



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

MARIJAMPOLĖS KOLEGIJOS
STUDIJŲ PROGRAMOS *KULTŪROS IR SPORTO VADYBA*
(*valstybinis kodas - 653N20021*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *CULTURE AND SPORTS MANAGEMENT*
(*state code - 653N20021*)
STUDY PROGRAMME
at MARIJAMPOLE COLLEGE

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kultūros ir sporto vadyba</i>
Valstybinis kodas	653N20021
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (3); Iššęstinės (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2012-03-22

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Culture and sports management</i>
State code	653N20021
Study area	Social sciences
Study field	Management
Type of the study programme	College
Study cycle	First
Study mode (length in years)	Full time (3); Part time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor of Management
Date of registration of the study programme	22 March, 2012

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	Market research results (new programme's documents)
2.	The best projects with social partners (list)
3.	Committee Protocols
4.	Internship Reports

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

Marijampole College is a state-owned higher education institution. The College offers college higher education studies and develops applied research. There are about 1000 students studying in twenty undergraduate and master level programmes. Studies are conducted in Lithuanian and English. The college's vision is to be an educational institution open to advanced technologies and higher education achievements, carrying out applied research activities, linking its activities to the needs of the labour market, and study evolution and development in social sciences, humanities, arts, technology, biomedical areas.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 09/05/2016.

- 1. Dr. Mary Lyn Glanz (team leader)** *retired from Dean of Graduate Studies of Glion Institute of Higher Education and Bulle and Les Roches-Gruyère University of Applied Sciences, UK.*
- 2. Prof. Eneken Titov**, *vice rector for academic affairs and professor Estonian Entrepreneurship University of Applied Sciences, Estonia.*
- 3. Mr. Henri Kuokkanen**, *Research Fellow and Online MBA Program Coordinator at Glion Institute of Higher Education, Switzerland.*
- 4. Mr. Linas Pucinskas**, *Managing director, founder, co-owner of the restaurant "Verkiai", Lithuania.*
- 5. Indre Sareikaite**, *student of Vilnius College study programme Business Economics, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

In the developing of the programme aims (to prepare a specialist able to: know state culture, sports politics, its legal aspects, carry out applied culture and sports activity research, evaluate culture, sports business environment, organize cultural, sports events and manage them prepare and implement culture and sports programmes – projects, to communicate and collaborate with state and foreign partners when carrying out administration functions and solving other problems, to organize production of culture and sports products, advertisement and dissemination, create and administer culture, sports institutions, companies, social organizations and manage them) and learning outcomes (hereinafter – LOs), HEI has guided by the necessary State and EU level acts and College's statute. In general, the programme aim and learning outcomes are basing on the academic and/or professional requirements – Los are focused on

student and his competencies, connected with the aim and subjects, contain key competencies and specialty-oriented competencies. Whether the programme aim is a collection of expected outcomes, HEI should consider involving stakeholders to the improvement of the programme aim and LOs. Re - worded aim should be short, clear and unambiguous for everyone.

LOs are mostly clearly defined. According to professional bachelor level, LOs should be focused on outcomes/competencies concerning implementation and creation. Although LOs are presenting variety of LOs levels (knowing, analysing, implementing, assessing, creating), the majority of LOs stay in “knowing-level or describing - level” (eg. Student knows general principles of state culture, knows legal acts, methods of applied research etc). HEI declares study programme to be in concord with the EQF level 6 requirements, but this level also emphasises the importance of the higher-level competencies and skills, which presume students ability to analyse and assess complex situation and tasks. Review Panel agrees that the number of the Learning outcomes is too big (26 general programme level LOs + 9 or 10 specialisation level outcomes) to understand the focus of the programme. Fewer and more programme specific learning outcomes will help stakeholders to get better overview and understanding of the programme. Interviews with the managers of the programme brought out the lack of the priorities – the programme can’t be focused at the same time on preparing the generalists and specialists. The overall idea of the professional bachelor is to offer higher-level specialists able to work in specific field individually and in team (eg. according to the EQF level 6). General competencies are also important, but the focus of the programme should be on the specialist competencies. To be fully consistent with the 6th level and the qualification HEI offers current outcomes should be revised, cut down and focused more to specialty knowledge and skills.

