



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos sporto universiteto
FIZINIO AKTYVUMO IR VISUOMENĖS SVEIKATOS
STUDIJŲ PROGRAMOS (621A6002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PHYSICAL ACTIVITY AND PUBLIC HEALTH
(621A6002)STUDY PROGRAMME

at Lithuanian Sports University

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

Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Fizinis aktyvumas ir visuomenės sveikata</i>
Valstybinis kodas	621A6002
Studijų sritis	Biomedicinos mokslų
Studijų kryptis	Visuomenės sveikata
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2 metai)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Visuomenės sveikatos magistras
Studijų programos įregistravimo data	2002-06-14

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Physical Activity and Public Health</i>
State code	621A6002
Study area	Biomedical Sciences
Study field	Public Health
Kind of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full time (2 years)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Public Health
Date of registration of the study programme	14 th of June, 2002

CONTENTS

I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes.....	5
2. Curriculum design	6
3. Staff	9
4. Facilities and learning resources	10
5. Study process and student assessment.....	11
6. Programme management	14
III. RECOMMENDATIONS	16
IV. SUMMARY	16
V. GENERAL ASSESSMENT	Ошибка! Закладка не определена.

I. INTRODUCTION

Lithuanian Sports University (LSU) is a descendant of former Lithuanian State Institute of Physical Education founded in 1945 in Kaunas. The University has two faculties: Faculty of Sports Biomedicine and Faculty of Sports Education. The faculties are responsible for delivering study programmes on *Physical Activity and Public Health* of first (bachelor) and second (master) cycle.

The master programme *Physical Activity and Public Health* (PAPH) was launched in 2002. The delivery of the programme is coordinated by the Study Programme Committee (established in 2005). The programme had a first external evaluation in 2007 and it was accredited in spite of several drawbacks identified by the external evaluation team.

The current review has been carried out under the guidelines and procedures of the Centre for Quality Assessment in Higher Education (CQAHE) in Lithuania. The PAPH programme analysis is based on the internal self-evaluation report completed by the Programme Committee in November 2013 and a site visit on March 19, 2014. All members of the team individually prepared notes for the draft report. During the site visit, the team had the opportunity to discuss the programme with administration, self-evaluation group, teaching staff, students, graduates and employers. The team also visited the LSU premises including the lecture rooms, laboratories, sports facilities and library used by the programme. The expert team held a meeting after the visit and discussed the strengths, weaknesses and recommendations for the programme. The opinions of the the team members were adjusted and agreed to represent the opinions of the whole evaluation team.

II. PROGRAMME ANALYSIS

General observations. At the beginning of the review process the members of the expert team analysed the content, completeness and format of the self-evaluation report (SER). Several drawbacks/limitations were noted. However, the expert team decided that in spite of drawbacks, the report is satisfactory for the evaluation of the PAPH programme. The following drawbacks were noted:

- The analysis of the quality of the programme was descriptive rather than analytical.
- Strengths, weaknesses and measures for improvement in all 6 areas were not described.
- Limited information about the feedback surveys performed during the evaluation period.
- There were some repetition and inconsistency between the parts of the SER.
- Many of the references (internet links) presented in the SER were not accessible.
- The responsibilities between SER team members were unclear as Table 1 presented mostly the responsibilities for the bachelor programme.

1. Programme aims and learning outcomes

The government programme of the Republic of Lithuania (2012) pays an exceptional attention to educational institutions, quality of life of elderly people and healthy lifestyle. Public health specialists are needed to monitor health, implement health promotion programmes and provide evidence-based expertise for planning the needs of health care and health policy making. The master programme *Physical Activity and Public Health* is focused on health enhancing physical activity research and formation of physical activity promotion policy.

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

The programme is related to the University's mission and strategy aims. The aims (defined as objectives in SER) of the programme are defined as follows: to prepare public health practitioners, researchers, developers and experts of programmes, strategies and health promotion policies in health-related physical activity. In the opinion of the expert team the aim is quite broad and makes the achievement of all learning outcomes very challenging. Learning outcomes of the programme are defined and were presented in SER but not available through internet links to experts.

