

MARIJAMPOLE COLLEGE



MANAGEMENT STUDY FIELD

CULTURE AND SPORTS MANAGEMENT STUDY PROGRAMME

(State code - 653N20021)

SELF-ASSESSMENT REPORT

VOLUME I

(total - 1 volume)

Marijampolė College Principal

A.V.

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Lina Jaruševičienė

Marijampole, November 2015

Profile of the study programme

Study programme	Culture and Sports Management
State code	653N20021
Kind of the study programme	College studies
Studies cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Study mode (length in years)	180 ECTS
Degree and (or) professional qualification to be awarded	Professional Bachelor's Diploma, Management
Programme registration date	2012-03-22 No. SV1-90

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INTRODUCTION

1. Marijampole College is a public entity acting as a public institution with the higher school status as determined by the Lithuanian Republic Science and Studies Act (Official Gazette, 12/05/ 2009, No 54-2140).
2. College governing bodies are formed and their competence is determined in accordance with the LR Civil Code (Official Gazette, 2000, No 74-2262) and the Science and Studies Act and the College Statute (Official Gazette, 18/07/2012, No 950). The college has collegial executive bodies - the College Board, the Academic Board. The College is headed by the Principal who acts on its behalf and represents it.
3. College management is based on democracy, competence, self-government, and effectiveness principles. In order to carry out its aims and objectives, College chose functional organizational management structure, which was approved by the College Board. This structure allows effective administration of all activity fields, also helps to reduce work duplication of leaders and department employees. In 2013, quality management system ISO 9000 was implemented. After this implementation, management was changed to process management. Process leader is responsible for the process and results (ISO 9001:2008).
4. The college has the Faculty Boards and the Student Representatives. Their activities are regulated by the College Statute and Marijampole College Student Union Statute (approved on 03/09/2009).
5. The College Board is comprised of 9 members for 5 years. The Board formation procedures and functions are defined by Marijampole College Statute (IV ch. p. 5-7, p.29-42).
6. The Academic Council is the governing body of academic affairs. It is composed of 15 members for five years. The Council formation procedures and functions are defined by Marijampole College Statute (IV ch. p.7-9, p.43-51) and the Academic Council Regulations (approved on 28/11/2012, No AT-12/13-13).
7. The Faculty Board is the supreme body of the faculty self-government. The Board formation procedures and functions are defined by Marijampole College Statute (IV ch. p.11, p.73-74).
8. Students' interests are represented by Student Representatives which is a non-political, democratic, community-working institution regulated by the Act of LR Science and Studies (VI ch., article 56), College Statute (IV ch., p. 10-11, 64-71) and the Student Representatives Statute (Approved on 03/09/2009).
9. There are 2 departments at Education Studies and Social Work faculty. They both have general departments and centres: International Studies and Communications Department implements the policy of the College relations and collaboration with educational institutions, organizations of foreign countries; collects and centralizes information about the needs of the College departments for international relations, mobility and international projects. Project Activities Department collects, systemizes and provides information for the College structural departments about possibilities to fill project applications in order to receive EU Structural funds; initiates preparation of new applications; coordinates implementation of projects. Career Centre collects information about the situation in labour market, about students looking for work; collaborates with social partners; carries out informal educational activity for the College students, pupils of the region. Career Centre organizes and implements various events for qualification improvement: training, seminars, courses, conferences, methodical days, lectures and etc. Information Technology Centre takes care of technical and program equipment, its maintenance, update, installation; services for communication, collaboration among the community of the College and work online. It administers computer network equipment and data servers. Personnel Department carries out procedures of admission, dismissal and official registration; prepares list of positions in Marijampole College, manages documentation of business trips, professional qualification improvement, wage coefficient determination, work description. Public Communication Department is responsible of preparation of the College marketing programme, dissemination of information about the College activity for the College community and society, operation of the internet website and constant update, promotion of study programmes, organization of events in the College, communication with social partners, layout of advertisement and methodological material and its preparation for printing. Finance and Accounting Department carries out registration, grouping and summary of economic operations and economic events in the College, expressed in money; provides suggestions and participates in preparation of rules, descriptions of procedure and other legislation, regulating financial management of the College.
10. According to changes, the College organizational management system also varies: in 2011-2012 departments were reformed, committees for study programmes were formed, the College study department was established instead of former study departments in the faculties, deputy principal for infrastructure and development (since 2013 – deputy principal for economy and infrastructure), quality management specialist

(since 2013 – management representative for quality) posts were established, economy office was reorganized. In 2013, Public Communication Department was established, which governs Publishing Centre. In 2014, the number of departments was reduced, by joining them according to the type/branch of the study programmes (<http://www.marko.lt/lt/marijampoles-kolegija/kas-mes/valdymo-struktura>). In 2015, the post of deputy principal for development was established, which coordinates with the activity of Public Communication Department.

11. In the College, academic activity is coordinated by deputy principal for academic activity, and in the faculties this responsibility is carried out by deans. Study process in the faculties is organized by vice-deans. Heads of departments are responsible for organization of professional activity practices. Since September 2012, until September 2014, organization of professional activity practices was a responsibility carried out by supervisor for practice. After removing the post of supervisor for practice, by the order of the College Principal No. 1V-175 on September 9th 2014, the responsibilities of supervisor for practice were given to heads of departments, programmes committee leader, student practice leaders and faculty secretary.

12. There are 2 departments at Education Studies and Social Work faculty: Department of Pedagogy, Arts and Social Work, and Department of Law, Management and Communications. The departments coordinate the implementation of the assigned programmes, take care of the quality of supervised study programmes, organize and carry out applied scientific research, conferences, coordinate studies and subject programmes development and improvement, carry out the research of the quality of study programmes and professional qualifications, do methodological work, decide on specialist theoretical and practical education and other issues. Functions of the departments are regulated by the College Statute (IV ch., 87 p.), Marijampole College Departments Regulations (approved by the Principal order of 22/11/2011, No. 1V-98). From September, 2014, the programme of Dance Pedagogy is supervised by Pedagogy, Arts and Social Work department

13. Study programme committees are responsible for the quality of study programmes, organize teacher and student surveys about the organization of the studies, study conditions, the quality of teaching and assessment systems, analyse practice management reviews and evaluations of practices in the organization and content of the programme, provide the proposals to the Department for the required resources for implementation of the programme, the development of the study programme. Study programme committees are guided by the College Statute, the Study Regulation, Marijampole College Study Programme Committees Regulations (approved by the Principal on 22/11/2011, No. 1V-98).

14. To carry out *Culture and Sports Management* study programme self-assessment, a work group was made (College Principal order No. 1V-52 February 8th 2013). It included people, responsible for various activity fields in the College and capable of assessing the study programme quality from different aspects. In order to objectively assess the study programme content and its implementation quality, the work group also included lecturers, *Culture and Sports Management* study programme student Šarūnė Luckaitė and representatives of social partners. These work group members prepared self-assessment, assessed the good and bad aspects of the programme, provided feedback and suggestions for the improvement of the programme.

15. Until now, external assessment of *Culture and Sports Management* study programme was not carried out, but according to ISO 9001:2008 College activity and study programmes self-assessment is carried out frequently. Decisions are made operatively in connection with studies and their organization; questionnaires are often carried out by students, lecturers, graduates, and employers. Research results are used to improve service quality and study process.

Table 1. Self-assessment preparation group composition, scope of work, responsibility

	Group member's name, surname, position	Scope of work and responsibility
1.	Lina Jaruševičienė, lecturer, head of the programme committee	Aims and expected learning outcomes of the programme.
2.	Lina Jaruševičienė, lecturer, head of the programme committee Birutė Petrošienė, lecturer.	Structure of the programme.
3.	Lina Jaruševičienė, lecturer, head of the programme committee Birutė Petrošienė, lecturer.	Management of the programme.
4.	Iлона Mulerenkienė, lecturer.	Study process and its evaluation.

5.	Alė Murauskienė, lecturer. Gintautas Žimaila, lecturer.	Personnel.
6.	Marija Beržanskienė, lecturer. Kęstutis Traškevičius, lecturer.	Material resources.
7.	Lina Jaruševičienė, lecturer. Romas Kulbokas, lecturer.	Preparation of self-assessment annexes.
8.	Šarūnė Luckaitė, student of KS13NS group.	Study process and its evaluation.

Table 2. Working schedule of self-assessment preparation

	Work	Term	Responsible person
1.	Setting scope of work and responsibilities of the group members	2013-03-29	Kęstutis Traškevičius Lina Jaruševičienė
2.	Composition of group work schedule	2013-04-02	Lina Jaruševičienė
3.	Aims and expected learning outcomes of the programme.	2015-04-17	Lina Jaruševičienė
4.	Structure of the programme.	2015-04-27	Lina Jaruševičienė Birutė Petrošienė
5.	Personnel	2015-05-08	Alė Murauskienė Gintautas Žimaila
6.	Material resources	2015-09-18	Marija Beržanskienė Kęstutis Traškevičius
7.	Study process and its evaluation	2015-09-01	Ilona Mulerenkienė
8.	Management of the programme	2015-09-09	Lina Jaruševičienė Birutė Petrošienė
9.	Preparation of self-assessment annexes	2015-09-15	Lina Jaruševičienė, Romas Kulbokas
10.	Final discussion on self-assessment results	2015-11-10	Savianalizės rengimo grupė
11.	Translation of the self-assessment to English language.	2015-11-25	Kęstutis Traškevičius Lina Jaruševičienė

1. ANALYSIS OF CULTURE AND SPORTS MANAGEMENT STUDY PROGRAMME (N – FULL-TIME)

1.1. Programme aims and learning outcomes.

16. Aims of the Culture and Sports Management study programme are regulated by Lithuanian Republic higher education law (21/03/2000, No. VIII-1586) and main aims provided in Marijampole College statute:

- To create conditions for people to acquire higher education and professional qualification that match modern science and technology level and Southwest Lithuanian region needs.
- To educate a society receptive to education and culture and able to work with under the conditions of quick technology changes.
- To prepare specialists that meet social economical and market needs of Southwest Lithuanian region and of the entire Lithuanian and who are oriented towards practical activity.

17. Aim of the programme:

Aim of the Culture and Sports Management study programme is coherent with the study type (college studies) and study cycle (first cycle professional bachelor studies) and as regulated by Science and Studies Law, is oriented for preparation for professional activity.

Aim of the Culture and Sports Management study programme – 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.

Learning outcomes are added in annex 6.

18. Clearly formulated and publicly announced aim of the studies and detailed learning outcomes is an important motivation mean for students. Based on aim of the studies and defined competences, study content was projected, assessment criteria were determined and assessment methods were selected. The purpose of learning outcomes is to achieve expected study aim.

Learning outcomes reflect what level of competence students have to achieve when graduating so they would be granted professional management bachelor qualification degree. They are formulated according to requirements set for composition and formulation of learning outcomes.