Programme aims and LOs are publicly available on the HEI’s webpage and in general higher education open information system AIKOS.

HEI has clearly described the importance of the programme and its connection to the need of the labour market and compliance with the different state level requirements. In preparing the programme, HEI monitored the labour market, statistics and researches about labour market to launch the study programme. Similar wide and systematic research should be prepared to improve programme and ensure its compliance with the changing need of the labour market.

The scope of the studies (180 ECTS) spreads evenly among study - years and supports admitted student to commit to his studies and final thesis preparation. HEI offers possibility to study as a part-time or full-time student. According to the pre visit documentation and interviews, the full time studies are more focused and study organisation and possibilities for the part- time studies should be better advised and (publicly) communicated.

The programme aim and learning outcomes are not compatible to full extent with each other, because the level of competencies they cite to is different eg. one part of programme aim says that student is able “*to create and administer culture institutions, sports institutions, social organizations and manage them*”. Unfortunately the learning outcomes which should confirm that this aim can be achieved indicating only that student *knows* and *defines* something and is able to analyse, but Review Panel was lacking LOs stating that student is able *to create and manage institutions* (see SER annex 6 and aim part 8). The LOs should cover the aim entirely.

2.2. Curriculum design

The Curriculum design meets the legal requirements (Lithuanian and EU) in general. The structure of the study programme is compliant with the legislation acts (the scope of general subjects and study field subjects is correct and programme includes internships and final thesis also correctly according legal acts). Four modules are distinguished – general, branch, specialisation and other subjects plus internship and final thesis. Study subjects are spread into modules, but the base of spreading should be more rational - “*Branch subjects*” include both field specific (eg. Culture and sports Politics) and general subjects (eg. Business Law or Informatics), subject “*Project Management*” is classified as “other subjects”.

The study process is logical. Studies began from general subjects in the first semesters and in specific subjects, specializations in later semesters. HEI should also notice, that such order has also a negative side. Whether students are admitted to study culture and sports management, but firsts subjects connected directly to the that topic, start only in second semester, then the students study motivation can decrease during the first semester what might lead to early drop-outs or depts in studies.

LOs of the programme are the same as LOs in the syllabuses. According to appendix 6 (Correlation between programme aims, LOs and subjects) one programme-level LO should be achieved through several subjects. Although this approach is correct in general, the number of subjects supporting the achievement of one LO is too big (eg. LO 3.1 “*To analyse trends of culture, sports and their business development*” is supported by 12 subjects) and oppositely one subject should support too many different programme level LOs (eg the subject “*Marketing*” should help to achieve 9 LOs of the programme). All programme level LOs are presented in the course descriptions as subject LOs and its mean that LOs a repetitive (eg. LO “*to know general principles of communication and collaboration principles and ethical norms*” is in 18 course descriptions as one of the LOs achieved to through this specific subject). This subjects LOs analysis is connected with the first area of this Report.

Modern teaching methods are adopted (case studies, practical tasks, group-work, seminars, blended learning, problem-based learning, psychological tests, situation modelling) but, overall, there could be a bit more innovative methods used by all teaching staff to help continually modernise the programme and studies. According to the course descriptions, the variety of study methods is mostly one-sided. For example, presentation as study method is named in almost all course descriptions (except *Management Theory* and *International Sports Management*).

The content of subjects is consistent with study programme and the type and the level of the studies, however there is always a space for improvement. There could be more references and the latest research methodology implied in the literature lists of modules. Course content and the study methods should express latest achievements of the study field and enable student to achieve as modern knowledge and competencies as possible.

The College's curriculum design meets the legal requirements; study programme and its parts (aims, LOs, subjects) are correctly presented and are sufficient to ensure Los. The College should go on with the constant updates to continuing the development process.

