ensure the learning outcomes of PAPH bachelor's study programme.

3.3 The number of the teaching staff is adequate to ensure learning outcomes;

It was agreed that the number of the teaching staff (41 teachers, 8 semesters, 24 teaching subjects) is adequate to ensure learning outcomes. Note: description of modules shows that the number of teaching staff is larger than was declared (e.g. teacher Kligys, module "Public health safety" and some others were not mentioned in the list).

3.4 The teaching staff turnover is able to ensure an adequate provision of the programme;

Average age of teaching staff was between 40 and 50 years. LSU is planning to invite also international teachers to deliver some programme topics. The experts concluded that staff turnover is able to ensure an adequate provision of the study programme. On the other hand, it is evident that LSU lacks its own teachers for public health subjects and researchers who conduct research in the public health area. This could be a problem for the future in the context of competition of universities that provide similar study programmes.

3.5 The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme;

Teaching staff of LSU has the possibility to participate in national and international conferences and to attend courses for professional training. That means that LSU provides adequate conditions for the professional development of the teaching staff, necessary for the provision of the PAPH bachelor's study programme.

3.6 The teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed.

The self-evaluation report and CVs' description (publications) show that the teaching staff is moderately involved in research activities that are directly related to the study programme. However, some of the teachers have publications in journals with high impact factor. It was noticed that the teaching staff of LSU is only to a minor extent involved in public health research or in international research projects, and that research in physical activity sciences prevail. However, the invited lecturers from the Lithuanian University of Health Sciences have a rich list of international publications in the area of public health.

The following comments on the strength and weaknesses in the area might be made:

Strengths:

- The teaching staff is relatively stable during the period since the PAPH study programme was started.
- The teachers have improved their language and educational competencies during the last years.
- The body of teachers seems to be dedicated to their mission in the programme and ready for changes.
- LSU is positively oriented for expanding collaboration and invite teaching staff if necessary from other universities in Kaunas, Lithuania or abroad.

Weaknesses:

- The LSU is a university with a narrow specialization that results in a strategy and practice to employ invited part-time lecturers from other universities in Kaunas, Lithuania, and abroad.
- Relatively few teachers are involved in public health research (lack of traditions, of research staff and infrastructure) in contrast to the invited part-time lecturers.
- Relatively few teachers are actively involved in the international ERASMUS exchange of teachers.
- Some teachers have not a sufficient level of foreign language proficiency.

4. Facilities and learning resources

4.1 The premises for studies are adequate both in their size and quality;

LSU has a nice compact campus, which is located in the oak-park area behind the stadium and the large historical Sport Hall (in Lithuanian, Sporto halė), in Kaunas. The review panel's observations show that the improvement of facilities and resources is one of the main priorities for the administration of LSU. All divisions have good working conditions for teaching staff. It was concluded by the team of experts that the premises for studies are adequate both in their size and quality.

4.2 The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality;

All rooms are provided with modern information equipment: computers, multimedia, speakers, and black boards. The assembly hall and other larger public health lecture rooms are equipped with portable sound reinforcement systems. Gyms and swimming pool are fully adapted for practical exercises of students. The library underwent recently renovation and is well equipped with computers and other information technologies. The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality.

4.3 Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

The university subscribes to several international databases. Students have good possibilities for self-study in the library. They have access to periodicals, internet, general reading rooms, and a teamwork room with 86 workplaces, including 18 computer workstations. However, the visit to the library showed also that there is a relative shortage of copies of textbooks (especially in English) of

the public health area. This is why improvement in library resources specific to the field of public health will be welcomed.

4.4 The higher education institution has adequate arrangements for students' practice;

During the last several years LSU has improved its collaboration with public health institutions in Kaunas. That means that now LSU has the possibility to send the PAPH programme students for practical placement to these institutions. LSU also has several research units and laboratories (mainly the research is related to physical activity). These facilities are used for the teaching purposes in PAPH programme also.

The following comments on the strength and weaknesses in the area might be made:

Strengths:

- Despite LSU is a small university (by international standards), the premises for studies are adequate both in their size and quality.
- The teaching staff and the students save time for transportation and other logistics due to the small size of the university campus.
- The university provides modern teaching and learning equipment (laboratory and computer equipment, consumables) for the programme.