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 Care strategy for 2006–2013 initiated the establishment of public health bureaus in the municipalities. The order of Lithuanian Minister of Health „*On the approval of the list of compulsory incumbencies at the Municipality Health Bureau and their qualification requirements*“ quantifies the need and requirements for public health specialists. Therefore, the need for public health specialists will be increasing.

The needs of the labour market were well-analyzed with regards to public health bureaus and other state institutions. The needs for public health research (with focus on physical activity) and possible job opportunities in research were not analysed in SER. During discussion with the programme committee, they stressed the importance and need for public health research but no data was presented to the expert team.

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

The programme corresponds to the *Regulations of the Republic of Lithuania Law on Science and Studies and General requirements for Master degree study programmes* (2010). The programme focuses on developing skills for research work enabling students to the third cycle of studies. The level of complexity of the learning outcomes of the programme corresponds to the VII level qualification requirements described in European and Lithuanian Qualifications Framework.

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 (formerly “*Health and Physical Activity*”) and content of the curriculum have been changed in 2007. Nevertheless, the compatibility of the title (“*Physical activity and public health*”), content and qualifications of the programme could be improved. The expert team concluded that the content of the programme corresponds to the qualifications of the public health specialists but the *physical activity* component in both title and content is quite weakly connected to the programme. 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. If the emphasis on physical activity is to be kept (as it was repeatedly stressed in SER and also in discussions during the site visit), it should be clearly visible throughout learning outcomes and content of the curriculum to differentiate it from other similar (public health) programmes. For example, a special module of physical activity subjects could be introduced to the programme. Furthermore, the research focus of the programme should be more strongly emphasized through both LOs and content of the programme.

Learning outcomes of both programme and study subjects are harmonized, supplementing each other. Nevertheless, there are some incompatibilities and improvements should be made. For example, the content and LOs of subject *Biology of Physical Activity and Conditioning* are not compatible with programme LOs 5.3. and 6.3. The programme LO 5.3. is „to perform the primary prevention of diseases and monitor the risk factors of diseases in the population level“ and LO 6.3. is „to analyze data, perform the control of confounding variables and organize, summarize and present research data“.

The Study Programme Committee (SPC) is responsible for the implementation of study programme aims and learning outcomes. SPC performs regular assessment of the programme, analyses the labour market needs and makes proposals for programme improvements. The expert team noted that SPC has made considerable efforts to improve the programme since first evaluation in 2007.

Strengths

- The SPC has made strong efforts to comply with European and international teaching and curriculum standards (LSU joined the ASPHER).
- There is a clear labour market need for public health specialists in Lithuania, the SPC has made efforts in designing the programme to respond to the market needs.
- There is a Bachelor programme in LSU to support the continuity and quality of the public health studies inside the University.

Weaknesses

- The title of the programme, learning outcomes and content are not completely compatible with each other.
- The coherence between physical activity studies and public health studies is not clearly stated.
- The two unique aspects of the programme stressed in SER (physical activity and research orientation) are not clearly visible in the aims, LOs and contents of the programme.

2. Curriculum design

2.1 The curriculum design meets legal requirements;

The programme has been designed considering the need of public health specialists in Lithuania with a specialisation in the field of physical activity and development of healthy life-style.

The study programme complies with the Regulation (2007) and General Requirements for the second cycle study programmes. The programme was developed in accordance to the competencies development methodology of the public health study area and the competences

development programme of ASPHER. The last revision of the programme was approved by the University Senate in June 2012.

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

The programme load is 120 ECTS (4 semesters, a 30 credits). The curriculum consists of:

- general subjects, 5 ECTS
- speciality public health subjects, 75 ECTS
- optional module, 5 ECTS
- alternative module, 5 ECTS
- Master's thesis, 30 ECTS

Students can select one from 3 alternative modules (Modern Educational Technologies in Obesity Prevention; Healthy Ageing and Physical Activity; or Health Sociology). Optional subjects can be taken from other curricula of the University.

A well-established study plan of the programme is demonstrating the scope, sequence and credits of subjects per semester. The subjects are distributed into semesters considering their mutual relationships. Such succession of study subjects allows students gradually gaining of knowledge and skills, starting from the universally adapted subjects and finishing with specific subjects. The subjects are spread evenly throughout the semesters, though the expert team was questioning the quite mechanical way of allocating the scope of 5 or 10 credits to each subject.