2.3. Teaching staff

Teachers met by the Panel were clearly engaged with the students and had their well-being and future employability at the forefront of their thinking. It was felt by the Panel that teachers were keen to give students a good learning experience. At the same time, there was concern by the Panel that this concern was sometimes directed towards practical needs rather than academic rigor and cutting edge industry practice. The general requirements for professional bachelor level study programmes envisage the teacher to have pedagogical and practical work experience in the study field. More than a half of lecturers of the study programme have to have more than a 3-year experience of practical work in the field of lectured subject. Although the teachers have mostly the required experience, in most cases the field experience is obtained many years ago and according to the CVs and the course descriptions, the modern practice might be not always familiar for the teachers.

According to the given CVs in some cases the name and the content of the subject are not compliant with the teacher's experiences in the field and/or former education.

In 2012–2015, all the teachers of the programme improved their pedagogical qualification, participated in scientific, practical national and international conferences, seminars, trainings, and traineeships in Lithuania and abroad. Evidence about participation in different kinds of improving staff qualification shows that the higher education institution creates conditions for the professional development of the teaching staff for provision of the programme.

The scope of the self-development activities is suitable, but the focus is in pedagogical and didactical knowledge and skills and development of study field specific competencies could be more emphasized. Analysing the teachers' publications – they are mostly in the field of pedagogy, not in programme or subject field. The College could support and incentivize faculty research more.

The teachers' English speaking skills could be also improved (5 out of 25 teachers have English speaking skills B2 or better - two of them are English teachers). The teachers could improve English and start participating in different mobility projects and programs such as Erasmus plus. Incoming teachers would be a positive step towards improvement of internationalization.

The average age of the teachers is quite high – 50 years (in table 1.3.2.1, although next text says that average age is 48). The youngest lecturer was born in 1974 and only two assistants are some years younger. Whether the long pedagogical experience is positive from one hand, then the HEI should ensure the next teachers generation to join academic staff to assure the sustainability of the programme.

2.4. Facilities and learning resources

The premises for the studies are adequate in their size and amount. Some of the classrooms are in need of refurbishing. All classrooms are equipped with the projectors and screens. There is adequate room to organise different student work – group work, lectures, computer studies etc. The College has dormitory, swimming pool and gym also available for this programme's students, which were also seen by the Panel.

The teachers interviewed reported on using web platform MOODLE that provides students with abilities to receive teaching material, consultations from teachers, information and news regarding their studies. Distant learning opportunities are also established through the MOODLE platform and it is efficient as both sides (teachers and students) reported on using it when flexibility due to student's inability to participate in the classroom is needed or for part-time students' convenience.

The programme provides four practices – Introductory, Institution Management, Specialization and Management Practices, altogether 30 ECTS. Whether the percentage of the practices in curriculum is high, the importance of these four practices to the students' competencies and future career is high. Students and social partners confirmed, that the finding of practice places is quite an easy, but the length and the time of the practice can impact the quality of acquired competencies. As the main aim of the practice in study programme, is to enable student to test his knowledge and skills acquired during the studies, then the LOs of the

practices also should refer to the students' activities. According to the practices' descriptions, the students collect knowledge and analyse, but they are not supported to use their knowledge in practice. Practices organisation, aims, tasks and roles should be revised.

The Library has general and basic type books for the main modules of the study programme. However, it may be more helpful for student learning and for the teaching staff if more up to date and wider range of study-field oriented resources are introduced and updated periodically. The amount and the quality of foreign language study materials should be improved. Also the course descriptions showed the need to improve library - literature is outdated (just 2 subjects, where the main literature is newer than 2010, newest book is from year 2011, mostly the literature is from the beginning of 2000). Among 30 subjects, there are only 10, where literature in English was mentioned – mostly from 90's. Library is also dated and small in terms of physical appearance - refurbishment of the space along with updating the materials would be necessary.

The College library is connected to academic libraries network and students can use different e-libraries (databases). To increase the quality of students' papers and teaching materials, HEI could pay more attention to the availability of full-text databases and e-books as well as to the collecting, analysing and applying feedback of the students and teachers about the adequacy, quality and accessibility of the teaching materials to improve study quality in general. The College's facilities and learning resources are suitable for studies, however the resources need constant improvement to increase the students and teachers satisfaction and motivation.