Aim of *Culture and Sports Management* study programme and expected learning outcomes are publicly announced in the College website - <http://www.marko.lt/lt/>; also in Lithuanian Republic Education and Science Ministry open system AIKOS for information, consultation, and orientation. They are also provided in the abstract of *Culture and Sports Management* study programme. The College website and other sources of information indicate that the study programme is carried out in full-time and part-time forms.

1.1.2. Programme aim and expected learning outcomes validity on academic and (or) professional requirements, needs of society and labour market.

19. In order to ensure quality and continuous improvement for implementation of *Culture and Sports Management* study programme, legal acts and other documents, regulating academic and professional requirements are analysed systematically. Assessment of the programme learning outcomes is carried out periodically in the department and Culture and Sports Management study programme committee meetings.

20. Improvement of the study programme, review of learning outcomes is carried out according to the College Quality Management system procedures, by periodically organizing questionnaires, discussions. The results impact study programme improvement processes and review on content, structure, learning outcomes.

21. Aims of the *Culture and Sports Management* study programme were formed following valid legislation and other documents, regulating academic and professional requirements and recommendations for preparation of qualification of the future specialists: Abstract of General Requirements for First Cycle Degree and Integrated Study Programmes (9/04/2010 No. V-501), regulating general degree study programme composition and implementation principles, Lithuanian Republic education and science law for

approval of full-time and part-time programmes composition and implementation (15/05/2009 No. ĮSAK-1026), also professional management preparation standard; Bologna process documents, the Dublin descriptors.

22. In order to determine the need for *Culture and Sports Management* specialists and their most important competencies, a comprehensive Professional Need Research was carried out in Marijampole College in 2010-2011. The research included analysis of strategies and statistics, polls for employers and students. The research was consistent with Lithuanian labour market prognosis, which is based on tendencies of general macro economical and demographical indicators and state employers' poll results. Labour market strategic documents analysis and social partners' poll results showed that preparation of *Culture and Sports Management* study programme specialists is reasoned and necessary, expected competencies match the activity fields and functions of professional management bachelor qualification degree specialists in labour market.

1.1.3. Study programme aim and expected learning outcomes correspondence to study type, cycle, qualification level.

23. *Culture and Sports Management* study programme aim and expected learning outcomes correspond to study type – collegial studies. Studies carried out in the College correspond to first cycle studies according to Europe higher education space framework (Bologna process) volume in credits (180-240 ECTS) and in duration (3-4 years). The volume of *Culture and Sports Management* study programme – 180 ECTS credits. Full-time studies last for 3 years, part-time – 4 years. At the end of the studies, a bachelor's thesis is defended. If a person successfully meets the requirements of higher education institution first cycle collegial studies, and achieves the expected learning outcomes, they acquire professional management bachelor degree.

24. According to Europe Qualification Framework (EQF) levels, *Culture and Sports Management* study programme matches 6th level. In EQF (2008) the 6th (bachelor) level is defined by such learning outcomes and their descriptors: knowledge (advanced work of study field knowledge, based on critical understanding of theories and principles), skills (advanced skills, demonstrating innovation and mastery, necessary to solve difficult and unexpected problems in specialized work and study field), competence (ability to manage difficult professional activities, by taking responsibility for decision making in unexpected work or study environment).

25. Lithuanian Republic Government resolution for approval of Lithuanian Qualification Framework description (4/05/2010. No. 535, Vilnius) indicated that Lithuanian Qualification Framework matches 23/04/2008 Europe Parliament and Board recommendation for Europe's Life-Long Learning Qualification Framework establishment (2008/C 111/01) and its qualification framework levels. This document defines that 6th level qualification is designed for complex activity with variety in tasks and their content, and it also highlights the requirements to apply wide theoretical knowledge and students' individuality training.

26. *Culture and Sports Management* study programme complies with mentioned requirements for aims and expected learning outcomes, their correspondence with study type, cycle and qualification level. Programme aim and outcomes highlight the following:

- advanced work and study field knowledge;
- advanced skills, necessary to solve difficult problems in specialized work field;
- competence to manage professional activities;
- individuality – to assess own professional activity, knowledge and experience, to see self-training fields, develop professionalism.

1.1.4. Mutual concord of study programme name, expected learning outcomes, programme content and awarded qualification.

27. In Bologna process context, a study programme has to match the needs of society, create conditions to find work, develop citizenship, and be accepted by science community, also sufficiently clear and comparable with other programmes, to easy students' mobility and study outcomes acknowledgement in other countries. Concord of programme name, expected learning outcomes, programme content and awarded qualification is important on all levels: institutional level, programme level, subject level.

28. *Culture and Sports Management* study programme aim and learning outcomes correspond with the College vision and mission, match general aims and goals provided in Marijampole College statute:

- to prepare specialists with higher collegial education, capable of working individual under competitive conditions, by dedicating a lot of attention to preparation for particular practical activity;
- to ensure study quality, modern teaching (learning) process and that the content of study programmes corresponds to Lithuanian higher education and European Union standards.

The aim of the programme matches with the College strategic plan, which can be found in Marijampole College website.

Culture and Management study programme belongs to management field of social sciences studies. Programme learning outcomes and subjects content correspondence is reflected in subjects abstract.

1.1.5. Strong and weak sides of Culture and Sports Management study programme aims and expected learning outcomes, and improvement actions.

29. Strong side. The aim of the studies clearly defines requirements for competencies and professional activity of future specialist. Learning outcomes comprehensively detail the aim of the study programme and correspond to competencies. The aim, content and outcomes of the programme are in concord. The outcomes of the study programme are oriented to practical activity.

30. Weak side. Because the first students graduated in 2015, it is not possible to comprehensively define and assess the aim and outcomes of the study programme.

31. Improvement actions. To conduct a poll in 2016 about the correction of the outcomes of the study programme. In order for the study programme to correspond and fulfil the expectations of social partners, further periodical observation of the study programme is expected and learning outcomes are going to be updated.

1.2. The content of the programme.

1.2.1. Correspondence of the content of the programme with the requirements of legislation.

32. Parts of *Culture and Sports Management* study programme (content of the subjects taught, study methods) are based on the aim of the study programme. The aim of the programme provides learning outcomes, which are implemented through the subjects taught (annex). The content of *Culture and Sports Management* study programme allows organization of study process, oriented to the needs of the students and matches specific aspects of the study process organization in a higher education institution.

33. The volume of *Culture and Sports Management* study programme is defined by Lithuanian Republic Science and Study Law, and the abstract of General Requirements for First Cycle Degree and Integrated Study Programmes (9/04/2012. No. 501). The volume of the study programme is 180 ECTS credits. Total amount of hours is 4800. In one year, a student can accumulate 60 credits. The balancing of credits throughout semesters allows maintain equal study load. In one semester up to 7 subjects of the study programme can be studied. General collegial subjects are given 15 credits. Study field subjects – 135 credits (field subjects – 96 credits, professional activity practices – 30 credits, final thesis – 9 credits). Elective subjects are given 24 credits (specialization (branch) subjects – 15 credits, optional subjects – 9 credits). Other subjects are given 6 credits.

34. The volume of separate subjects depends of expected learning outcomes and expected competencies subject content, study means, applied study methods, individual study tasks and time given to complete them.

35. The study programme committee is responsible for quantification of the study volume, grouping of the learning outcomes according to the subjects and by assessing the average work load. The volume of the programme is planned according to the aim of the study programme, expected learning outcomes, study and assessment methods. Lecturers are given freedom to operate in the field of the subject taught, but they have to relate planned study process activities to learning outcomes so that students could understand their study aims and the essence of all parts of the study content, and would know how and according to what criteria their achievements are going to be assessed.

36. The chosen study subjects are the most fitted to achieve the expected learning outcomes, because their

subject outcomes allow reaching competencies of the necessary level. Applied study methods, means and forms are correct to develop the expected competencies and assess the expected learning outcomes and correspond with the volume of the study subject in credits. Because of this, the conclusion is that the expected learning outcomes are not too narrow and correspond with the outcomes of the study subjects, study content and methods, assessment criteria and means, study infrastructure and etc.

37. After analysing the expected learning outcomes of the programme and the plan of the study programme (annex no. 1), it can be said that the volume of the studies ensures the implementation of the learning outcomes and is optimal to acquire professional management bachelor qualification degree.

38. Study plan displays all structural units (subjects, their volume, arrangement according to semesters and sequence) of the study programme.

39. The concord of the study programme and the outcomes of the subjects, and their links with applied study and students' assessment methods are provided in specific study subjects programmes.

1.2.2. Logical connections and sequence of study subjects.

40. *Culture and Sports Management* study programme is structurally solid, made by combining study field and general collegial subjects and study field knowledge and elective subjects. The chosen study programme model allows students to acquire wider academic education. Logical connections, consistency and sequence of the subjects are defined by study programme outcomes i.e. what competencies and skills future specialist has to acquire. During the entire studies, the expected competencies are formed consistently.

41. Study subjects layout logic is based on skills and competencies formation levels, consistency and continuity principles. Study subjects topics are taught consistently, by integrating the acquired knowledge for future subjects. The subjects taught are connected by inter-subject integral connections. Realization of the programme is based on logical consistent layout of the subjects and transfer of knowledge and skills acquired in the first semesters to future study programme stages, by providing new subject topics and connecting them properly.

42. Studies start with general collegial and study field basics subjects, which introduce students to their, as future specialists, formation process, provide basics of social sciences knowledge, allows understanding of professional career context. Consistently formed basic skills, helping students to study effectively, individually work with legal literature during the entire studies and continue the learning process in the future. The aim is to build skills that would help participate in activity which requires individual or teamwork effort and business communication skills, ability to work individually and in a team, communicate and collaborate, to be proactive, to ground and defend personal opinion. This helps develop competencies which help effectively participate in professional activity (subjects taught – Language Culture and Specialty Language, Foreign Language, Introduction to Studies and etc.). In future semesters, students can choose study subjects allowing them to improve their professional knowledge and skills.

43. When forming professional competencies, students study subjects, which allow them to acquire management knowledge and skills (Management, Financial Accounting, Microeconomics and Macroeconomics and etc.)

44. To improve professional knowledge and skills, students select specialization (branch) – Cultural Activity Organization or Sports Activity Organization.

45. To develop skills of future specialists and to widen their fields, *Culture and Sports Management* study programme provides and elective subjects from other study fields.

46. During the studies, students write a course work and final thesis, which allow them to demonstrate individual capability to apply acquired basic study knowledge and use it in practice. This work helps form the basics of science research activity.

47. Students of *Culture and Sports Management* study programme complete 4 professional activity practices. During the practices, students are introduced to the activities of culture and sports institutions, social organizations. They familiarize with managers work specifics, organize cultural, sports events, prepare and carry out culture sports programmes – projects.