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

Major improvements have been made to the programme as a result of previous evaluation: Two new subjects were added to the programme: *Physical Activity Epidemiology and Biostatistics (PAEB)* and *Modern Public Health*. Nevertheless, the titles of the subjects are misleading. The content of PAEB is based on general epidemiology and biostatistical methods and very little is dedicated to the epidemiology of physical activity. Also, the subject (15 ECTS) could be split into two smaller units (epidemiology and biostatistics). The majority of the content of *Modern Public Health* is basically covered by topics of environmental and occupational health and toxicology. The title should be renamed. The content of *Modern Public Health* should be reorganised and adapted to modern concepts.

The content of *Health Policy, Strategy and Management* was upgraded in 2012. Moreover, the staff of the study programme actively participated in forming the national physical activity promotion policy and developed the strategy for the promotion of physical activity in the Lithuanian Population 2008-2020 which was included in the National Sport Development Strategy for 2011-2020.

The ethics of public health and ethics of research is not clearly visible in the programme. As these topics are of great importance in public health practice and research activities, the expert team recommends to consider designing a new subject for that area.

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

The amount of independent work is 80 % of total workload. The proportion of contact hours per 1 ECTS is 5,2 hours. This should be adjusted (increased) for subjects needing more practical skills (e.g Biostatistics).

Different forms and methods are used in teaching: classroom teaching includes lectures and seminars. Teamwork and communication skills are developed in groupwork, brainstorming, and case-studies. Cognitive capacities are acquired through independent tasks, individual and group projects. Practical skills are developed in practical sessions in laboratory or class.

The communication skills have been improved by establishing relations with public health Centers, city and district Public Health Bureaus, and Municipality Health Departments. The social partners are included in the programme committee and also participate in the defending of final theses. The programme committee should consider developing a special professional practice module and seek partners for the practical placements. This could help graduates to find jobs that are more compatible to their qualification. In discussions with graduates and students working in parallel with studies, it was revealed that few of them were having jobs in which they had qualification (e.g public health specialists).

There is no practical training (internship) incorporated into the curriculum. It was removed from the curriculum because of negative criticism by students and students workload. The expert team found that to be not enough strong argument. Developing communication and leadership skills needs more exposure to practical work. During discussions with students and employers it was stressed that there is a need for such a module. The organisation of practice can be improved by establishing contacts and signing contracts between institutions. Also, training of the supervisors for practice will increase the quality of practice. For students already working in the field, the expert team suggests the University to implement a system of *Recognition of (current) work experience*. This allows the programme to take into account the work experience in fulfilling the curriculum.

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

Research activities of the programme are realized through *Master thesis* preparation and defense. Instructions for Master Thesis Preparation and Defence have been developed. Also, there is a clear process of how research activities (thesis topics) regulated during the studies.

The relations between the learning outcomes of the Master's thesis and the study programme have not been developed by the programme. The expert team recommends to develop the LOs for research module as the programme defines itself as research-oriented.

Strengths:

- The curriculum of PAPH programme has been recently renewed to a considerable amount and covers the core areas of public health.

Weaknesses:

- The programme has no practical training module which would allow students developing communication and leadership skills and exposure to real work environments.
- The amount of credits is divided evenly (mechanically) between subjects, which might not be reasonable regarding practical and theoretical subjects.
- The workload (amount of contact hours 5.2 h) is allocated evenly between subjects needing more practical training or theoretical subjects.
- The learning outcomes for the Master Thesis are not developed. The strong research orientation of the programme needs to be more emphasized.

- Public health ethics and research ethics are only taught in some subjects as independent lectures. The SPC should consider developing a new subject on that topic.
- Subjects *Modern Public Health* (including *Environmental health*), *PAEB* and *Biology of Physical Activity and Conditioning* are not fully compatible with their content and title.
- The added value of the programme (physical activity) is not clearly seen looking at the subjects.

3. Staff

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

The criteria for the recruitment of academic staff are in compliance with the regulations.

3.2 The qualifications and number of the teaching staff are adequate to ensure learning outcomes:

The programme is delivered by 20 teachers, 11 of them have full-time jobs in LSU. There are 6 professors and 8 associate professors in the programme. All teachers hold an academic degree (PhD or equivalent).