Weaknesses:

- The students of such a multidisciplinary study programme as public health have limited access to the diversity of teaching subjects, methods, environments and ideas, which could be provided by a larger university.
- The library of the university is rich enough in literature, which is related to physical activity, however a shortage of public health literature (journals, textbooks etc.) was observed.
- As a rule the library could not provide several copies of the same textbook, which could be a problem during the process of teaching.

5. Study process and student assessment

5.1 The admission requirements are well-founded;

The admission is organized together with Lithuanian universities in accordance with the procedure laid down by the Association of Higher Education Institutions of Lithuania (LAMA BPO). Competitive admission queues are based on the total amount of competitive scores. These scores are calculated according to basic and supplementary criteria. The number of enrolled students was ranging between 24 and 44 during the last 5 years. Drop out was ranging from 4 to 10 depending on the year. A rather significant difference in average grades (19.63 vs. 12.75) between state-funded students and those, who finance their studies themselves, is worth further attention.

The team of experts concluded that the national admission requirements are well followed. However, the funding system of studies seems to indicate that the university tends to enroll for the PAPH programme a significant proportion of students with low entrance grades (Note: this could be a problem in many universities in Lithuania).

5.2 The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes;

The university website has a section “For Students” where all relevant documents governing the progress of studies, research work, terms and defense dates, examination sessions, holiday time, etc. are placed. The same information is also announced on the faculty notice boards. The discussions with the programme’s staff, teachers, and students led us to the conclusion that the organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes.

5.3 Students are encouraged to participate in research, artistic and applied research activities:

Students of the PAPH bachelor’s study program are involved in various social projects, artistic and research activities. In 2012-2013 eight 2nd and 3rd year students participated in the entrepreneurship project OPEN. This activity was organized by the Association of the Lithuanian Engineering Industry. Students are encouraged to create their competence portfolio. Course coordinators observe social and research activities of the students and inform them about relevant events.

5.4 Students have opportunities to participate in student mobility programmes:

Discussion with the students showed that despite good opportunities offered by LSU the participation of PAPH programme students in the ERASMUS exchange programme is not very active due to the reason that many students study and work at the same time. In 2011/2012 two students studied one semester in Sealand University College in Denmark. In 2012/2013 one student went to Sealand and another was in Erlangen-Nürnberg Friedrich-Alexander University in Germany. Also one student was exposed to studies abroad in In Holland University of Applied Sciences, the Netherlands. The same year two students from PAPH bachelor’s programme had a practical-placement in a Paragon Europe Company in Malta. The study subjects that are passed during mobility abroad are completely recognized by the Lithuanian Sports University and this process does not pose problems for the students.

5.5 The higher education institution ensures an adequate level of academic and social support:

Student surveys and feedback system are organised so that feedback is collected and considered constantly. Social support from the University is adequate and analogous to other higher education institutions in Lithuania. Internship is an important aspect of this BA programme. Students have noticed that it is well-organised, it might be considered an advantage of this programme and further strengthening it would be a positive move.

Students receive information about the studies, international activities, research and development projects, and support opportunities from course or international coordinators. Student surveys and feedback system are organized so that feedback is collected and considered constantly. In the event of any study related problem the students can address the coordinator, who intervenes immediately or seeks advice from the Dean’s Office of the Faculty of Sports and Biomedicine. Social support from the University is adequate and similar to other higher education institutions in Lithuania. Financial support to LSU students is provided according to the following normative LSU documents: Procedures of the exemption from fees for studies and dormitory; Regulations of granting scholarships; Regulations of offering targeted scholarships to teacher training program students. This means that LSU ensures some level of academic and social support according to existing possibilities at the university, which are not extensive.

5.6 The assessment system of students’ performance is clear, adequate and publicly available:

The assessment procedures in the study process, including the students' performance are clearly described and publicly available at a website of the university.

5.7 Professional activities of the majority of graduates meets the programme providers' expectations.

The special survey of graduates showed that 59% of graduates (full-time and part-time) were employed. 34 % percent of graduates found jobs related to their specialty. The employability rate of part-time students is 96 % (majority of them were involved in working during studies). The employability rate of graduates from full-time studies was lower, because 20 % of them continued studying in second cycle study programs. These presented data show that only one third of graduates are employed according their specialty. Few years ago the university has established a career centre, which monitors the performance of graduates and helps them in finding a job. This is considered to be an additional step in improvement of employability of graduates. Despite this the discussion with the LSU staff, students and employers implies that more detailed investigation and monitoring should be carried out on employment possibilities for the graduates of the PAPH bachelor's study programme.