48. Tasks of professional activity practice programmes are coordinated according to acquired knowledge, theoretical material. In order to achieve study and practical activity integration, the College collaborates with culture and sports institutions. Professional activity practices take place in culture centre, museums, sports clubs, municipality culture and sports department, health centres and etc.

49. A big number of the College social partners and stable collaboration allows ensure the quality of study programme realization, by providing practice places, which create proper conditions for practical skills formation. On the base of tripartite contract, culture and sports institutions create conditions for students to

improve professional skills by carrying out specific work, in concord with their specialty.

50. Practice leaders – culture and sports management specialists, assess students' knowledge and practice results. This assessment counts as 40% of the final practice assessment. Such practice organization methods promotes learning motivation, stimulates the expression of students' applied activity elements in course work and final thesis, allows reaching for better study quality by getting a feedback about achieved study outcomes and their realization in practical activity.

51. The content and implementation of professional activity practices is constantly assessed. Polls taken by students, college practice leaders, practice leaders in practice institutions help find out how to improve professional activity programmes, practice organization, study programme, what knowledge and skills students should acquire additionally, so they could become competitive specialists in labour market, could realize their career plans and reach further improvement.

52. Studies conclude with the final thesis, which allows demonstration of all achieved learning outcomes and shows the preparation of graduates for future professional activity. Final thesis shows students' capability to individually connect separate education subjects, organize acquired theoretical knowledge, collect and analyse data, necessary to solve specific professional activity and innovation application problems.

53. Constructively coordinated study content is oriented to students and planned so that they could achieve the expected learning outcomes. Students organize their students in order to achieve learning outcomes. Learning and teaching are coordinated with achievement assessment. If study process indicates a divide between learning and teaching (content, chosen methods and achievement assessment, studies), teaching content and methods are corrected so that the divide would be eliminated.

1.2.3. The correspondence of the subject content with study type and cycle.

54. Requirements for professional management bachelor degree are regulated by Study Cycle Abstract (LR education and science minister 21/11/2011. No. V-2212. Approval of study cycle abstract), European Higher Education Qualification Framework (EHEQF), based on Dublin documents and matches Lithuanian Qualification Framework level 6.

55. Programme learning outcomes were concluded on the basis of manager's professional preparation standard. Study subject outcomes are connected with competencies necessary for future manager. Practical activities in the programme are given 40% of all contact hour volume. All practical teaching (practical lectures, professional activity practices) are given 54% of all study programme volume, which is in concord with general requirements for study programmes.

56. The purpose of collegial studies is to prepare students for practical professional activity. A lot of attention in the described programme is given to the transfer of practical skills, which students could use in their professional work.

1.2.4. The content and methods of the subjects allows reaching expected learning outcomes.

57. In *Culture and Sports Management* study programme, a lot of attention is given to optimal realization of the study content and selection of proper study methods, by understanding that properly selected study methods allow the expected learning outcome become students' achievements. Teaching methods variety and modernity correspond to expected learning outcomes taxonomy, in order to keep students in learning activity centre, ensure their active participation in study process, decision making, and also taking responsibility for achieved learning outcomes.

58. To realize the study programme, activating and heuristic study methods are used. They help combine theory with practical tasks, integrate knowledge to solve problems, promote students' individuality, improvement, motivation, develops ability to think critically, analyse problems. By using heuristic study methods, lecturers enable students to participate in discussions, experience sharing, deliberations, to sooner see connections between education and future professional activity. Subject aims are realized by using problematic teaching, practical situations and cases analysis, project work, documents analysis, practice in a workplace, practical examples analysis, real problems solution in project activity.

59. Activating and heuristic study methods are proportionally combined with traditional knowledge and skills development methods: lectures, seminars, discussions, and consultations.

60. Study methods correspondence with programme aim and learning outcomes is inherent to assessment methods. Variety of assessment methods creates conditions to carry out comprehensive assessment and gives it objectiveness. There are many assessment methods used in the programme (tests, synopsis, project presentation, oral presentations, observation). When preparing assessment methods, the following principles

are followed: concord with study methods, tasks have to be based on learning outcomes content. To students' achievements and expected competencies oriented study content allows the use of study methods to observe students learning achievements and progress, measure changes, timely diagnose difficulty, maintain feedback, and make assumptions for corrections.

1.2.5. Strong and weak sides of Culture and Sports Management study programme and improvement actions.

61. *Strong side.* The volume of the study programme is planned according to study programme aim, expected learning outcomes, expected study and assessment methods, and requirements for first cycle collegial study professional management bachelor qualification degree. The main merit of the programme is integration of theory to practical activity. Study methods used in the study programme help ensure development of professional competencies, achievement of expected learning outcomes by optimally using study time, promotes continuous improvement. Programme subjects are arranged logically and consistently. Study content, assessment methods correspond with the learning outcomes. Study programme update according to ECTS credit system created conditions to make the programme more flexible and mobile.

62. *Weak side.* The number of specializations in the study programme is insufficient.

63. *Improvement actions.* To increase the number of specializations.

1.3. Academic staff.

1.3.1. Academic staff compliance with legal requirements.

64. Academic staff is formed by following external and internal documents regulating activity of the College: *Law of Education and Studies* (30/04/2009), *LR Labour Codex* (04/06/2002), *College Statute* (18/07/2012), *Abstract of General Requirements of the First Degree and Integrated Study Programmes* (09/04/2010), *Abstract of Culture and Sports Management Study Field*.

65. For permanent job lecturers are accepted to the position by using a public contest for 5 years term, according to *Marijampole College Regulation for Lecturers Certification and Contest for Position*, approved by the Academic Board. This regulation defines minimal qualification requirements for the positions of professor, docent, lecturer and assistant. Besides, by the approval of the Academic Board, a person can be accepted for the position of docent for a one year term, if that person has an extensive practical work experience in the taught subject(-s) field and master's qualification degree or its equivalent.

66. In 2012-2016, Culture and Sports Management study programme had 28 lecturers: 3 docents (10,72%), 18 lecturers (56,28%), 7 assistants (25%). (The list of lecturers is provided in annex 2, lecturers' activity description – annex 3). Qualifications of lecturers teaching subjects in Culture and Sports Management programme is sufficient. The study programme has 3 lecturers with academic titles: assoc. prof. V. Viliūnas, assoc. prof. Živilė Advilonienė and assoc. prof. Adelė Astromskienė. These lecturers will be the leaders of students' theses.

67. In the study programme, Culture and Sports Management study field subjects are taught by 3 doctors (10,72%), their subjects comprise 15 study programme credits (11.11%). Other lecturers of Culture and Sports Management study programme have at least master's degree (or equivalent to master) in their respective subject fields. *Law of Education and Studies* regulated that collegial studies must be oriented to practical activity. All Culture and Sports Management study programme lecturers have practical work experience in the field of their respective subjects. Lecturers working in this programme have a lot of experience of practical and pedagogical work.

1.3.2. Compliance of academic staff qualification with expected learning outcomes

68. Distribution of lecturers, teaching subjects in Culture and Sports Management study programme (2012-2016), is provided in table 1.3.2.1.

Table 1.3.2.1. Structure of Academic Staff According to Age Groups (2012-2016)

POSITION	NUMBER OF LECTURERS	OF THEM IN THE AGE GROUPS				AVERAGE AGE
		30-39	40-49	50-59	60-69	

Docent	3	-	1	1	1	54
Lecturer	18	1	4	7	6	54
Assistant	7	3	2	2	-	42
Total:	28	1	7	12	4	50

69. The provided data clearly shows that the distribution of pedagogical positions by the lecturers meet qualification requirements. The average age is 48 years.

70. Having sufficient pedagogical and practical work experience, lecturers prepare printed and electronic publications. Methodical educational publications are meant to realize the study programme and to organize individual work of the students. The following publications were named: L. Jaruševičienė: „Žmogus ir aplinka“ (“Human and Environment”); „Verslo komunikacija“ (“Business Communication”). D. Mickevičienė: „Kultūros istorijos praktikumai. Methodical publication“ (“Culture History Practicums”); „Profesinės etikos paskaitų konspektas. Methodical publication“ (“Synopsis of Professional Ethics Lectures”); „Pedagoginės etikos paskaitų konspektas. Methodical publication“ (“Synopsis of Pedagogical Ethics Lectures”); „Kultūros istorijos paskaitų konspektas. Methodical publication“ (“Synopsis of Cultural History Lectures”). M. Rutkauskienė: Kristijono Donelaičio literatūrinės mokyklos // *Donelaičio žemė*, (Kristijonas Donelaitis Literature School// Donelaitis Land, October, November, December, No. 5-6, 2010); Maironio meditatyvinė lyrika: paskui sielos upę Jordaną (“Maironis Meditational Lyrics: Follow the Soul River Jordan”) // *Educatio, cultura, Ecclesia*. No.1. Marijampole: MKLC, 2012. ISBN 978-9955-645-51-1; Motiejus Kazimieras Sarbievijus kultūrinės regionalistikos kontekste: religinės piligrimystės motyvas (“Motiejus Kazimieras Sarbievijus in the Context of Cultural Regionalistics: The Motif of Religious Pilgrimage *Educatio, societas, cultura, Ecclesia*. No. 2. Marijampole: MKLC, 2013. ISBN 978-9955-645-58-0. I. Mulerenkienė: Methodical publication „Vadybos seminarai ir praktiniai darbai“ (“Management Seminars and Practical Work”), approved by the College procedure; Prepared distance learning module (Moodle) *management module*, approved by the College procedure; Published methodical „Vadybos“ dalyko ir „Personalo“ (“Management” subject and “Staff”) publications. R. Kasiliauskienė: Course „Dalykinių tekstų rašymas ir redagavimas“ (“Writing and Editing of Business Texts”) in Moodle environment, 2014; Methodical publication „Gramatikos vadovėlis“ (“Grammar Book”), 2008; Methodical publication „English Reading Texts and Listening Tasks“, 2005. Birutė Petrošienė: published Methodical publication „Finansinės apskaitos konspektas“ (“Synopsis of Financial Accounting”), 2006, approved by the College procedure, prepared distance learning (Moodle) financial accounting module, 2014; prepared and published methodology on assessment and approval of competencies acquired by informal adult education, according to accounting (accounting study field) study branch, 2014. Marija Beržanskienė: Marketing, „Piko valanda“ (“Rush Hour”), 2013, ISBN 978-609-422-002-9; Service Marketing „Piko valanda“ (“Rush Hour”), 2010, ISBN 978-609-422-003-6; Prepared distance learning (Moodle) *Marketing and Service Marketing* modules, approved by the College procedure.