The programme involves a number of part-time lecturers who are responsible for teaching major subjects. The expert team noted some confusion among the teachers when discussed the LOs and the development of the programme, as well as their links and compatibility with the LOs of separate subjects. Furthermore, during the site visit, the programme committee declared that the lecturers in bachelor and master programmes are not involved in teaching in each other programmes. The expert team found that alarming as the LOs, content and the terminology used in these programmes should be in accordance with each other.

The number of teachers is sufficient, but considering that the student numbers are very small (student/teacher ratio 14/20), there may be economic pressure on the programme.

3.3 The teaching staff turnover is able to ensure an adequate provision of the programme:

The staff turnover is low. There is quite low activity of teachers exchange (1 to 3 per year). The programme committee has a plan for active engagement of foreign teachers into the programme.

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

The experts noted that the development of professional skills of teachers is good and strongly supported by the University. During the past 5 years the teachers have been actively trained in the following courses: English language, Virtual learning environment Moodle and Application of student-oriented methodologies. Courses organised inside the University are free for the teachers.

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

Although most of the teachers (7 in 2013) are actively involved in research, only 25% of teachers are supervising a Master's thesis. Supervision of students research work is a necessary component in teachers work and development, more teachers should be engaged in supervising.

The workload of teachers is quite high (total 2014 hours in a year), whereas it should be 1236 hours. Contact hours make 20% of the total workload of a student (1 ECTS=5.2 hours).

Strengths:

- The teaching staff is highly qualified and stable.
- The teachers have actively improved their language and educational competencies during the last years.
- The teachers of the programme are dedicated to their subjects taught and ready for changes.
- The University is positively oriented towards teachers' professional development as well as to invite teaching staff from other universities and abroad.

Weaknesses:

- The programme involves part-time lecturers teaching major subjects who may not be aware of the programme aims and learning outcomes

4. Facilities and learning resources

4.1 The premises for studies and teaching and learning equipment are adequate both in their size and quality:

There is a sufficient amount of premises for the execution of the study programme. Classrooms (29) and computer classrooms (2) holding 1609 student workplaces are well equipped with modern information technique. Student services (photocopying etc.) and rooms for individual consultation are available in the library and a new building.

Institute of Sport Science and Innovations was established in 2013 on the grounds of former laboratories. There are 4 laboratories for research and training. Teachers of the programme perform their research activities in these laboratories. Students master thesis topics are closely related to research themes of the institute.

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

The *library* infrastructure was upgraded in 2011. There are periodical, internet, and general reading rooms and a group work room with 86 workplaces, including 18 computer workstations. Students have access to library databases from dormitory and other University premises. The library subscribes 48 journals, has a sufficient amount of textbooks on epidemiology, biostatistics, physical activity and health. Students and teachers have access to the main electronic databases in the field. The University has an electronic *Academic Information System* which provides the information on study programmes, modules, assessments, study materials, instructions and time-tables. Wireless internet is installed in all University buildings.

During site visit and discussions with students the expert team concluded that although the library is rich in periodicals and textbooks in physical exercise, there was a lack of modern textbooks and journals in public health.

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

Practical training is not represented in the curriculum as a separate module. Practical training is incorporated into other modules. The SER reported that the programme has cooperation with *Public Health Bureaus* in municipalities and other institutions. Nevertheless, the list of named partners was not presented in the SER report and also, on request during site visit, only types of institutions were presented to the team. Regulated arrangements for the selection of practical training institutions and signing the contracts are recommended.

Strengths:

- The premises for studies are adequate both in their size and quality. The compact location of the University allows both students and staff quick and easy access to study and research activities. That was pointed out also by students.
- The University provides adequate teaching and learning equipment (laboratory and computer equipment) for the programme.

Weaknesses:

- The library of the University is rich in literature related to physical exercise, but a shortage of public health literature (journals, textbooks etc.) was observed.
- The library could not provide several copies of the same textbook (pointed out by students), 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 requirements to the programme are defined. Persons holding the Bachelor's of Public Health degree are eligible for admission. Graduates from bachelor programmes in rehabilitation, pedagogics, education, sports, management and psychology may be enrolled after finishing the bridging courses (*Environment, Public and Personal Health* and *Introduction to Epidemiological Research Methodology*). Admission is based on a ranking system of average grades. Additional points can be added for research, sports, or other activities.