The following comments on the strength and weaknesses in the area analyzed might be made:

Strengths:

- Admission requirements to the programme are based on the uniform admission system which covers the majority of Lithuanian universities.
- Admission requirements are clear, transparent, and well-founded.
- The university is not a large institution - that results in good organisation of the study process and ensures an adequate provision of the programme.
- The assessment procedures in the study process are clearly described and publicly available at the university's website.

Weaknesses:

- The majority of students self-finance their studies. Recently the Ministry of Education and Science provided a few study vouchers for the students, who enter the PAPH study programme at LSU. This discourages some part of students from studies in this programme.
- Students do not use enough opportunities for ERASMUS exchange of students due to the lack of sufficient proficiency of English, early involvement in job commitments, and also due to lack of positive experiences of the peers.
- Employability rate of study programme graduates is not high tentatively due to the lack of adequate vacancies (because of low salaries at public health institutions).

6. Programme management

6.1 Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;

The main programme management body for PAPH bachelor's study programme is the study Programme's Committee consisting of the programme director, coordinators, international coordinator, teachers, students, and social partners. The authors of the self-evaluation report did not

present how many members of the Programme's Committee they have. The self-evaluation report provides a detailed description of the duties of the programme director. Also the role of course coordinators is defined. The role of other university bodies in the programme management is described less clear.

6.2 Information and data on the implementation of the programme are regularly collected and analysed;

Quality assessment of the PAPH bachelor's study programme is organized periodically in the university. Surveys of students on the quality of teaching and study modules are carried out every year. The teachers' surveys are conducted every two years. In addition, the feedback of LSU teachers and students regarding the quality of studies in general and the quality of specific module delivery is discussed after the end of each semester. General information about the students' opinion and satisfaction are presented at the university website.

6.3 The outcomes of internal and external evaluations of the programme are used for the improvement of the programme;

Every year a meeting organized by the Faculty Dean discusses the results of the final thesis defense of the graduates. The suggestions and remarks are analyzed and taken into account. The results of such analyses are used to develop recommendations for the improvement of thesis quality and improving the supervision of thesis development.

6.4 The evaluation and improvement processes involve stakeholders;

Social partners and employers are involved in the activities of the Programme's Committee, in self-evaluation groups and play an important role by giving feedback about the functions of public health institutions and the needs for area specific competencies in the area of public health and physical activity. LSU collaborates actively with these partners and makes contracts with them on expanding possibilities for practical placements of students at Kaunas Municipal Public Health Bureau and Kaunas Regional Public Health Center.

6.5 The internal quality assurance measures are effective and efficient.

The information provided in the self-evaluation report and also opinions and remarks presented by programme staff during discussion at LSU imply that internal quality assurance measures are effective and efficient. It seems that the small size of the university allows providing quality assurance measures more efficiently. However, there were some doubts in the group of experts about the decision making process at LSU during the reforms of the programme starting since 2006, because some gaps in information about justification of the implemented changes in the programme were noticed.

Strengths:

- The study Programme's Committee, seemingly is active enough and is responsible for the main academic management duties;
- The study Programme's Committee involves different stakeholders including university administration, teachers, students and employers.

Weaknesses:

- The changes of the study's programme management model starting since 2006 were not presented and analyzed by the self evaluation group.
- The role of other members of the Programme's Committee was not presented and justified clearly.
- The role of alumni/ graduates in quality assurance was not presented and analyzed.

III. RECOMMENDATIONS

Public health system reforms, which took place in Lithuania during the last decade, have resulted in improvement of employment opportunities (Municipality Public Health Bureaus were established in 33 municipalities since 2006). LSU was a university with a focus on relatively narrow specialization before. However, the University has started to adapt to the market needs and opened several new teaching programmes related to public health during the last ten years. The bachelor's study programme PAPH, which is delivered at LSU focuses on two study areas (physical activity and public health). This combination of competencies could be attractive for specialists on the labour market. However, the previous curriculum analysis pointed to some gaps in the curriculum design. Such criticism has resulted in attempts of LSU to redesign and update the programme after it was established in 2006. Despite the reforms already conducted in 2012 the scope and design of the programme requires further significant reconsideration.