71. Regional and national professional preparation of the programme lecturers’ is reflected by read reports in conferences on culture and sports management topics: K. Žiemys - „Valstybės požiūris į kolegines studijas“ (“State Approach Towards Collegial Studies”) (2013), R. Kasiliauskienė - „Užsienio kalbų mokymo(si) metodai skatinantys daugiakalbystę“ (“Methods of Learning Foreign Language That Facilitate Multilingualism”) (2013), „Mokymo metodų naudojimo svarba ugdant vertybines nuostatas“ (“The Importance of Teaching Methods When Developing Values”) (2012), D. Valaitienė - „Vokiškų ir lietuviškų vietovardžių kilmė, reikšmė ir palyginimas“ (“Origin, Meaning and Comparison of German and Lithuanian Place Names”) (2013), „Vertybių formavimasis ir jų poreikiais grindžiamas mokymas“ (“Formation of Values and Teaching Based on Them”) (2012), G. Žimaila - „Studentų požiūris į kūno kultūrą“ (“The Approach of Students Towards Physical Education”) (2014), L. Jaruševičienė - „Edukacija nauka i przedsiębiorczość w ochronie zdrowia „Postępowanie z chorymi urazowymi: aspekt ratowniczy, chirurgiczny, pielęgniacyjny i profilaktyczny“ (2013), Studentų taikomieji tyrimai: patirtys ir įžvalgos“ (“Applied Research of Students: Experience and Insights”) (2013), International Conference 5-th Baltic Sport Conference „Current Issues and New Ideas in Sport science“ report „Change of the jump height during various physical loads and recovery“, I. Mulerenkienė - „Kultūros ir sporto vadybos studentų verslumo įgūdžių ugdymas Marijampolės kolegijoje“ (“Business Skills Development of Culture and Sports Management Students in Marijampole College”) (2015), „Ar tai sveika?“ (“Is It Healthy?”) (2013), „Projektinio ir probleminio mokymo(si) taikymo edukologijos studijų baigiamuosiuose darbuose rekomendacijos” (“Recommendations

for the Use of Project and Problematic Teaching (Learning) Application for Final Theses in Education Studies”) (2012). M. Beržanskienė - „Marijampolės miesto įvaizdis“ (“The Image of Marijampole City”), Republican scientific - practical conference „Mokslas ir praktika: aktualijos ir perspektyvos“ (“Science and Practice: Current Issues and Perspectives”), 2012-05-18. Read report: „Vyresnių kaip 60 metų amžiaus žmonių laisvalaikio praleidimo galimybės Marijampolės mieste“ (“Leisure Possibilities in Marijampole City for People Over 60”) . International Scientific Conference „Mokslas ir praktika: aktualijos ir perspektyvos“ (“Science and Practice: Current Issues and Perspectives”), 09/05/2013-10/05/2013. Read report „Istorinio kultūrinio bendradarbiavimo reikšmė ir pasiekimai plėtojant pažintinį turizmą Lietuvos – Lenkijos pasienyje“ (“The Importance of Historic Cultural Collaboration and Achievements in Development of Tourism Near the Border Between Lithuania and Poland”) in international scientific – practical conference “Historical Tourism Near the Border Between Lithuania and Poland” in Punksas, 2014. Read report „Vyresnių kaip 60 metų amžiaus žmonių laisvalaikio praleidimo galimybės Marijampolės savivaldybėje“ (“Leisure Possibilities in Marijampole City for People Over 60”). International Scientific Conference (“Science and Practice: Current Issues and Perspectives”), 24/04/2014-25/04/2014. Read report „Liudvinavo rekreacinių išteklių panaudojimas bendruomenės socialinių - kultūrinių poreikių tenkinimui“ (“The Use of Recreational Resources to Satisfy Social – Cultural Needs of Community in Liudvinavas”) International Scientific Conference „Mokslas ir praktika: aktualijos ir perspektyvos“ (“Science and Practice: Current Issues and Perspectives”), 2015. Read report „Studentų kompetencijų ugdymas mokslinių taikomųjų tyrimų kontekste“ (“Development of Students’ Competencies in the Context of Scientific Applied Research”), VIII republican scientific practical conference „Mokslo taikomųjų tyrimų įtaka šiuolaikinių studijų kokybei“ (“The Influence of Scientific Applied Research to Study Quality”), Vilnius College, 2015. Conducted seminars: K. Žiemys „Studentų darbo paskaitų ir seminarų metu aktyvinimo galimybės“ (“Possibilities of Students’ Work Activation During Lectures and Seminars”). Lecturer B. Petrošienė: Republican scientific practical conference „Vadybos ir verslo administravimo krypties absolventų konkurencingumas, rengimo tendencijos” (“Competitiveness of Management and Business Administration Graduates, Preparation Tendencies”). Prepared a report „Apskaitos dėstytojų dalykinio gebėjimo problema ekonominių procesų kontekste” (“The Subject Knowledge Problem of Accounting Lecturers in the Context of Economical Processes”) (2012). Republican scientific practical conference - „Studijos šiuolaikinėje visuomenėje“ (“Studies in Modern Society”). Read report „Aktyvių mokymo metodų taikymas „Marijampolės kolegijoje” (“Application of Active Teaching Methods in Marijampole College”) (2012). International scientific – practical conference „Apskaita, auditas, finansai: mokslo ir studijų problemos bei perspektyvos“ (“Accounting, Audit, Finances: Education and Studies Problems and Their Perspectives”) report „Ūkių subjektų vidaus audito aplinka ir ją lemiantys veiksniai“ (“Internal Audit Environment of Economic Subjects and Factors Influencing It”) (2013).

72. Programme lecturers participated in national projects and projects funded by European Union structural funds. In 2012, lecturer K. Žiemys participated in the project „Darbdavių ir darbuotojų socialinės partnerystės gebėjimų ugdymas ir kolektyvinių darbo santykių tobulinimas Vilniaus, Kauno, Alytaus ir Marijampolės apskrityse“ (“Development of Social Partnership Skills of Employers and Employees and Improvement of Collective Work Relations in Vilnius, Kaunas, Alytus, and Marijampole Regions”) (project No.VP1-1.1-SADM-02-K-01-007), he also conducted lessons for employers and employees in 2013, in the project „Socialinio dialogo skatinimas Lietuvos kultūros darbuotojų institucijose“ (“Promotion of Social Dialogue in Lithuanian Culture Workers Institutions (project No.VP1-1.1-SADM-02-K-01-011). R. Kasiliauskienė read reports in Erasmus intensive programme „Tarpkultūrinės kompetencijos įgijimas mokant(is) kalbų“ (“Acquiring International Competence by Learning (Teaching) Languages”) (2012), „Tolerancijos mokymas – Europos pilietiškumo ugdymo dalis“ (“Teaching Tolerance – a Part of European Citizenship Development”) (2012), I. Mulerenkienė participated in the project „Neformaliu būdu įgytų kompetencijų formalizavimo sistemos parengimas ir įgyvendinimas aukštųjų mokyklų bendradarbiavimo tinkle“ (“Preparation and Implementation of Formalization System of Competencies Acquired by Informal Method in Higher Education Collaboration Network”) (VP1-2.1-ŠMM-04-K-03-005) (2012-2014) and conducted lessons for academic and administrative staff of the College (2014) and also read a report „Neformaliu būdu įgytų kompetencijų vertinimo patirtis Marijampolės kolegijoje“ (“Experience of Assessment of Competencies Acquired by Informal Methods”) (2014); In 2007–2013, implemented Human resources development programme second priority “Life-long Learning” method VP1-2.3-ŠMM-01-V „Profesinio orientavimo sistemos veiklos tobulinimas ir plėtra“ (“Improvement and Development of Professional Orientation System”) state project „Aukštųjų mokyklų studentų ugdymo karjerai ir karjeros

stebėsenos modelių plėtotė ir įdiegimas, su studentais dirbančių profesinio orientavimo specialistų kvalifikacijos tobulinimas, jiems skirtų priemonių sukūrimas (stage I)“ (“Development and Implementation of Models for Career Observation and Preparation for Career for Higher Education Students, Development of Qualification of Professional Orientation for Specialists Working with Students and Making of Means for Them”) (2012). In 2012 – 2014, lecturers O. Grušelionienė and R. Kasiliauskienė participated in many intensive education programmes – DETI, DETIS, USDEC and Erasmus programmes. In 2015, these lecturers participated in Erasmus programme in Portugal and Turkey. L. Jaruševičienė participated in the project „Confirmation of staff mobility – Erasmus training staff mobility“ (2013), in 2015, in Erasmus programme training in Riga, R. Pūstelninkas participated in the project „Informacines technologijas valdantys Lietuvos piliečiai“ (“Lithuanian People Managing Information Technologies”) funded by European Union fund and conducted seminars on the topic „Kompiuterinio raštingumo temos suaugusiems“ (“Computer Literacy Topics for Adults”) (2012), in the project „Lietuvos e. piliečiui – paslaugos internete“ (“Services on the Internet for Lithuanian E-citizens”), funded by European Union, conducted seminars on the topic „Kompiuterinio raštingumo temos suaugusiems“ (“Computer Literacy Topics for Adults”) (2012). M. Beržanskienė participated as a researcher in a joint project „INTEREG IVC PROJECT BF-3-1-3“ (2013), where she conducted research together with people from Holland, Norway, Sweden, and Switzerland. She participated in an international project „Lietuvos - Lenkijos istorinis ir kultūrinis bendradarbiavimas plėtojant pažintinį turizmą“ (“Historical and Cultural Collaboration Between Lithuania and Poland for Development of Educational Tourism”) (2014). She also participated in project training in Bulgaria Dobrich International University College. Project „Studijų kokybės gerinimas mokymo (si) visą gyvenimą kontekste“ (“Improvement of Study Quality in the Context of Life-long Learning) SFMIS VP1-2.2-ŠMM-07-K-027: in a project training in Social and Technical Education School Radom, Poland. In the project „Studijų kokybės gerinimas mokymo(si) visą gyvenimą kontekste“ (“Improvement of Study Quality in the Context of Life-long Learning), SFMIS number VP1-2-2 ŠMM-07-k-01-027; in Pamplona (Spain), project „INTEREG IVC PROJECT BF-3-1-3“, sub-project „Pasienio informacijos centras“ (“Border Information Centre”) (29/05/2013-01/06/2013). In 2014, lecturers B. Petrošienė and D. Šidlauskienė participated in Erasmus programme training in Bulgaria, D. Šidlauskienė – in 2013 - Erasmus programme in Poland Čechanov institution of higher education. Lecturer Birutė Petrošienė participated in training organized by Vilnius Cooperation College in the project „Kolegijų dėstytojų tarpkultūrinės kompetencijos, apimančios dėstytojų bendruosius ir specialiuosius gebėjimus, ugdymas/si ir jų plėtotė siekiant veiksmingo Lietuvos kolegijų studijų tarptautinimo“ (“Intercultural Competencies of College Lecturers, Including General and Special Abilities, Education and Their Development in Order to Achieve Effective Internationalization of Studies in Lithuanian Colleges”) (No. VP1-2.2.-ŠMM-07-K-01-058). After having passed the selection, she participated in training in University of the Highlands and Islands Moray College (Scotland) (28/11/2011-02/12/2011), also in the project „Neformaliu būdu įgytų kompetencijų formalizavimo sistemos sukūrimas aukštojo mokslo įstaigose“ (“Implementation of Formalization System of Competencies Acquired by Informal Methods in Higher Education Collaboration Network”) ((No. VPI-2.1-ŠMM-04-K-03-003 (in the position of expert assessor)), (2014).