2.5. Study process and students' performance assessment

The admission to the College is centralized and is carried out pursuant to the information system of the Lithuanian Higher Institutions Association for Organizing Joint Admission (LAMA BPO), by general provisions of the Lithuanian Higher Institutions Association and Student Admission Rules. The entry requirements of the college are consistent with the National regulations. No special requirements for the admission to this study programme are provided. Persons with secondary education, are at least 18 years old, are admitted to the studies of the study programme. Entrants score is comprised of the grades of maturity examinations in mathematics, and Lithuanian and the annual grades of history or geography and one more subject. Whether the competitive scores calculation system changed two years ago, it is not possible to estimate the changes in the admitters level, but comparing with the other colleges, the average score is really low (eg. 2.41 points from possible 10 in 2015). Also the number of potential students interested in this programme as their first or second priority is decreasing constantly (by 1st priority from 45 people in 2012 to 15 in 2015). The HEI

explained the decrease due to the general change in demography and state funding. The marketing strategy of the HEI should be re-constructed, to attract more students and to raise the popularity of this area.

The organization of the study programme is logical and follows the College's guidelines. The years are divided into semesters and semesters contain class contact work, practices, consultations and examinations. Exams are held during the examination sessions; students have the opportunity to repeat courses and retake examinations.

Students are provided with an opportunity to study abroad by participating in the international students exchange programme ERASMUS. However, the number of the students taking the advantage of this mobility programme is rather low resulting in some students. The HEI should provide more support to enhance students to participate in mobility programmes. As the students mentioned during the interview, that they know about the possibilities to go abroad, the communication is not an issue and HEI should collect and analyse feedback to understand the main reasons for low mobility and improve support system. There is a shortage of methods to encourage students' mobility.

The programme students have the opportunity to participate in scientific research, artistic, cultural and sports activities. Additionally, students can support staff on joint research ventures. Despite of that, the students' participation in research activities is small and students ability to use SPSS or other data analysis programmes is small. According to final thesis the level of the students' research ability is low and theses reflect problems as lack of scientific articles (and databases) used, data analysis is elementary, the amount and quality of references should be revised to be better suitable for higher education.

The HEI offers academic support for the students – system of consultancies given by lecturers is launched, psychological support through adaption programme and with the help of psychology teacher is offered, some grants to help students to finance the studies are offered. Students may be granted incentive scholarships, state supported loans and financial support for the disabled students and provision with accommodation in the dormitories.

Studies of each Programme subject end with an examination and/or presentation. Students' achievements are assessed according to the requirements specified in College's procedures. The final assessment is based on the cumulative score, which is the sum of the intermediate elements and final exam. Different lecturers can choose different proportions of cumulative score. In future, for study programme development it is recommended to widen the assessment methods. Assessment criteria indicate mostly the formal requirements needed to pass - LOs and study content oriented criteria should be used in student assessment. Although

students said that they get enough feedback about their results, if they ask for that, the formative assessment should be clear and important part of study methodology of every subject.

The number of drop-out students is reasonable and HEI has organised the student support system consisting of early notice of negative grades, discussions between student, tutors and teachers to prevent drop out. The formal requirements of the study process (two semesters, examination periods, consultation possibilities etc.) ensure an adequate provision of the programme. HEI has provided study plans for the part and full time studies, where contact hours (lectures, practice and consultations) and self-studies are divided. Division of the contact hours between lectures and practical tasks in subjects (given in annex 5) is not coherent with the information given in course descriptions. Also the internship work - load division between practice and consultations remains unclear, whether the consultancy (with the teachers from HEI) hours are almost as high as practice hours at the workplace (eg. Specialization practice consists of 80 hours in workplace and 60 hours optional consultancy).

According to the information given by the SER team and students, most of the part time and as well full time students are working already in 1st course. Therefore the students' and alumni' employment rate is high. Systematic research for alumni should be conducted to get feedback from the labour market and for improvements of the study programme.

2.6. Programme management

HEI has applied for quality management system ISO 9001. Many different procedures are worked out to support and regulate study organisation. The Head of a study programme committee is approved by the dean and he/she appoints the other members of the committee. To involve teachers and students to the quality assurance system, the teachers and students representatives in the committee should be elected by the teachers and students themselves.