The following recommendations were formulated after analysis of the self-evaluation report and information gathered on the site during the meetings with staff, students, employers, and social partners:

- The main emphasis in the aims of the programme should be focused more on public health than on personal health care. This issue relates especially to teaching subjects on physical activity.
- The panel of experts suggests to revise the list of learning outcomes of the programme and to follow more strictly the examples from WHO, ASPHER and national frameworks. Definitions of the core public health functions/operations, core competencies of graduates, and public health professionals have to be taken into account more comprehensively.
- The programme curriculum requires additional and substantial redesigning according to the clear concepts and examples from Lithuania and European schools of public health. Also, the learning outcomes should be clearly reconsidered, analyzed by the Programme's Committee and the teaching staff.
- Experts recommend to update the format of presentation of teaching subjects (modules) adding the learning outcomes of the programme.
- International terminology related to public health should be used in the curriculum description, in the self-evaluation reports and other documents.
- Collaboration with other universities in Lithuania needs to be strengthened by establishing consortia. In addition, it is recommended to reconsider the recent strategy of inviting lectures from the leading national schools of public health (e.g. Faculty of Public Health, Lithuanian University of Health Sciences) and instead to establish joint study programmes that offers the possibility to avoid overlapping of the study programmes and unnecessary competition on the local university market.
- It is recommended to continue strengthening the international relations and exchange (students, teachers, and researchers) in international academic projects, which allows improvement of professional development.
- It is recommended to strengthen the public health library and collaborate more efficiently on this issue with other universities in Kaunas.

IV. SUMMARY

This bachelor's study programme was established in 2006 under the title "Health and Physical Activity". Recently the study programme underwent some changes and was redesigned to a double degree study programme in 2012. It also changed the title to "Physical Activity and Public Health". The self-evaluation report and information which was collected during the meetings showed that many changes and updates were implemented since the initiation of the programme. It resulted in modernization of the programme's appropriateness for the labour market needs, development of new learning outcomes according to the requirements of the Bologna process, updating of the curriculum design, which is more attractive for students, and eliminating of curriculum gaps, that are related to the national, European, and the international standards.

At the same time the team of experts expressed some concerns on the lack of progress in expanding the scope and on widening the mission of this specialized university, implying stagnation of development of teaching staff in the field of public health. Some concern was expressed on the issue of sustainability of the programme due to the fact that fewer PAPH programme graduates continue their studies at the master's programme of the same university. In addition, it was noticed that the research sector at the University, which relates to public health, behavioral sciences, epidemiology and health care management is relatively scarce and any significant steps to develop this sector were not observed.

The team of experts considers that the **main strengths** of the bachelor's study programme Physical Activity and Public Health include:

- The study programme is focused on providing a wide variety of teaching outcomes related both to public health and physical activity.
- In addition to the public health degree as a study major, the study programme offers a study minor in physical activity in order to expand employment opportunities of graduates on the labour market.
- The programme's curriculum is consistent to a large extent with the formal national regulations as it covers the core areas of public health and was renewed significantly.
- Evident efforts to adapt to the labour and study market needs, regular updates of the programme were conducted recently (since 2012).
- The programme's strategy is oriented toward expanding of collaboration and inviting teaching staff if necessary from other universities in Kaunas, Lithuania or abroad.
- Invited lecturers and researchers fill in the gaps in public health research and teaching specialists.
- Admission requirements are based on the uniform national admission system which covers the majority of Lithuanian universities.
- The Study Programme Committee involves different stake holders, social partners including university administration, teachers, students, and employers.
- The Programme's Committee collaborates effectively with other academic bodies, with social partners, and provides regular quality assurance procedures, innovations and changes in the programme.

The **main weaknesses** of the bachelor's study programme "Physical Activity and Public Health" include:

- The aim and goal of the programme mostly focuses on physical activity rather than on public health, despite the fact that graduates are granted the public health diploma.
- The learning outcomes, which are related to physical activity, are only partially corresponding to the needs of the public health market.
- It was not justified sufficiently in the self-evaluation report how European and national frameworks of competencies were taken into account.