73. Lecturers actively participate in various international events, conferences, write scientific publications: D. Valaitienė wrote an article „Vokiškų ir lietuviškų vietovardžių kilmė, reikšmė ir palyginimas“ (“Origin, Meaning and Comparison of German and Lithuanian Place Names”) in article collect „Educatio, cultura, societas, Ecclesia I“, Marijampole, 2012, ISBN 978-9955-645-51-1. I. Mulerenkienė wrote an article „Studentų verslumo įgūdžių ugdymas Marijampolės kolegijoje“ (“Development of Students’ Business Skills in Marijampole College”) in Marijampole College periodical science publication „HOMO-SOCIETAS-TECHNOLOGIAE“ (ISSN 2029-9737) (2015, No. 1(4)). M. Beržanskienė wrote articles: „Vyresnių kaip 60 metų amžiaus žmonių laisvalaikio praleidimo galimybės Marijampolės mieste“ (“Leisure Possibilities in Marijampole City for People Over 60”) – in scientific articles collection „Mokslas ir praktika: aktualijos ir perspektyvos“ (“Science and Practice: Current Issues and Perspectives”) LSU, 2013. An article in science publication „Vyresnių kaip 60 metų amžiaus žmonių laisvalaikio praleidimo galimybės Marijampolės savivaldybėje“ (“Leisure Possibilities in Marijampole City for People Over 60”) - in ASU and Lithuanian Agrarian Economics institute science journal „Vadybos mokslas ir studijos – kaimo verslų ir infrastruktūros plėtrai“ (“Science of Management and Education for the Development of Country Businesses and Infrastructure”), 2013. ISSN 2345-0355. An article „Marijampolės kolegijos studentų sportinis aktyvumas ir jį skatinantys veiksniai“ (“Activity in Sports and Its Promotion in Marijampole College”) in scientific articles collection „Mokslas ir praktika: aktualijos ir perspektyvos“ (“Science and Practice: Current Issues and Perspectives”) LSU, 2014. An article „Liudvinavo rekreacinių išteklių panaudojimas bendruomenės socialinių - kultūrinių poreikių tenkinimui“ (“The Use of Recreational Resources to Satisfy Social – Cultural

Needs of Community in Liudvinavas”) science e-journal „Laisvalaikio tyrimai“ (“Leisure Research”) ISSN 2345-0339, 2015. An article „Studentų kompetencijų ugdymas mokslinių taikomųjų tyrimų kontekste“ (“Development of Students’ Competencies in the Context of Scientific Applied Research”) in Vilnius VIII republican scientific – practical conference articles collection, 2015 ISSN 25029-2279.

Lecturer M. Beržanskienė carried out the following custom research: on behalf of Marijampole municipality, a custom scientific applied research „Marijapolės miesto įvaizdis“ (“The Image of Marijampole City”), „Marijapolės kolegijos įvaizdis Marijapolės apskrities abiturientų, jų tėvų ir pedagogų požiūriu“ (“The Image of Marijampole College from the Point of View of Graduates, Their Parents, and Teachers of Marijampole County”). Five her supervised students carried out scientific research and read reports in conferences: LSU international scientific – practical conference „Mokslas ir praktika: aktualijos ir perspektyvos“ (“Science and Practice: Current Issues and Perspectives”). Supervised Culture and Sports Management Students on research and reports for republican scientific – practical conference „Kultūros ir sporto vadyba: tendencijos ir iššūkiai“ (“Culture and Sports Management: Tendencies and Challenges”) (Marijampole College) (2015). In 2014, lecturers Birutė Petrošienė and Danguolė Šidlauskienė along with first course students of Culture and Sports Management study programme participated in “Business Ideas Competition” organized by “Lietuvos Mediena” (“Lithuanian Wood”), during which they acquired practical and teamwork skills, ability not only to provide own business idea, but to also implement it (2015).

1.3.3. Sufficiency of lecturers in order to achieve the expected learning outcomes.

74. A lecturer can work full-time or part-time, depending on the workload. Workload consists of contact work, non-contact work, and other academic, education applied and organizational activity. Contact work volume is determined according to subject volume in credits, provided in the study plan. This work counts as 58% of a lecturer’s workload. It consists of theoretical lectures on the taught subject, practical lectures, practice, seminars, directing students’ individual work, distribution of tasks on the study process, consultation, assessment, work as a practice leader, thesis leader, examination, participation in final theses defence commissions, public defence of practices and etc. Non-contact work counts as 42% of a lecturer’s workload. It consists of preparation for contact work, preparation for self-assessment of study programmes, subjects taught, and other activity in connection with studies improvement, participation in the updating of ongoing study programme, preparation of teaching (learning) and methodical material tasks, distance learning course, assessment of students’ work, review of final theses, scientific research activity and etc.

75. The overall workload of all lecturers working in Culture and Sports Management study programme in 2012-2016 is 2.57 or 180 credits, even though there are 28 lecturers. They workload ratio in this and other programmes was significantly different depending on what part of the study programme lecturers are working in: teaches general collegial subjects, study field and specialization subjects, or is a leader of professional activity practices. The number of students in academic groups of Culture and Sports Management study programme fluctuates between 13 and 16. During lectures and practical tasks, lecturers use interactive study methods. So, the number of lecturers is sufficient to achieve the expected learning outcomes.

1.3.4. Links between lecturers change and proper programme implementation

76. Culture and Sports Management study programme is being realized in Marijampole College only for the second year, so the increase in the number of lecturers was because of the increase in the number of academic groups. During 2012-2013, there were 12 lecturers in this study programme, in 2013-2014 – 13, in 2014-2015 – 25 lecturers. In 2015-2016 there are 28 lecturers working in this study programme. During the years of implementation of this study programme, there was no essential change in lecturers. When forming academic staff, most attention was given to lecturers’ qualification and effective implementation of the study programme.

1.3.5. Ensuring professional development conditions for lecturers

77. One of qualification requirements for the College lecturers – to develop professional qualification in seminars, courses, conferences or training in the field of the subjects taught. Lecturers’ professional

qualification development activity is planned in the College each year. According to the abstract of Marijampole College lecturers' workload normative and wage determination procedure, approved by the Academic Board (15/06/2012 No., AT-11/12-38), lecturers' workload without contact and non-contact work, directly related to study process, also includes other academic, science applied and organizational activity. A lecturer's workload in the College is 1500 hours. Of it, other academic, science applied and organizational activity is given at least 275 hours (18%). One of the components of academic, science applied and organizational activity is science, pedagogical and practical qualification development.

78. Academic, scientific applied and organizational and other activity plan of every lecturer for the ongoing year is approved in the department until September 30. After the study year, lecturers provide a report to the head of department about their activity (including qualification development). The outcomes of professional qualification development are assessed every five years, during certification and contest for position. During the analysed time, all lecturers of the programme developed general and professional competencies in various professional qualification events (annex 3).

79. Staff qualification development is taken care not only by the lecturers themselves, but also by the College. Accordingly to the needs of lecturers, College Development Study Centre organizes seminars, courses and training not only for external clients but also for the College lecturers. Qualification development of the lecturers is oriented to creative and innovative teaching and learning process organization. For example, in 2012, a seminar "Konsultuojamojo ugdymo (coaching) pagrindai" ("Basics of Coaching") was organized, from 23/02/2013 to 01/03 /2013 another seminar „Studentų darbo paskaitų ir seminarų metu aktyvinimo galimybės“ (“Possibilities of Students' Work Activation During Lectures and Seminars”) took place and another seminar was also organized - „Nuotolinio mokymo(si) kurso talpinimas virtualioje Moodle aplinkoje“ (“Distant Teaching (Learning) Courses in Moodle Virtual Environment”) (14 days, starting in 07/05/2013). In 2014, advanced English courses were organized. On 10/04/2014, a seminar „Naujausių technologijų taikymas šiuolaikinės įstaigos dokumentų valdyme“ (“Application of Modern Technologies for Documentation Management in a Contemporary Institution”) was organized. 25/03/2015 a seminar (“MS Excel Application Possibilities in Practical Work”). 09/04/2015 a practical seminar „Efektyvus laiko ir darbų planavimas panaudojant informacines sistemas“ (“Efficient Time and Work Planning by Using Information Systems”) took place. On 13/05/2015 a theoretical – practical seminar „Studijų ir vertinimo metodai: dalyko aprašas vadovaujantis ECTS“ (“Studies and Assessment Methods: Subject Abstract Following ECTS”) was organized. On 2/06/2015 a theoretical – practical seminar „Studijų ir vertinimo metodai: dalyko aprašas vadovaujantis ECTS“ (“Studies and Assessment Methods: Subject Abstract Following ECTS”) was organized. In November 2015, English courses started on A1/A2 beginner level. In this way the College is trying to create conditions for new lecturers to develop pedagogical competencies.

80. Departments every year initiate organization of scientific practical conferences, during which the College lecturers have the opportunity to participate as speakers and listeners. On 23/05/2014, Law, Management, and Communication Department organized international scientific-practical conference “Science and Practice: Current Issues and Perspectives”, during which reports were read by Culture and Sports Management study programme lecturers - D. Kriščiūnas, V. Kirtiklis, L. Jaruševičienė, R. Kulbokas, G. Žimaila. On 30/04/2015, the department organized scientific – practical conference „Kultūros ir sporto vadyba: tendencijos ir iššūkiai“ (“Culture and Sports Management: Tendencies and Challenges”), during which reports were read by lecturers G. Žimaila, K. Balickas, D. Mickevičienė, L. Jaruševičienė, K. Traškevičius, R. Kulbokas, M. Beržanskienė, I. Mulerenkienė, D. Kriščiūnas, V. Sorokaitė and 19 Culture and Sports Management students.

81. *Strong side.* Pedagogical and practice experience of the study programme lecturers creates proper balance, necessary to achieve the expected learning outcomes. Programme lecturers are experts in their field, connected to the subjects taught, they also conduct seminars in the region, read reports in international and republican conferences. The experience of lecturers, who combine the teaching of the subject with practical work in an education institution, is particularly valuable for development of students' practical skills, improvement of motivation, and orientation to professional career. 100% of the study programme lecturers have practical work experience.

82. *Weak side.* Insufficient international movement of the College lecturers and lack of foreign lecturers.

83. *Improvement actions.* In order to promote further international movement of the lecturers, to look for financing possibilities from Lithuanian and international funds for the movement of lecturers and attraction

of competent foreign scientists. To create conditions for the lecturers so they could improve their knowledge of foreign languages.