Despite of the documented procedures, the role of the programme committee, dean's office and departments in the study quality assurance process stays unclear – according to the SER their tasks are repetitive, based on interviews the academic staff is not familiar with the duties of every party.

The HEI is constantly collecting and analysing information pertaining to the implementation of the programme. The students and teachers are asked to estimate study organisation, teaching quality, assessment system etc. Whether the programme content is not changed from the beginning (only some formal changes like splitting the subject into two subjects are made according to the minutes of the study programme committees meetings), the more specific surveys should be used for a wider target group (incl. alumni, social partners etc.). It would be wise to benchmark this programme against the best similar programmes to ensure the

correct and up-to-date improvements are made and the programme maintains its currency for the 21st century.

Social stakeholders are involved in quality improvements, as well as teaching and administrative staff and current students and their representatives to some extent. A few employers take part in the review of final graduate papers. Review Panel meetings with alumni and the social partners have shown that maintained a very good relationship between the college and stakeholders. The programme clearly addresses a local need. Most students expect to remain in the area and social partners expressed that they relied on the programme to provide future employees. In this way the programme displays in part its value to the local community.

At the end of every semester students' feedback for the studies is asked. Study programme committee gets the results to discuss and analyse and for decision making whether something need to be changed. Committee also decides whether they need to give survey feedback for the students. Students' representatives are presented in programme committee.

To summarize Review Panel thinks that the College has to pay attention to several urgent needs to improve – involve more stakeholders to the processes to be in better touch with employers' and students' needs and expectations; revise the processes and responsibilities and internal quality assurance measures to increase transparency of the programme management and make this understandable for all parties; HEI should also find possibilities for better marketing and attracting the competitive students to increase the admission numbers and study quality; outcomes of internal and external evaluations of the programme should be used for improvements more comprehensively; support and enable teachers to use newer (and also english) study materials/literature for updating the content and descriptions of the courses to offer contemporary knowledge.

2.7. Examples of excellence *

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

III. RECOMMENDATIONS

1. It is highly recommended to improve and modern the programme aim and LOs to clearly focus on the modern methodological school and bring focus on the students ability to apply knowledge and theoretical skills in internship and in solving practice oriented assignments. Three level LOs (programme level, module level and subject level) must be in coherence and form the whole and hierarchical LOs system, which should reduce the repetitiveness of the subject level LO's and give better input to the content and assignment criteria of the subject. The student assessment criteria must be reviewed to make possible to assess achievement of LOs not only fulfilment of formal requirements.
2. The programme needs more internalization. The teachers must improve English and more frequently to participate in different programs such as Erasmus plus. Invite more teachers from abroad for lecturers. A greater ability and use of English would help this process and also help make the programme more current and up-to-date for the demands of the labour market. Wider use of Moodle (or other LMS) and also the student placement procedure with full integration of theory and practice is recommended. Greater internationalisation of the curriculum is also required as per the aim and LOs. More international exchange is required as there are no incoming international students.
3. More active learning methods might be included within the curriculum to inform the required teaching and learning process for the 21st century. This includes updating of course descriptions, content and literature.
4. Teaching staff could have more key business experience for teaching this programme. Periods of internships in businesses and/or programme field specific projects are therefore recommended.
5. The availability of learning resources seems to be quite low. It's recommended to replenish the library with new books, magazines in programme field, databases and e-books.
6. Programme quality assurance system and responsibilities of parties must be reviewed and renewed. Not only systematic collection of data, but the systematic use of analysed feedback and its implementation for the programme updating is mandatory. Programme management needs a specific structure and timetables. External expertise in the field of building effective and efficient quality system is recommended.
7. Due to the decreasing admission, the activities supporting the admission are highly recommended. HEI should find possibilities for better marketing and attracting the competitive students.

IV. SUMMARY

The programme offers a good practical education and meets a local need. Students and social partners alike appreciate it. The links and relationships with local social partners are impressive. Teachers are engaged and students focussed. Despite of those aspects, there is need for improvements to bring programme into top form.