- The personal approaches rather than group or population approaches prevail in the aim, goal, and learning outcomes, which rather refer to the area of physical activity.
- The title of the programme, its learning outcomes, content, and the qualifications offered are not completely compatible with each other.
- The programme is only partially based on the labour market needs. Information on demand of public health specialists in the country or other evidence was not presented. On the other hand, the number of graduates in similar programmes shows an excess of graduates with public health degrees in Lithuania.
- The list of modules of teaching Major includes titles, which are not related to public health.
- The teaching modules related to physical activity are excessive; more public health teaching credits should be added to the curriculum.
- The number of credits devoted to research is excessive for this first cycle study programme (40 credits devoted for research in two areas studied).
- The description of the teaching modules lacks information on how programme learning outcomes are related to the learning outcomes of the module/subject.
- Too wide variations in contact hours between the modules and too low (only 10-20 percent) amount of contact hours in some modules.
- The university has a narrow specialization and it lacks its own qualified teachers, researchers, and also infrastructure in the area of public health. Only few teachers are involved in public health research in contrast to invited lecturers.
- Relatively few teachers are actively involved in international research projects (except invited lecturers) and in ERASMUS exchange; some teachers do not have a sufficient (B1 or higher) level of foreign language proficiency.
- Students of such multidisciplinary study programme do not have good access to the diversity of teaching environments, which could be provided by a larger university.
- Despite university's library is rich in literature related to physical activity, there is a shortage of public health literature (journals, textbooks etc.), and of multiple copies of teaching materials and textbooks (according to the students).
- The majority of students in the study programme self-finance their studies; the Ministry of Education and Science provides only few study vouchers for students, who enter this study programme. This results in: a) students with lower academic achievements enter the programme and decrease the general quality of studies; b) good students but with financial problems cannot be enrolled to the programme.
- The employability rate of programme graduates is not high, tentatively due to a lack of vacant places or to the low salaries in public health institutions.

The following **recommendations** were formulated by the team of experts:

The following recommendations were formulated after analysis of the self-evaluation report and after information, which was collected on site during the meetings with staff, students, employers, and social partners:

- The main emphasis in the aims of the programme should be focused more on public health than on personal health care. This issue relates especially to teaching subjects on physical activity.
- The panel of experts suggests to revise the list of learning outcomes of the programme and to follow more strictly the examples from WHO, ASPHER and national frameworks. Definitions of the core public health functions/operations, core competencies of graduates, and public health professionals have to be taken into account more comprehensively.
- The programme curriculum requires additional and substantial redesigning according to the clear concepts and examples from Lithuania and European schools of public health. Also, the

learning outcomes should be clearly reconsidered, analyzed by the Programme's Committee and the teaching staff.

- Experts recommend to update the format of presentation of teaching subjects (modules) adding the learning outcomes of the programme.
- International terminology related to public health should be used in the curriculum description, in the self-evaluation reports and other documents.
- Collaboration with other universities in Lithuania needs to be strengthened by establishing consortia. In addition, it is recommended to reconsider the recent strategy of inviting lectures from the leading national schools of public health (e.g. Faculty of Public Health, Lithuanian University of Health Sciences) and instead to establish joint study programmes that offers the possibility to avoid overlapping of the study programmes and unnecessary competition on the local university market.
- It is recommended to continue strengthening the international relations and exchange (students, teachers, and researchers) in international academic projects, which allows improvement of professional development.
- It is recommended to strengthen the public health library and collaborate more efficiently on this issue with other universities in Kaunas.

V. GENERAL ASSESSMENT

The study programme *Physical Activity and Public Health* (state code – 612A60002) at Lithuanian Sports University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	16

*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: Prof. dr. Ulrich Laaser

Grupės nariai:
Team members:
Prof. dr. Anne de Looy
Dr. Ene Indermitte
Prof. dr. Linas Šumskas
Mr. Vainius Rakauskas

**LIETUVOS SPORTO UNIVERSITETO PIRMOIOS PAKOPOS STUDIJŲ PROGRAMOS
FIZINIS AKTYVUMAS IR VISUOMENĖS SVEIKATA (VALSTYBINIS KODAS –
612A60002) 2014-06-09 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-306 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sporto universiteto studijų programa *Fizinis aktyvumas ir visuomenės sveikata* (valstybinis kodas – 612A60002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištakliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Bakalauro studijų programa buvo pradėta dėstyti 2006 m. pavadinimu „Sveikata ir fizinis aktyvumas“. Pastaruoju metu studijų programoje buvo atlikti pakeitimai ir ji buvo pertvarkyta į dvigubą laipsnį suteikiančią studijų programą 2012 m. Jos pavadinimas taip pat pakeistas į „Fizinis aktyvumas ir visuomenės sveikata“. Savianalizės suvestinė ir per susitikimus surinkta informacija parodė, kad nuo studijų programos vykdymo pradžios buvo atlikta daug pakeitimų ir atnaujinimų. Dėl to atnaujinta studijų programa buvo labiau pritaikyta darbo rinkos poreikiams, pagal Bolonijos proceso reikalavimus suformuluoti nauji studijų rezultatai, atnaujinta studijų programos sandara, kuri tapo patrauklesnė studentams, ir panaikintos studijų programos sandaros spragos, susijusios su nacionaliniaisiais, Europos ir tarptautiniais standartais.