1.4. Material resources.

1.4.1. Adequacy and suitability of premises for studies.

84. The planning of material resources need is connected with the necessity to ensure the quality of study programme implementation. The College uses the following planning order: lecturer → department → faculty → college. The creation and support of such chain allows more precise formation of the need for general financial and material resources of the implemented study programmes. Material resources of the College are used rationally. Every year a material base development plan is made. When planning material resources, priority is given to acquisition of computers, software, and update of laboratories, practical teaching base, and development of library funds. Good material base ensures successful organization of study process.

85. Overall are of the study premises - 3767 m², of which 1876,2 m² is given for classrooms and 1890,8 m² – for laboratories. The premises are located in central and II (second) buildings of the College. The central building contains classrooms, information technologies centre, distance learning centre. The II building has two classrooms for streaming lectures, laboratories and classrooms for other study programmes. The classrooms are equipped with the most necessary studies visualization equipment, computers with internet connection.

86. The average size of one classroom is 44 m². All classrooms have up to 30 working places, streaming lectures auditoriums- 60 and 50 working places.

87. Information technology centre has five computer classrooms with 16 to 19 working places.

88. The premises for study uses comply with the requirements for labour safety, health and hygiene norms HN 129: 2012 “Higher School. General health and safety requirements” (Official Gazette, 2012, No 24 - 1133).

1.4.2. Adequacy and suitability of equipment for studies.

89. College computers are connected to a local network and connected to the Lithuanian education and studies institutions network LITNET (hereinafter - LITNET). Internet services for students and teachers are free of charge. In a unified network of computers Windows operating system is used (“Windows 7”, “Windows XP”, “Windows Vista” OS) and all applied programmes necessary for study process (e.g., “MS Office” package programs, free open-source “Open Office” programs, etc.). Virtual learning environment MOODLE is used. For email and communication within the organization we use Microsoft Office365 and Microsoft Lync systems. Computer software is aging relatively quickly, so the College keeps it up to date constantly. The computer network and computer equipment is modernized, data storage server is upgraded, The software ZWCad Academic necessary for studies is installed (13 licenses); there are also Microsoft Office 2010 Pro Plus 2013 packet (22 licenses) and „MagicDraw“ enterprise Academic site Edition 17.0.2 Cameo business modeller (Site license, allowing the product to be installed for an unlimited working places at an educational institution) installed.

90. Having modernized the college computer network, in 2012 there was launched wireless Internet service. It is available to members of the college community and other users with "Eduroam" connection data from their organization. There is created access for temporarily use of the wireless Internet "Eduroam". In all college classrooms for theoretical lectures there are installed stationary video projectors and computers with Internet access. Information technology classrooms are open after the lectures to meet the students' needs. Students and teachers have access to portable computers and video projectors, video views equipment, video cameras, cameras, scanners, printers, interactive whiteboard. Copying and printing services are provided to all who want. A multifunctional machine is used in the reading room to carry out these services, and also copiers are placed in the central building and Technologies Block. 116 computers are used in the study process. Computers and their software are constantly upgraded. The number of computers and their technical possibilities level is adequate. Software in departments and sub-divisions for work with “Academic Database” was updated. In students' dormitory and other College premises students and employees can work with their own computers by using LITNET connection or paid wireless internet services from TEO and Mezon companies.

1.4.3. Suitability of practice places.

91. Professional activity practices of the Culture and Sports Management study programme ensure connection between academic knowledge and real work environment; create conditions for integration of theoretical knowledge and acquiring of professional skills and competence. Practice places for students are chosen according to the following principles: practice place compliance with the learning outcomes of the study programme; appropriate qualification and experience of practice leaders and employees of the practice place for work with students. A network of basic institutions was created for professional activity practices, in which students carry out all types of professional practices.

92. Students carry out professional activity practices in various institutions: “Sūduva” sports centre, “Tauras” sports club, Football centre, Jieznas culture and leisure centre, Kalvarija culture centre, Kalvarija sports centre, Kaunas region Vilkija culture centre, Kazlu Ruda sports centre, Ethnographic museum, Basketball club “BC Suduva”, Basketball club “Kadis”, Lazdijai sports centre, Marijampole drama theatre, Marijampole culture centre, Marijampole P. Kriauciunas public library, Marijampole municipality culture department, Marijampole municipality sports department, Marijampole sports centre “Suduva”, Marijampole sports school, Marijampole community health office, Marijampole game sports school, Entertainment centre “Luna”, Vilkaviskis culture centre.

93. All students have proper conditions to carry out professional activity practice according to the studies schedule approved at the beginning of the school year. Usually 2-4 students carry out practice in one practice place. The number of practice places, variety and quantity of functions in them are sufficient to achieve the learning outcomes for the practices.

1.4.4. Adequacy, suitability, and accessibility of methodical recourses.

94. Library fund is made systematically and consistently, according to the implemented study programmes and the needs of the readers. New and relevant documents are gathered: books, periodic publications, and audio-visual teaching means. Publications are ordered according to the suggestions by heads of departments, study programmes, committees, lecturers and students. Head of the library organize funds recruitment plan, which is discussed in departments and approve in deanery. Constant relation with various publishing houses is being supported (Alma litera, Briedis, Euroknyga, Zodynas and etc.).

95. The College has a library and a common reading room (total area - 280 m²) with 38 work places, 8 of which are computerized. The library is connected to academic libraries network programme – ALEPH. Students can use wireless internet.

96. Library funds are constantly reviewed. The need of literature is coordinated with subject lecturers and heads of departments.

97. Literature in the library is chosen according to study and science fields. The biggest part of the library funds is dedicated to social sciences literature. Textbooks and periodic publications of management, law, sports, culture, economics, tourism, administration, and business economics are collected. The open fund contains such newspapers, periodic publications and popular scientific magazines - „Kelionės ir pramogos“ (“Travel and Entertainment”), „Kultūros barai“ (“Culture Bars”), „Liaudies kultūra“ (“Folk Culture”), „Verslas, vadovas, vadyba“ (“Business, Leader, Management”).

98. The College reading room has audio and video equipment, dictionaries, educational literature. In case of need, students and lecturers are services in P. Kriauciunas public library and reading room.

99. The reading room has a list of international databases for social studies (it includes Lithuanian and world electronic databases), which students can use to carry out tasks and to improve professional knowledge and skills. In electronic sources and databases students can find various information, such as: search systems in Lithuania, scientific databases for social sciences, links to various scientific articles, e-magazines, law acts search systems.

100. Students and teachers use:

- Lithuanian virtual library http://primo.library.lt/primo_library/libweb/action/,
- scientific electronic library www.elibrary.lt,
- scientific electronic library <http://www.ebiblioteka.eu/ExLibris MetaLib>,
- articles and databases of Lithuanian and foreign institutions of higher education,
- electronic library catalogues of the world:
 - o LIBDEX - Electronic world library catalogues: <http://www.libdex.com/>,
 - o LIBRIS search system: <http://www.libris.kb.se/english/quick.search.html>,

- Swedish Library Union Catalogue <http://www.libris.kb.se/english/libris.html>,
- the Russian state Library: <http://www.rsl.ru/>
- the USA Congress library links to other library catalogues:
 - <http://www.loc.gov/z3950/>,
 - Library of Congress Online Catalog <http://catalog.loc.gov/>,

Students, in order to implement the programme aims and learning outcomes, the teachers, in order to develop scientific competence, use scientific databases for social sciences, namely:

- Lithuanian Scientific Society site <http://www.lms.lt/>,
- development organizations directory (The Directory of Development Organizations) <http://www.devdir.org/>,
- Theses and dissertations library NDLTD (Networked Digital Library of Theses and Disertations) <http://www.ndltd.org/> ir kt.

Marijampole College students and lecturers can use USA embassy American centre library services, which allow access to various databases through State department library (eLibraryUSA) services system (<http://elibraryusa.state.gov/>). According to set rules, database password is granted only to those users, who are registered in American centre library and have a reader's card. This possibility creates conditions for more qualitative theoretical individual studies, preparation of final theses, and introduction to modern scientific and applied researches.

101. Students use licensed software. In 2012, LieDM network chose Moodle distance learning system, and the College courses were transferred from WebCT virtual environment to Moodle virtual environment. As of this moment, Moodle virtual environment contains 77 subject courses prepared by Marijampole College lecturers, 10 of which are dedicated to the students of Culture and Sports Management study programme.

102. *Update of informational material and methodological resources.* All equipment necessary for the study programme is constantly renewed and new acquired. During 2008 - 2014 years the college invested more than 260 thousand Euros for study technological equipment, of which 1235.2 thousand € for the development of information technologies. In 2011 - 2014 were acquired: 19 computers, 3 multimedia projectors for, 1 interactive board "ActivBoard".

103. *Strong side.* Use of virtual teaching environment Moodle. The College provides wireless internet service. The number of computers and their technical possibilities is sufficient. Classrooms are properly equipped for qualitative study process and comply with work safety and hygiene requirements. Access to various databases expands students' possibilities to familiarize with and examine various culture and sports management issues.

104. *Weak side.* Distance learning centre computer equipment needs to be upgraded. Not enough subject courses are uploaded to Moodle environment. Insufficient amount of modern literature on sports issues.

105. *Improvement actions.* To upgrade computer equipment in distance learning centre. To increase the number of subject courses in Moodle virtual environment. To acquire modern literature on sports issues.

1.5. Study process and student assessment.

1.5.1. Admission requirements.

106. In 2012, 2013, 2014 and 2015, student admission to Culture and Sports Management study programme was organized following general regulations of Lithuanian Higher Education Institutions Association (LAMA BPO). Admission rules identify study programmes that anticipate admission, competitive queuing principles, competitive grade structure, competitive score formula, admission procedure.

107. Subjects assessments are converted in accordance with the Ministry of Education and Science Minister Order "On approving the order description for the best secondary education graduates". This description is coordinated with Lithuanian College Principals Association and announced to the academic community and published in the College website.

108. For the entrants to Culture and Sports Management study programme the competitive score (KB) is calculated by summing up the product of grading and balanced coefficients, namely: $KB = 0.4 EP_1 + 0.2 EP_2 + 0.2 EP_3 + 0.2 MP_1$, where EP_1 – mathematics maturity examination, EP_2 - Lithuanian language and literature maturity examination grade, EP_3 – history or geography annual grade, MP_1 - foreign language/information technologies/biology/geography/history/arts annual grade.

Information about the study programme, awarded qualification degree is published in Open Information, Consultation, Orientation System database (AIKOS). More information about studies in Marijampole

College is provided on the College website (see. www.marko.lt , see chapter "Admission").