The PAPH Master Studies are oriented more to public health and research compared with the similar BA programme. It was repeatedly stressed that the differences between BA and MA programmes were distinct and there was no overlapping of academic subjects. It is important that students from different backgrounds, not only Physical Activity and Public Health BA, *would easily comprehend the academic system of LSU.*

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

The number of enrolled students is very small (5-11 students per year). The competition rate was 2.8 in 2012 which is quite high. There have been no applicants for fee paying places during 2008-2013.

The drop-out from the programme has been 1-5 students per year. Dropouts occur mainly at the beginning of studies and the main reasons are personal, failure to combine work with studies,

work abroad or failure to rejoin after academic leave. A *high drop-out rate* (12 out of 37 students) is rather alarming as the number of enrolled students is very small.

Professional internship is not a part of the curriculum and as most of the students are employed whilst they study, the University considers that students have sufficient professional experience. Taught subjects are relevant to this programme and adequate provision is ensured to achieve the learning outcomes.

Majority of students is working in parallel with studies which can make the achievement of LOs quite a challenge. The students stated that the studies (time-tables) are organized in a way that allows part-time working. It was explained to the expert team that this is the problem of all HEIs in Lithuania and that in current economic situation it is difficult to change this.

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

The students are encouraged to participate in research. The data on student participation in research work are available since 2010/2011. During this period, 2 papers were presented in an international conference, 2 articles published in Lithuanian scientific journals and 1 in an international journal. *The student involvement in scientific projects and research is rather weak* as the number of academic publications is quite small (5 publications in four years), despite the fact that students are encouraged to do so. It is recommended to stimulate the student participation in research or more specifically applied research. The teachers should decide on closer individualised cooperation with the students and provide more opportunities to conduct valuable research. Interdisciplinary research and cooperation with other academic institutions is also to be encouraged.

5.4 *Students have opportunities to participate in student mobility programmes;*

The mobility of students is encouraged. SPC has an international coordinator who supports and advises students on mobility options. In total, 6 students have experienced the mobility module. This is a quite high proportion. In discussion with students they assessed their access to mobility programmes very good.

The transfer of study credits acquired abroad is not explained in the SER, but during the site visits both programme committee and students declared that the transfer of study credits is well-organized and there have been no problems.

It was stated that student mobility were sufficient, though the benefits of international studies, greater academic mobility, and guest lecturers would significantly improve the quality and interdisciplinary aspect of this MA programme, especially when the University has already developed an e-learning system and has sufficient facilities for distant teaching.

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

The analysis of the professional activities of graduates (total 31) showed that 51 % are employed in jobs corresponding to their qualification, the rest is employed elsewhere, and one is unemployed. The discussion with students showed that they prefer to work in sport clubs and other jobs in the private sector rather than in public health bureaus. Only one student was seeing a career in research. Also the employers stated that they would like to employ graduates from the programme but they don't have the vacancies.

The needs of the labor market are regularly discussed with social partners and the programme is adapted regularly according to the needs. A social partner is also a member of SPC.

Employers and social partners were satisfied with the graduates' competence and the professional activities of the majority of graduates meet the programme providers' expectations. Further cooperation with social partners is encouraged as they have expressed recommendations for the curriculum *design* and study subjects.

During meetings with employers, students and graduates it was discussed that the low salaries in public health institutions are not very attractive to students and they tend to change for jobs with better salaries, for example in sports clubs.

5.6 The assessment system of students' performance is clear, adequate and publicly available;

The assessment system of students' is clear, adequate and publicly available. The average grades have decreased during the last years.

Academic cheating and plagiarism are not considered to be prevalent at this study programme. There is sufficient academic support in the study process from the university - more support for *applied research* is recommended - but the students do not have enough latest and up-to-date study materials, books, e-learning databases and access to laboratories to be able to conduct their studies in the best possible way. Unfortunately it is the same disadvantage as in PAPH Bachelor programme, which might lead to a loss study quality. It is recommended to update and renew the study materials, facilities and learning resources.

Social support from the University is adequate and analogous to other higher education institutions in Lithuania. Student surveys and feedback system is organised so that feedback is collected and considered constantly.

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.
- Advantage of the physically small University is the good organization of the study process and that 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.
- Students are provided with good mobility opportunities.