Tuo pačiu metu ekspertų grupė išreiškė susirūpinimą dėl pažangos stokos plečiant šio specializuoto universiteto aprėptį ir misiją, turint galvoje visuomenės sveikatos krypties dėstytojų profesinio tobulėjimo sąstingį. Išreikštas susirūpinimas dėl studijų programos tvarumo problemas dėl to, kad mažiau Fizinio aktyvumo ir visuomenės sveikatos studijų programos absolventų tėsia studijas to paties universiteto magistro studijų programoje. Be to, pastebėta, kad Universiteto tyrimų sektorius, susijęs su visuomenės sveikata, bihevioristiniais mokslais, epidemiologija ir sveikatos

priežiūros vadyba, yra gana menkas ir nepastebėta, kad būtų imtasi reikšmingų veiksmų šiam sektoriui plėtoti.

Ekspertų grupė mano, kad **pagrindinės Fizinio aktyvumo ir visuomenės sveikatos bakalauro studijų programos stiprybės** yra šios:

- Studijų programa sutelkta į labai įvairius studijų rezultatus, susijusius su visuomenės sveikata ir fiziniu aktyvumu.
- Be visuomenės sveikatos, kaip pagrindinio dalyko, laipsnio, studijų programeje studijuojamas fizinis aktyvumas, siekiant išplėsti absolventų įsidarbinimo darbo rinkoje galimybes.
- Studijų programos sandara iš princiopo atitinka formalias nacionalines taisykles, nes ji apima pagrindines visuomenės sveikatos sritis ir buvo gerokai atnaujinta.
- Dėtos akivaizdžios pastangos prisitaikyti prie darbo ir studijų rinkos poreikių, pastaruoju metu studijų programa buvo reguliarai atnaujinama (nuo 2012 m.)
- Studijų programos strategija orientuota į bendradarbiavimo plėtrą ir prireikus dėstytojų kvietimą iš kitų Kauno, Lietuvos ar užsienio universitetų.
- Kvietiniai lektorai ir tyrėjai užpildo visuomenės sveikatos tyrimų ir dėstymo specialistų spragas.
- Priemimo reikalavimai pagrįsti vienoda nacionaline priemimo sistema, kuri taikoma daugumai Lietuvos universitetų.
- I studijų programos komiteto darbą įtraukiamos įvairios suinteresuotosios šalys, socialiniai partneriai, išskaitant universiteto administraciją, dėstytojus, studentus ir darbdavius.
- Studijų programos komitetas veiksmingai bendradarbiauja su kitais akademiniais organais, socialiniais partneriais ir reguliarai vykdo kokybės užtikrinimo procedūras, diegia inovacijas ir atlieka studijų programos pakeitimus.

Pagrindinės Fizinio aktyvumo ir visuomenės sveikatos studijų programos silpnosios pusės yra šios:

- Studijų programos tikslas ir uždavinys yra labiau susitelkti į fizinį aktyvumą, o ne visuomenės sveikatą, nepaisant to, kad absolventams išduodamas visuomenės sveikatos diplomas.
- Su fiziniu aktyvumu susiję studijų rezultatai tik iš dalies atitinka visuomenės sveikatos rinkos poreikius.
- Savianalis suvestinėje nebuvo pakankamai pagrįsta, kaip buvo atsižvelgta į Europos ir nacionalinę kompetencijų sandaras.
- Tiksle, uždavinyje ir studijų rezultatuose dominuoja asmeninis, o ne grupės ar bendruomenės požiūriai; tai labiau taikoma fizinio aktyvumo sričiai.
- Studijų programos pavadinimas, studijų rezultatai, turinys ir suteikiamos kvalifikacijos nevisiškai tarpusavyje suderinti.
- Studijų programa tik iš dalies pagrįsta darbo rinkos poreikiai. Nebuvo pateikta informacijos apie visuomenės sveikatos specialistų paklausą šalyje arba kitų faktų. Kita vertus, panašių studijų programų absolventų skaičius rodo, kad Lietuvoje yra per daug absolventų, įgijusių visuomenės sveikatos laipsnį.
- Pagrindinių studijų dalykų modulių sąraše nurodomi su visuomenės sveikata nesusiję pavadinimai.
- Su fiziniu aktyvumu susijusių studijų modulių yra per daug; į studijų programos sandarą reikėtų įtraukti daugiau kreditų skirtų visuomenės sveikatos dalykams.
- Pirmosios pakopos studijų programeje tyrimams skiriama per daug kreditų (40 kreditų skiriama už tyrimus dviejose studijuojamose srityse).
- Studijų modulių aprašuose trūksta informacijos apie tai, kaip studijų programos studijų rezultatai susiję su modulio arba dalyko studijų rezultatais.
- Per dideli skirtumai tarp modulių kontaktinių valandų, o kai kuriems moduliams numatyta per mažai kontaktinių valandų (tik 10–20 proc.).