Career centre organizes individual consultations for pupils, helps find out their professional fields, and organizes visits to schools, where the head of the study programme committee, its members and students present the study programme, admission conditions. Once in a school year Open Door Days are organized, during which pupils have a chance to familiarize with the study programme, teaching base, communicate with lecturers and students. Pupils are also invited to participate in events during Career Days.

1.5.2. Admitted to the study competitive scoring averages

109. The distribution of competitive scores average of the entrants to Culture and Sports Management study programme in 2012, 2013, 2014 and 2015 show that competitive scores average changed only slightly (see Table 1.5.2.1.). This indicates that the admitted students were of the similar preparation and motivation. In 2014 the competitive grade calculation scale changed, according to it the maximum competitive score can be 10.

Table 1.5.2.1. *Distribution of competitive scores of the entrants*

Academic year	Highest competitive score		Lowest competitive score		Average of competitive scores	
	NS*	IS*	NS	IS	NS	IS
2015-2016	3,84	-	0,98	-	2,41	-
2014-2015	4,67	3,26	0,98	1,88	2,8	2,6
2013-2014	16,48	-	3	-	9,74	-
2012-2013	14,04	16,24	3,6	4,2	8,82	10,22

NS* - full-tiem studies; IS* - part-time studies

110. During the period of analysis, only one academic group graduated this study programme. The ratio of students in full-time studies admitted in 2012 and who have successfully graduated the study programme is 73.3%. The discrepancy between the number of admitted students and graduates was because of the following factors: selection of another higher education institution and termination of studies by choice.

1.5.3. Scope of students participating in scientific, artistic and applied science activity

111. In order to satisfy the need of self-expression, students can join the College artistic self-activity groups (such as ethnic art ensemble, youth choir, expressive reading study, drama study and other) and sports club "Visata", which has beautiful sports traditions and unites students, lecturers and employees. Ethnic arts ensemble "Sūduonėlė" and light music study are attended by one Culture and Sports Management study programme each, expressive word study – by 3 students. 33 students of this study programme attend various sports: 12 – basketball, 6 – athletics, 2 – table tennis, 3 – volleyball, 10 – football.

112.

College promotes student scientific applied activities. A more active student participation in activities is aimed organizing student scientific work conferences, involving students into scientific-practical and project activities organizing informal activities together with students. Students are regularly given information about the possibility of writing scientific articles, reports, participate in conferences. Research work skills are deepened by writing final theses of pedagogical studies and doing relevant exploratory and / or applied research during practice related to the programme aims and learning outcomes revealing the student's acquired competencies, as well as professional bachelor work. In 2012-2015, students of Culture and Sports Management study programme prepared and presented 19 reports in scientific-practical conferences "„Studentų taikomieji tyrimai: patirtys ir išvalgos“ ("Students' Applied Research: Experience and Insights") and "„Kultūros ir sporto vadyba: tendencijos ir iššūkiai“ ("Culture and Sports Management: Tendencies and Challenges"), which took place in the College. By participating in scientific-practical conferences, students familiarize with contemporary management science achievements, practical activity topics. After graduation, graduates work as managers, continue studies in universities.

1.5.4. Forms of support

113. The programme students are consistently provided with information-consulting, methodical, psychological and financial support.

Informational-consultation and methodical support

114. Information about Culture and Sports Management study programme forms, learning outcomes, elective

subjects is presented for students in the subjects Professional Ethics and Introduction to Studies in the first semester. Information about the organization of studies is provided by vice-dean, the funding issues, timetables are provided by study section, continuous information about changes in the programme is provided by the head of the department and programme committee chairperson, assessment of achievements are discussed by every teacher in their subject, opportunities for mobility matters are presented by the International Studies and Communication Department as well as the head of the department. All information necessary to students is promptly put on college website, as well as the faculty, department bulletin boards. All dissemination of information about the study programme is consistent and carried out on time; the means of dissemination are proper and acceptable.

115. Having in mind the students' occupation and their wishes, schedules are made for self-study work tutorials which are published publicly. Besides, the students can get advice and assistance on issues of study at any other department teachers' working time. In most cases students will consult with teachers on an individual basis, but group tutorials are organized, too. The teachers also provide consultations online. Department teachers have also prepared methodological guidance for self-study work. There is a possibility to study some programme subjects by distance learning.

116. A student who is unable to come to an examination (credit) on time due to illness or some other serious reason, can ask the Dean of the Faculty for permission to retake the exam during the exam session or extend the examination session. The examination session is extended for no more than one month from the start of the new semester. The failed exams during the session are allowed to retake for free once only under the agreement with the teacher. After the session the student is allowed to retake three failed exams (credits). For additional study subject tutorial and assessment a fixed fee is to be paid. Having paid the fee, the student is allowed to retake three times. After the exam session the student is allowed to liquidate remaining academic debts within one year.

Psychological support

117. For first-year students there is prepared an adaptation programme. The research helps to discover students' main social, psychological needs, which are analysed at the academic community meeting, the Department expanded meeting and with group tutors. Specific problems are discussed and solved. According to the need psychological support is provided by the college psychology subject teachers. Students have possibilities for extra-curricular activities. They can develop their artistic, athletic and creative skills in various studios, music and art groups, and sports sections. We care for students' free time through a variety of educational and entertainment events. By visiting ongoing serious music concerts, exhibitions of professional artists at the faculty, the students have a great opportunity to touch the art treasures. Students' leisure club organizes various recreational events.

Financial support

118. Students whose studies are fully financed by state funds get grants paid in accordance with approved regulations (regulations approved on 18/01/2012 by the Academic Board Resolution No AT-11/12-10). Grant award commission includes students, too. Students depending on the achievement in studies and compliance with college internal regulations can be given: an incentive grant (0.36 BSI, 0.48 BSI, 0.64 BSI, 0.8 BSI, 1 BSI and 1.2 BSI - Basic Social Payment) and a one-off grant (up to 1.5 BSI). On 1/09/2015, new Marijampole College grant award regulations took effect (approved on 08/06/2015 by the Academic Board Resolution No. AT-15-31-2), according which students can be awarded grants of 3 sizes: up to 1.2 BSI, 1 BSI, 0.8 BSI. The size of grants and the students who receive them are determined by Grant Award Committee. Grant Fund resources first of all are given for incentive grants, and the remaining funds – for one-off grants.

119. One-off grants can be of the following types: bonuses and extraordinary payments. Bonuses are awarded for active participation in Student Association, Olympiads, and competitions and for winners in sporting events, the organizers of events, well performing group monitors. Extraordinary payments are paid from the savings of the Faculty Grant Fund and may be awarded to students because of financial difficulties, the birth of a child, family member's death.

120. Good or very good learners, those who get social support and are socially active Marijampole college students may receive nominal grants: "ROTARY" Club scholarship, JSC "ALGA" nominal scholarship, Marijampole municipality nominal scholarship and Basketball nominal scholarship. 6 students of this study programme were awarded basketball nominal scholarship for sports achievements, 2 students were awarded Marijampole municipality nominal scholarship, and one student received "ROTARY" nominal scholarship

for good learning and social activity.

121. According to the College Director Order No IV-6 issued on 05/09/2006, “On Procedure for Providing the Bailout to the Disabled Studying at College”, financial support is provided for disabled people who are set at 45% or less capacity for work. The disabled are provided with these financial aid measures: for meeting special needs - 50% of the state social insurance basic pension size target allowance on a monthly basis for each semester to partially cover study expenses - 3.2 Minimum Standard of Living (MGL) set by the Lithuanian Government.

122. According to the Lithuanian State Science and Studies Foundation, announced competition, loans to pay the tuition and living expenses are organized.

123. Dormitory accommodation. All full-time and part-time students are provided with the dormitory accommodation. Number of rooms is sufficient

1.5.5. Principles of Student Achievement Assessment System.

124. Assessment of learning outcomes is carried out according to college quality management procedures MK PR-19 “Subject studies realization procedure” and MK PR-21 “Learning outcomes final assessment procedure” and according to Academic Board Resolutions. Each subject module programme indicates accurate achievement level, assessment marks and assessment criteria.

125. Subject study assessment is cumulative and formative, which includes midterm tests (tests, seminars, students' individual and group self-study tasks). Therefore, midterm tests and exam tasks include at least two-thirds of all the learning outcomes foreseen in the subject study programme. Each subject is completed with an examination or work presentation.

The final assessment is calculated by the following formula: $GV = TA + 40\% + E60\%$, where GV final assessment TA, - intermediate tests average, E - exam or project work assessment score. Exam materials provide for each task to assess a table with the assessment criteria and their corresponding scoring system. The final assessment table provides the scoring of each task and the final exam assessment score (all tasks scores arithmetic average). Professional practice evaluation is calculated according to a similar project, the thesis presentation assessment formulas. Final thesis assessment is carried out following “Marijampole Collge studies written works design and final theses preparation and defence regulation (approved by Academic Board Resolution on 13/04/2015, No. AT-15-16). Final thesis is assessed in public defence with, the order of the College principal, participation of Qualification commission, which includes social partners, head of the programme committee and lecturers. Final thesis ant its defence is assessed by reviewer and Qualification commission. The list of final thesis topics of 2015 is provided in annex7.

126. When starting to teach a subject, a lecturer, in order to motivate students for studies of the subject, provides subject programme, discusses expected learning outcomes and introduces to examples of examination and work project tasks, their organization procedures and assessment criteria. When a subject goes on for several semesters, before each semester, lecturer introduces students to semester outcomes assessment formula, its parts, and intermediate assessments form and assessment criteria. Average mark of intermediate tests has to match the minimal assessment criteria. If a student is not allowed to take examination or to carry out a project work because the minimal assessment criteria are not matched, lecturer comments and argues the reasons.

127. Feedback about achievements of students is provided by various methods. The most common form – discussion after each intermediate test, examination or project work presentation, it includes their analysis, methods for correction. Discussions are carried out in oral during lectures or on agreed time after examination; written works of students also include comments and observations. Each student is given a possibility to discuss the outcomes individually, depending on the type of mistakes or situation. At the end of semester, outcomes of each subject are summarized, reflections are given and students evaluate their achievements.

1.5.6. Admission

128. Student admission is organized when the entrants choose the programmes by priority (see table 1.5.6.1.). The top popularity of the programme is shown by the number of entrants in the first priority of requests indicated in the applications.

Table 1.5.6.1. The number of participants in the general admission.