Weaknesses:

- The majority of students is working in parallel to their studies which can make the achievement of learning outcomes a challenge.
- The students have not enough latest and up-to-date study materials, books and e-learning databases.

- Employment places of graduates are not fully compatible with the aims of the programme. The majority of students see themselves working in sport clubs or other jobs in the private sector.

6. Programme management

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

The programme management and quality assurance is achieved through general mechanisms in the University and activities of the Study Programme Committee.

In 2012, the University implemented the ISO 9001 quality assurance system and established an Office of Quality Management and Accreditation. Several processes and procedures for internal quality assurance of studies have been developed in the University since which are presented and stated in the report. Student feedback on teaching and programme quality is collected regularly.

The management of the programme is allocated to the Study Programme Committee which consists of study programme director, course coordinators, international coordinator, academic staff, stakeholders and student representatives. The responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. SPC meets on a regular basis. The information and data on the implementation of the programme are regularly collected and analysed. Regular surveys are organised on student and teacher feedback. The teachers were not fully aware of the process how the LOs of the programme should be linked with the LOs of the subjects and modules. However, during the site visit and discussions with the teachers the experts noticed that the teachers were active and enthusiastic about the programme. The experts recommend that the programme development should engage all subject teachers.

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

During 2008–2013, four surveys have been carried out and analysed by SPC: Survey of 2nd year students (2011, 2x2012), survey of social partners (2012) and alumni feedback. Main results are presented in the report. No major drawbacks were found, student satisfaction was high.

Organized internships were renounced from the programme, the reasons were not explained in the report. In the discussion with SPC it was stated that as the majority of students are working there is no need for the internship. However, the SPC had no plan how to deal with students who are not working. Practical internship is an important component in second cycle studies (although not compulsory) and should be reconsidered.

In implementation of both BA and MA programmes, the repetition of topics and use of terminology between these two programmes have not been analysed. The expert team recommends integrating this step into regular programme analysis to avoid unnecessary duplication or missing of important topics.

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

The results of the only external evaluation performed in 2007 were used to improve the programme. Major changes concerned the content of the curriculum. All public health areas are

incorporated into the programme. In spite of recommendations the practical training module was removed due to criticism from students and no attempt was made to improve the quality of practical training.

6.4 The evaluation and improvement processes involve stakeholders;

SPC has made considerable effort in developing the programme since 2007. The composition of SPC has been regularly updated, inviting new members (stakeholders, employers, international coordinator). The discussion with employers showed that they are highly motivated to participate in the quality assurance process as well as interested in employing the graduates. The limitations for job opportunities were low salary in public health institutions and not enough vacancies.

Strengths:

- The SPC is active and motivated and has clear regulations and duties in the management of the programme.
- The SPC involves different employers and stakeholders who are interested in the programme and graduates.

Weaknesses:

- Limited information about the results and analysis of the feedback and consequent actions
- Recombination and parallel development of bachelor and master programs is critical to avoid repetition.
- The experts are concerned about the lack of a precise analysis of market needs – on paper there is a need for public health specialists, but in reality the job opportunities are rare.

III. RECOMMENDATIONS

After analyzing of the SER and information gathered during the site visit, meeting with the staff, students and employers, the team of experts agreed on the following recommendations:

1. Position the study programme more precisely among other similar curricula preparing public health specialists (the added value of physical activity).
2. Develop closer ties with social partners and potential employers to have a better contact with labour market needs, possible institutions for practical training, and assure the sustainability of the programme.
3. The curriculum requires continuous development according to the best practices in European schools of public health incl. Lithuania. Also, the teaching staff should be strongly involved in the development of learning outcomes of both programme and modules.
4. Regarding the subjects *Physical Activity Epidemiology and Biostatistics* and *Modern Public Health* the content, title and size should be adjusted.
5. Assure the conformity of *Biology of Physical Activity and Conditioning* with learning outcomes of the programme.
6. Reconsider to include the *Module of Practical Training* (practical placement) in the programme.
7. Consider a new subject *Public Health Ethics* (incl. *research ethics*) in the programme.
8. Develop the learning outcomes for the research module (Master Thesis).
9. Strengthen the collaboration with other universities in Kaunas and Lithuania providing public health programmes (e.g. teachers' exchange etc.)
10. Strengthen the public health resources (incl. on-line courses) in the University library.