- Universiteto specializacija siaura ir trūksta savų kvalifikuotų dėstytojų, tyrėjų ir infrastruktūros visuomenės sveikatos srityje. Tik keli dėstytojai atlieka visuomenės sveikatos tyrimus palyginti su kvestiniais lektoriais.
- Gana nedaug dėstytojų aktyviai dalyvauja tarptautiniuose tyrimų projektuose (išskyrus kvestinius lektorius) ir ERASMUS mainuose; kai kurie dėstytojai nepakankamai moka užsienio kalbą (B1 arba aukštесniu lygiu).
- Tokios daugiadalykinės studijų programos studentai neturi galimybės studijuoti įvairioje aplinkoje; tai galėtų užtikrinti didesni universitetai.
- Nepaisant to, kad universiteto bibliotekoje gausu literatūros apie fizinių aktyvumą, trūksta literatūros (žurnalų, vadovelių ir pan.) apie visuomenės sveikatą, taip pat daugiau dėstymo medžiagos ir vadovelių kopijų (pasak studentų).
- Dauguma studijų programos studentų patys moka už savo studijas; Švietimo ir mokslo ministerija suteikia tik kelis studijų krepšelius studentams, kurie išstoja į šią studijų programą. Dėl to: a) į studijų programą išstoja studentai su žemesniais akademiniai pasiekimais ir prastėja bendra studijų kokybę; b) studijų programoje negali studijuoti gabūs studentai, turintys finansinių sunkumų.
- Studijų programos absolventų įsidarbinamumas nedidelis, tikriausiai dėl laisvų darbo vietų stokos arba mažų atlyginimų visuomenės sveikatos įstaigose.

Ekspertų grupė teikia šias **rekomendacijas**:

Išanalizavus savianalizės suvestinę ir susitikimų su darbuotojais, studentais, darbdaviais ir socialiniais partneriais metu surinktą informaciją, parengtos šios rekomendacijos:

- Studijų programos tikslai turėtų būti labiau sutelkti į visuomenės sveikatą, o ne į asmeninę sveikatos priežiūrą. Ši problema ypač aktuali dėstant su fiziniu aktyvumu susijusiu dalykusu.
- Ekspertų grupė siūlo persvarstyti studijų programos studijų rezultatų sąrašą ir griežčiau vadovautis WHO, ASPHER ir nacionalinių sandaru pavyzdžiais. Reikia visapusiškiau atsižvelgti į pagrindinių visuomenės sveikatos funkcijų ir (arba) veiklų, pagrindinių absolventų ir visuomenės sveikatos specialistų kompetencijų apibréžtis.
- Studijų programos sandarą reikia papildomai iš esmės pertvarkyti pagal aiškias Lietuvos ir Europos visuomenės sveikatos mokyklų konцепcijas ir pavyzdžius. Taip pat reikėtų, kad Studijų programos komitetas ir dėstytojai aiškiai persvarstyti ir išanalizuoti studijų rezultatus.
- Ekspertai rekomenduoja atnaujinti studijų dalykų (modulių) pateikimo formą, į ją įtraukiant studijų programos studijų rezultatus.
- Studijų programos apraše, savianalizės suvestinėse ir kituose dokumentuose reikėtų vartoti tarptautinę terminiją, susijusią su visuomenės sveikata.
- Reikia stiprinti bendradarbiavimą su kitais Lietuvos universitetais, sudarant konsorciumą. Taip pat rekomenduojama dar kartą įvertinti naujausią strategiją kvestis lektorius iš pirmaujančių nacionalinių visuomenės sveikatos mokyklų (pavyzdžiu, Lietuvos sveikatos mokslų universiteto Visuomenės sveikatos fakulteto) ir vietoje jos sudaryti jungtines studijų programas, kurios padėtų išvengti studijų programų dubliavimosi ir nereikalingos konkurencijos vienos universitetų rinkoje.
- Rekomenduojama toliau stiprinti tarptautinius ryšius ir mainus (studentų, dėstytojų ir tyrėjų) tarptautiniuose akademiniuose projektuose, kurie taip pat padeda kelti kvalifikaciją.
- Rekomenduojama stiprinti visuomenės sveikatai skirtus bibliotekos išteklius ir efektyviau bendradarbiauti šiuo klausimu su kitais Kauno universitetais.