At the moment, a basic quality system exists - the study quality system is described, but not implemented and needs to be overhauled. The programme aims are not yet properly formulated and this has a knock on effect on learning outcomes and the assessment of those outcomes. There is good communication and relationships between students and staff and social partners. Some changes have already been brought in through the current system. These ingredients need to be brought together into a thorough, resilient and responsive quality system.

Stakeholders in the institutions expressed a lot of willingness to commit to quality issues. It is recommended to have guidance on structuring a robust quality system that brings together the stakeholders input and the basics that HEI already have in place.

Although the relationships between academic staff and students seem to be good, need to raise the academic rigor of the programme is recommended to stretch the students. The College have already taken steps to bring a more international flavour to the programme, but there is still a long way to go to change study programme to be modern, attractive and in coherence with the modern study methodology. The student of professional bachelor studies should be able to use his knowledge and skills in the complex situations and circumstances; therefore the studies should stretch students also in terms of critical analysis. This critical analysis emphasis is to put their practical experience more firmly in the context of a changing business environment. To meet the level of higher education, continuous benchmarking against international programmes especially in the area of academic rigor and updating of study environment and materials is stressed.

The Panel is sure that the students of this programme will eventually add to the event profile of this region and will become enthusiastic alumni, contributing to the development of the College.

V. GENERAL ASSESSMENT

The study programme CULTURE AND SPORTS MANAGEMENT (state code – 653N20021) at MARIJAMPOLE COLLEGE is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	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:	Dr. Mary Lyn Glanz
Grupės nariai: Team members:	Prof. Eneken Titov
	Henri Kuokkanen
	Linas Pučinskas
	Indrė Šareikaitė

**MARIJAMPOLĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
KULTŪROS IR SPORTO VADYBA (VALSTYBINIS KODAS – 653N20021)
2016-08-19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-197 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

MARIJAMPOLĖS KOLEGIJOS studijų programa *KULTŪROS IR SPORTO VADYBA* (valstybinis kodas – 653N20021) vertinama **teigiamai**.

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

* 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

Studijų programa *Kultūros ir sporto vadyba* suteikia gerą praktinį išsilavinimą ir atitinka vietos poreikius. Ją palankiai vertina tiek studentai, tiek socialiniai partneriai. Ryšiai ir santykiai su vietos socialiniais partneriais daro įspūdį. Dėstytojai yra angažuoti, o studentai susikaupę. Nepaisant šių aspektų, programą dar reikia tobulinti, kad ji taptų labai gera.

Šiuo metu yra sukurta bazinė kokybės sistema – studijų kokybės sistema apibūdinta, bet neįgyvendinta, ją reikia nuodugniai patikrinti. Studijų programos tikslai kol kas nėra tinkamai suformuluoti, o tai atsiliepia numatomiems studijų rezultatams ir tų rezultatų vertinimui. Studentai, dėstytojai ir socialiniai partneriai palaiko gerus bendradarbiavimo ryšius. Jau įtraukti kai kurie pakeitimai taikant dabartinę sistemą. Šias sudedamąsias dalis reikia sujungti į vieną išsamią, lanksčią ir greitai reaguojančią kokybės sistemą.

Institucijų socialiniai dalininkai išreiškė didelį norą prisiimti atsakomybę už kokybės klausimus. Rekomenduojama konsultuotis dėl tvirtos kokybės sistemos sudarymo, apimančią socialinių dalininkų indėlį ir pagrindus, kuriuos kolegija jau turi.

Nors akademinio personalo ir studentų santykiai, atrodo, geri, rekomenduojama didinti programos akademinį kruopštumą paskatinant studentus pasitempti. Kolegija jau ėmėsi veiksmų, kad suteiktų šiai programai daugiau tarptautinio atspalvio, bet dar laukia ilgas kelias, kad ji taptų modernia, patrauklia ir šiuolaikinę studijų metodiką atitinkanti programa. Profesinio bakalauro studijų studentas turėtų gebėti panaudoti savo žinias ir įgūdžius sudėtingose situacijose ir aplinkybėse; todėl šios studijos turėtų skatinti studentus pasitempti kritinės analizės srityje. Šis kritinės analizės akcentavimas reiškia tvirtesnį jų praktinės patirties susiejimą su kintančia verslo aplinka. Siekiant užtikrinti aukštojo mokslo lygį, akcentuojamas nuolatinis palyginimas su tarptautinėmis programomis, ypač akademinės tvarkos ir studijų aplinkos bei medžiagos atnaujinimo srityje.