IV. SUMMARY

The second cycle study programme *Physical Activity and Public Health* has been improved to a considerable amount since the last (and first) evaluation in 2007. Changes and improvements have been implemented in all six evaluation areas.

The expert team is concerned about the sustainability of the program in the light of reduction in student numbers and other competitive curricula in the field.

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

- The programme curriculum has been renewed considerably and covers the core areas of public health.

- A strong and effective Study Programme Committee, incl. University administration, teachers, students, and employers. The members have clearly defined responsibilities.
- Evident efforts to adapt to the labour and study market needs, regular updates of the programme.
- A quality assurance system is established in the University which allows regular collecting and analyzing of feedback from students, teachers and alumni.
- There is a good learning and research environment in a relatively small University campus which enables more personal contact between staff and teachers as well as more efficient teaching, studying and research activities.
- The establishment of bachelor programme of *Physical Activity and Public Health* in the University supports the continuity and quality development of all study cycles and also is a source of future applicants for the programme.

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

- Low number of students in the programme and the decreasing population in Lithuania put pressure on the programme committee to attract the students.
- Competitive similar programmes in the field of public health in Lithuania (incl. Kaunas) stress the need to be different from other programmes.
- The majority of students is working in parallel with their studies which makes the achievement of learning outcomes complicated.
- The title and content of some core subjects are not completely compatible with each other
- The learning outcomes of the research module (Master's Thesis) are missing.
- Small amount of contact hours in all subjects (5.2 h) throughout the programme.
- Students should have more exposure to public health practice both internationally and locally (e.g., via inviting guest lecturers, researchers, organizing practical training in real working environments).
- Possibility to have practical training in the field of public health is currently not part of the curriculum.
- The University library is rich in literature in physical activity, nevertheless the shortage of public health literature (journals, textbooks etc.) and copies of textbooks was pointed out by students.
- Employability of the graduates does not fully comply with the aims of the programme. Only few students were working in public health bureaus and most of the students see themselves working in a sport club working with individuals and in private sector.

V. GENERAL ASSESSMENT

The study programme *Physical Activity and Public Health* (state code – 621A6002) 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	3
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:	17

*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 ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *FIZINIS AKTYVUMAS IR VISUOMENĖS SVEIKATA* (VALSTYBINIS
KODAS – 621A60002) 2014-06-09 EKSPERTINIO VERTINIMO
IŠVADŲ NR. SV4-307 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sporto universiteto studijų programa *Fizinis aktyvumas ir visuomenės sveikata* (valstybinis kodas – 621A60002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	17

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Antrosios pakopos studijų programa *Fizinis aktyvumas ir visuomenės sveikata* buvo gerokai patobulinta po paskutinio (kuris buvo ir pirmasis) jos vertinimo 2007 m. Keistos ir tobulintos visos šešios vertinimo sritys.

Ekspertų grupei nerimą kelia studijų programos tvarumas, turint galvoje studentų skaičiaus mažėjimą ir kitas konkuruojančias šios krypties studijų programas.

Ekspertų grupė mano, kad magistro studijų programos *Fizinis aktyvumas ir visuomenės sveikata* **pagrindinės stiprybės** yra šios:

- Studijų programos sandara buvo gerokai atnaujinta ir apima pagrindines visuomenės sveikatos sritis.
- Stiprus ir veiksmingas Studijų programos komitetas, kurio veikloje dalyvauja Universiteto administracija, dėstytojai, studentai ir darbdaviai. Nariai yra aiškiai pasiskirstę atsakomybę.
- Dedamos akivaizdžios pastangos prisitaikyti prie darbo ir studijų rinkos poreikių, studijų programa reguliariai atnaujinama.

- Universitete veikia kokybės užtikrinimo sistema, leidžianti reguliariai rinkti ir analizuoti studentų, dėstytojų ir absolventų atsiliepimus.
- Studijų ir tyrimų aplinka gera, nors universitetas gana mažas, o tai sudaro sąlygas artimesniam asmeniniam ryšiui tarp darbuotojų ir dėstytojų, taip pat veiksmingesniam mokymui, studijoms ir tyrimams.
- Bakalauro studijų programos *Fizinis aktyvumas ir visuomenės sveikata* įvedimas Universitete užtikrina visų studijų pakopų tęstinumą ir kokybę bei kandidatų į studijų programą pritraukimą ateityje.