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III. REKOMENDACIJOS

Per pastarajį dešimtmetį Lietuvoje įvykdytos visuomenės sveikatos sistemos reformos pagerino įsibarbinimo galimybes (nuo 2006 m. 33 savivaldybėse buvo įsteigti savivaldybių visuomenės sveikatos biurai). Anksčiau LSU specializacija buvo gana siaura. Tačiau per pastaruosius dešimt metų universitetas pradėjo taikytis prie rinkos poreikių ir pasiūlė kelias naujas studijų programas, susijusias su visuomenės sveikata. Fizinio aktyvumo ir visuomenės sveikatos bakalauro studijų programe, kurią vykdo LSU, daugiausia dėmesio skiriama dviem studijų sritims (fiziniam aktyvumui ir visuomenės sveikatai). Toks kompetencijų derinys galėtų būti patrauklus specialistams darbo rinkoje. Vis dėlto per ankstesnį studijų programos išorinį vertinimą buvo nustatytos tam tikros studijų programos sandaros spragos. Sulaukęs kritikos LSU mėgino pertvarkyti studijų programos sandarą ir ją atnaujinti po jos sudarymo 2006 m. Nepaisant 2012 m. atlirkų pakeitimų, studijų programos aprėpti ir sandarą reikia ir toliau tobulinti.

Išanalizavus savianalizės suvestinę ir susitikimų su darbuotojais, studentais, darbdaviais ir socialiniais partneriais metu surinktą informaciją, pateiktos šios rekomendacijos:

- Studijų programos tikslai turėtų būti labiau sutelkti į visuomenės sveikatą, o ne į asmeninę sveikatos priežiūrą. Ši problema ypač aktuali dėstant su fiziniu aktyvumu susijusius dalykus.
- Ekspertų grupė siūlo persvarstyti studijų programos studijų rezultatų sąrašą ir griežčiau vadovautis WHO, ASPHER ir nacionalinių sandarų pavyzdžiais. Reikia visapusiškiau atsižvelgti į pagrindinių visuomenės sveikatos funkcijų ir (arba) veiklų, pagrindinių absolventų ir visuomenės sveikatos specialistų kompetencijų apibrėžtis.
- Studijų programos sandarą reikia papildomai iš esmės pertvarkyti pagal aiškias Lietuvos ir Europos visuomenės sveikatos mokyklų konцепcijas ir pavyzdžius. Taip pat reikėtų, kad Studijų programos komitetas ir dėstytojai aiškiai persvarstyti ir išanalizuotų studijų rezultatus.
- Ekspertai rekomenduoja atnaujinti studijų dalykų (modulių) pateikimo formą, į ją įtraukiant studijų programos studijų rezultatus.
- Studijų programos apraše, savianalizės suvestinėse ir kituose dokumentuose reikėtų vartoti tarptautinę terminiją, susijusią su visuomenės sveikata.
- Reikia stiprinti bendradarbiavimą su kitais Lietuvos universitetais sudarant konsorciumą. Taip pat rekomenduojama dar kartą įvertinti naujausią strategiją kviečtis lektorius iš pirmaujančių nacionalinių visuomenės sveikatos mokyklų (pavyzdžiu, Lietuvos sveikatos mokslų universiteto Visuomenės sveikatos fakulteto) ir vietoje jos sudaryti jungtines studijų programas, kurios padėtų išvengti studijų programų dubliavimosi ir nereikalingos konkurencijos vienos universitetų rinkoje.
- Rekomenduojama toliau stiprinti tarptautinius ryšius ir mainus (studentų, dėstytojų ir tyrejų) tarptautiniuose akademiniuose projektuose, kurie taip pat padeda kelti kvalifikaciją.
- Rekomenduojama stiprinti visuomenės sveikatai skirtus bibliotekos išteklius ir efektyviau bendradarbiauti šiuo klausimu su kitais Kauno universitetais.

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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)