Vertinimo grupė yra įsitikinusi, kad šios studijų programos studentai ilgainiui papildys šio regiono (sporto) renginių profilį ir taps entuziastingais absolventais, prisidėsiančiais prie kolegijos plėtros.

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III. REKOMENDACIJOS

1. Labai rekomenduojama tobulinti ir atnaujinti šios studijų programos tikslą ir numatomus studijų rezultatus aiškiai akcentuojant šiuolaikinę metodologinę mokyklą ir studentų gebėjimą taikyti žinias bei teorinius įgūdžius praktikoje ir sprendžiant į praktiką orientuotas užduotis. Trijų lygių (programos, modulių ir dalykų) numatomi studijų rezultatai turi būti darnūs ir sudaryti bendrą, hierarchinę studijų rezultatų sistemą, kuri turėtų sumažinti dalykų studijų rezultatų pasikartojamumą ir sustiprinti dalyko turinį bei vertinimo kriterijus.
Būtina persvarstyti studentų vertinimo kriterijus, kad būtų galima įvertinti ne tik tai, kaip laikomasi formalių reikalavimų, bet ir ar pasiekti numatomi studijų rezultatai.
2. Programa turi būti labiau tarptautiška. Dėstytojai privalo gerinti anglų kalbos žinias ir dažniau dalyvauti įvairiose programose, pavyzdžiui, *Erasmus +*, kvieštis daugiau dėstytojų iš užsienio skaityti paskaitų. Didesnis gebėjimas vartoti kalbą padėtų šiam procesui, ši studijų programa taptų šiuolaikiškesnė ir labiau atitinkanti darbo rinkos poreikius. Rekomenduojama plačiau naudotis *Moodle* (ar kitų mokymosi valdymo sistemų) aplinka ir taikyti studentų įdarbinimo praktikai procedūrą, įtraukiant ir teoriją, ir praktiką. Siekiant įgyvendinti programos tikslus ir pasiekti numatomus studijų rezultatus, studijų turinys turi būti labiau tarptautiškas. Reikia plėsti tarptautinius mainus, nes tarptautiniai studentai neatvyksta.

3. Įgyvendinant šią programą galėtų būti naudojama daugiau aktyvaus mokymosi metodai, atspindint XXI amž. mokymo ir mokymosi procesą. Tai apima dalykų aprašų, turinio ir literatūros atnaujinimą.
4. Dėstytojai galėtų turėti daugiau pagrindinės verslo patirties, reikalingos dėstant šią programą. Todėl rekomenduojama tam tikrą laiką stažuotis įmonėse ir (arba) vykdyti su šios programos studijų kryptimi susijusius projektus.
5. Mokymosi išteklių prieinamumas atrodo pakankamai nedidelis. Rekomenduojama papildyti bibliotekos išteklius naujomis knygomis, žurnalais iš programos srities, duomenų bazėmis ir e. knygomis.
6. Būtina persvarstyti ir atnaujinti šios studijų programos kokybės užtikrinimo sistemą ir šalių atsakomybę. Privaloma ne tik nuolat rinkti duomenis, bet ir sistemingai analizuoti grįžtamąjį ryšį bei panaudoti jį programos atnaujinimo tikslais. Programos valdymui reikalinga specifinė struktūra ir planai. Rekomenduojama, kad kuriant veiksmingą kokybės sistemą būtų naudojamos išorės ekspertų paslaugomis.
7. Mažėjant priimamų studentų skaičiui, primygtinai rekomenduojama imtis priėmimą skatinančių veiksmų. Kolegija turėtų ieškoti būdų, kaip pagerinti rinkodarą ir pritraukti kompetentingų studentų.

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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)