Magistro studijų programos *Fizinis aktyvumas ir visuomenės sveikata* **pagrindinės silpnosios pusės** yra šios:

- Dėl mažo studentų skaičiaus studijų programoje ir mažėjančio Lietuvos gyventojų skaičiaus Studijų programos komitetas patiria spaudimą pritraukti studentus.
- Panašios konkuruojančios visuomenės sveikatos krypties studijų programos Lietuvoje (įskaitant Kauną) rodo poreikį išsiskirti iš kitų studijų programų.
- Dauguma studentų studijuodami dirba, dėl to sunku pasiekti gerų studijų rezultatų.
- Kai kurių pagrindinių studijų dalykų pavadinimai ir turinys nevisai dera tarpusavyje.
- Trūksta tyrimų modulio (magistro baigiamojo darbo) studijų rezultatų.
- Visos studijų programos visuose studijų dalykuose numatytas mažas kontaktinių valandų skaičius (5,2 val.)
- Studentai turėtų geriau susipažinti su tarptautine ir vietos visuomenės sveikatos praktika (pavyzdžiui, pasikviesti lektorių, tyrėjų, organizuoti praktinius mokymus realioje darbo aplinkoje).
- Šiuo metu studijų programoje nenumatyta galimybė rengti praktinius mokymus visuomenės sveikatos srityje.
- Nepaisant to, kad universiteto bibliotekoje gausu su fiziniu aktyvumu susijusios literatūros, studentai nurodė, kad trūksta literatūros (žurnalų, vadovėlių ir pan.) apie visuomenės sveikatą ir dėstytojų medžiagos bei vadovėlių kopijų.
- Absolventų įsidarbinamumas nevysiškai atitinka studijų programos tikslus. Tik keli studentai dirbo visuomenės sveikatos biuruose, o daugelis save įsivaizduoja dirbančius su žmonėmis sporto klubuose ir privačiame sektoriuje.

<...>

III. REKOMENDACIJOS

Išanalizavusi savianalizės suvestinę ir vietoje per susitikimus su darbuotojais, studentais ir darbdaviais surinktą informaciją, ekspertų grupė parengė šias rekomendacijas:

1. Tiksliau pozicionuoti studijų programą tarp kitų panašių studijų programų, kuriose rengiami visuomenės sveikatos specialistai (pridėtinė fizinio aktyvumo vertė).
2. Palaikyti glaudesnius ryšius su socialiniais partneriais ir potencialiais darbdaviais, siekiant geriau žinoti darbo rinkos poreikius, taip pat su įstaigomis, kuriose galėtų būti atliekama praktika, ir užtikrinti studijų programos tvarumą.
3. Studijų programą reikia nuolat tobulinti pagal geriausią Europos, įskaitant Lietuvą, visuomenės sveikatos mokyklų patirtį. Dėstytojai taip pat turėtų aktyviai dalyvauti rengiant studijų programos ir modulių studijų rezultatus.

4. Reikėtų koreguoti dalykų *Fizinio aktyvumo epidemiologija ir biostatika* bei *Modernioji visuomenės sveikata* turinį, pavadinimus ir apimtį.
5. Užtikrinti, kad *Fizinio aktyvumo ir pajėgumo biologija* atitiktų studijų programos studijų rezultatus.
6. Dar kartą apsvarstyti galimybę į studijų programą įtraukti *Praktinio mokymo modulį* (praktiką).
7. Apsvarstyti galimybę į studijų programą įtraukti naują dalyką *Visuomenės sveikatos etiką* (įskaitant *tyrimų etiką*).
8. Tyrimų moduliui (magistro baigiamajam darbui) nustatyti studijų rezultatus.
9. Stiprinti bendradarbiavimą su kitais Kauno ir Lietuvos universitetais, vykdančiais visuomenės sveikatos studijų programas (pavyzdžiui, dėstytojų mainų srityje ir pan.)
10. Stiprinti visuomenės sveikatos išteklius (įskaitant internetinius kursus) Universiteto bibliotekoje.

<...>

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)