Academic year	By the first priority		By any priority		Number of the admitted	
	NS*	IS*	NS	IS	NS	IS
2015-2016	15	4	76	35	18	-
2014-2015	10	9	81	54	13	4
2013-2014	20	14	95	77	17	2
2012-2013	45	21	209	136	15	19

NS* - full-time studies; IS* - part-time studies

129. When analysing the numbers of entrants, it is clear that the biggest interest in Culture and Sports Management study programme was in 2012. This indicates that quite motivated and promising students entered this study programme. Since 2009, when the Law on Science and Studies (National News, 2009, No. 54-2140; 2012, No. 13-554) came into force and a new competitive admission to higher education study funding model was launched, the state-funded places were distributed nationwide to the most talented students. The number of students to state-funded places decreased (see Table 1.5.6.2). This was influenced by annually declining number of places funded for business and management study programmes in Lithuanian colleges: 2011– 2355 places, 2012– 2065 places, 2013– 1588 places, 2014– 1429 places, 2015 – 1280 places

Table 1.5.6.2. Number of the admitted

Academic year	State – financed places		Non-financed places		Total	
	NS*	IS*	NS	IS	NS	IS
2015-2016	-	-	18	-	18	-
2014-2015	3	1	10	3	13	4
2013-2014	2	1	15	1	17	2
2012-2013	3	2	12	17	15	19

NS* - full-time studies; IS* - part-time studies

In 2013 and 2014 a small number of students were admitted to part-time studies. After evaluating the situation we suggested the students full-time study form.

1.5.7. Data on the progress of studying students

130. Having assessed the results of study subjects examination and compared with competitive grades, it was found that the average of the balanced assessment depends on the highest competitive score into state-funded places and the places where the students study at their own expense, i.e., the higher the competitive score, the better the balanced average of the achievement is. For example, the balanced average of the student admitted at the highest score (16.48) has the highest balanced achievement average - 9.4. The balanced average of the student admitted at the lowest score has the lowest balanced achievement average (respectively, competitive score 3.6 and avg. 6.7).

1.5.8. . Student drop-out

131. During the study process for one or other reason there is always a change in the number of students (see Table 1.5.8.1).

Table 1.5.8.1. Student number change in the groups per year

Academic year	Student number change in the groups per year							Total	
	I		II		III		IV	NS	IS
	NS*	IS*	NS	IS	NS	IS	IS		
2015-2016	17	-	16	-	12	-	15	45	15
2014-2015	16	-	13	-	11	13	-	40	13
2013-2014	14	-	12	15	-	-	-	26	15

2012-2013	15	19	-	-	-	-	-	15	19
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NS* - full-time studies; IS* - part-time studies

132. Student “drop-out” analysis indicates, that during 2012-2013 academic year, there were 3 freshmen from full-time studies, who were removed from the list (20% of the admitted), while in part-time studies there were 4 such cases (21% of the admitted). In 2013-2014, there were 5 drop-outs from full-time studies, in 2014-2015 – 3, 2015 – 1 student, who did not come back after academic holidays and 1 student who left because of personal reasons. The main causes of “drop-out” were: difficult financial situation and inability to coordinate work with studies (83.3% of all cases), below-minimum marks (8.4%) and chance of study programme (8.3%).

133. Study Regulations foresee the possibility to change the study programme to a different programme; female students raising young children and working students who have financial difficulties can study according to individual course schedules; students are given loans to cover living expenses, tuition funding; the students are given the chance to pay tuition fees in parts; students are also paid social, incentive and one-off grants.

134. The teachers monitor student progress, intermediate tests results and consult the students by the need. During reflection, self-assessment the students are encouraged to make progress. The teachers periodically inform the Head of the Department and the programme committee chair about negative results of the intermediate assignments (the student can take the exam only if the intermediate tests results average is a positive point during the semester). At the end of a semester the student's performance results are discussed at the Department extended meeting, and “drop-out”, the opinion of students, teachers and academic group tutors is heard and analysed on the progress changes and "drop-out" causes.

1.5.9. Time dedication to lectures, practice, self-study.

135. The time ratio spent on lectures, classes and seminars, self-study work is rational. Following Marijampole College Study Regulations, studies are organized in semesters. School year consists of 2 semesters – autumn and spring. The duration of the semester is 20 weeks, 4 of them are for examination session, 15 weeks – theoretical and practical teaching and practices, and 1 week – consultations, self-study. Lecture schedule is made according to the 40-hour work week. Classroom work for full-time students does not last longer than 8 academic hours per day, a total of 20 contact academic hours and five classroom tutorial hours per week. The rest of the time can be spent for self-study, task performance, research activities.

136. Theoretical lectures in full-time studies, classes and seminars are conducted in the classrooms according to the study department made schedule. The ratio of classroom and self-study work hours by study forms is determined by MES approved regulations of fields of study, requirements for the study form descriptions, Sequential study regulations, Basic, specialized professional and integrated studies regulations, Requirements for restructuring Programme structure according to the ECTS credit structure (Approved by the Director of MC on 20/03/2012, Order No IV-218).

137. At the end of the semester four weeks are given for exam session. Exams and other tests are organized only having covered the theory course and having performed all self-study tasks. Examination schedules confirmed by the Dean shall be published no later than one week before the exam session. There cannot be more than 7 exams during the session. There should be not shorter than 3 days intervals between exams.

1.5.10. Student mobility

138. Students of Culture and Sports Management study programme are given possibilities for participation in Life-long learning programme Erasmus sub-programme (further – programme) mobility activities. Students who have not completed the first degree course, cannot go to Erasmus partial studies (this is defined by Erasmus programme administration rules), but this restriction does not apply for students’ movement practice. Student Algirdė Adomaitytė carried out practice according to Erasmus mobility for practice programme in Spain (Seville). The programme is only started so student mobility cannot be well evaluated, but there are motivated students who indicated their willingness to go (Šarūnė Luckaitė, Algirdė Adomaitytė, Povilas Valaitis).

1.5.11. Ways of ensuring academic honesty

139. Marijampole College Academic Board approved (on 19/04/2006, meeting protocol No 9-7, new ethics codex approved on 08/06/2015, No. AT-15-30) Student Code of Conduct which introduces students to norms of behaviour and requires complying with in the code. It is also possible to invite the commission watching the fairness during subject settlements (around 2-4 Vilnius University Students' Council members). To check students' self-study work, synopsis, term papers and other written work teachers can use the Lithuanian plagiarism detection system www.plag.lt.

1.5.12. Possibilities to choose subjects and modules according to needs

140. Students choose optional subjects from the list of free elective subjects. The list of these subjects and subject descriptions are published on the College website. There is a *Marijampole College Description for Elective Courses Study Organization (Marijampole College Academic Board Resolution on 8/12/2014, No.AT-14-37)*. Students choose one free elective subject in the 3, 4 and 5 semesters. Students have to choose free elective subjects firstly from the list of artistic and sports self-expression and cultural leisure organization for self-education subjects; secondly – from the general subjects list; thirdly – from the list of study field subjects. At College and (or) in other Lithuanian and foreign higher education institutions studied and assessed subjects, subjects studied and assessed in international exchange programmes, Erasmus intensive programme are included not following the consistency of the choice of free elective subjects. Students of the analysed programme in 2013-2014 had selected *Pilates: Physical Activity and Relaxation and Emotional Intellect Development* subjects, 2014-2015 – *Nutrition and Health, Social Skills Development, Communication Skills Development, Self-knowledge and Self-education Practicum* subjects, 2015-2016 – *Sports games: basketball, Professional English and Leadership* subjects.

141. *Strong sides.* Dissemination of information about the study programme and its changes is consistent, carried out in time; various means of dissemination are used, which helps strengthen students' motivation. According to students' needs, flexible study possibilities are created; various material and moral encouragement means are used. Assessment criteria are frequently reviewed and allow sufficient objective assessment of students' achievements.

142. *Weak side.* Little international movement because of insufficient foreign language skills.

143. *Improvement actions.* To improve foreign language skills and promote students' participation in international exchange.

1.6. Programme management.

1.6.1. Efficiency of ensuring internal study quality.

144. In order to ensure quality system maintenance and development efficiency, Quality management system (KVS) was implemented at the College in 2013, conforming to international standard ISO 9001: 2008 requirements. The College KVS was certified on 25/10/2013. This system conforms to European higher education space study quality ensuring regulations.

145. The College KVS identifies and describes ongoing processes. In order to ensure students' satisfaction with Marijampole College study quality, there are set processes and prepared procedures, ensuring regulation of requirements for studies, study quality evaluation and feedback regulation: MK PR-25 "Career Management Procedure"; MK PR-13 "Procedure for Development and Accreditation of Implemented Study Programmes".

146. To ensure study programme quality, programme realization procedures are prepared: MK-16 "Study Schedule Preparation Procedure"; MK PR-17 "Lecturers' Tariff Preparation Procedure"; MK PR-18 "Schedule Preparation Procedure", MK PR-16 "Subject Studies Realization Procedure", MK PR-20 "Administration of Learning Outcomes", MK PR-21 "Procedure of Final Assessment of Learning Outcomes", MK PR-22 "Procedure of Final Documentation and Presentation", MK PR-10 "Science Applied Activity Procedure".

According to KVS system, programme management and decision making is carried out according to three levels (college, faculty, department_ organizational structure. Each level contains precise responsibilities. Programme management on the college level is regulated by the order of 22/11/2011 by Marijampole College Principle. Dean approves head of a study programme committee, the composition of the committee.

Vice-principle for academic activity manages academic activity of the College through coordination of study programmes. Academic Board approves new study programmes, discusses study quality issues. On the faculty level, study programme organization and implementation process is ensured. In dean's office, material supply, study quality improvement, lecturers' workload distribution issues are discussed. Departments take care of study quality.

147. Main internal quality assurance system principles are self-analysis and evaluation: ability to determine and reasonably evaluate strong and weak sides of activity, balanced improvement of most important activity fields, keeping up-to-date, by using data from students', lecturers' and work labour research. Aim of self-analysis – to analyse advantages and disadvantages of a study programme, measure progress, in order to achieve set goals and constantly improve activity of the institution.

148. In order to ensure quality system maintenance and development efficiency, Quality management system is developed and is being implemented at the College, conforming to standard ISO 9001: 2008 requirements.

149. Study programme administration and quality assurance process is indicated in the College Statute, Study regulations, Students rotation procedure and etc.

150. During the implementation of study programme, data about the implementation is collected and systematized. Data about students' movement, progress and drop-out is collected by study department, and statistics of lecturers' movement – staff department.

151. Programme quality assessment is carried out at least once a year, when the department conducts activities reflection. Dance pedagogy study programme reflection is part of college activities quality evaluation. It distinguishes programme strengths and weaknesses, threats and provides quality improvement opportunities. Evaluation necessity is influenced by internal and external demands. Pedagogical practices discussions take place regularly, upon completion of this or that kind of practice. This ensures the quality of teaching practices, prompt feedback and an opportunity to make the necessary changes. Evaluation of students, who have carried out their practice, is exercised by the programme committee, and together with the department they analyse and summarize survey results.

1.6.2. Administration of Culture and Sports Management study programme.

152. When implementing Culture and Sports Management study programme, ensuring its quality and constant development, the College follows quality ensuring system, which defines quality policy, aims and main methods to achieve them. Quality ensuring system determines procedures of observation of study programme preparation and evaluation.

153. In order to ensure more efficient programme management through communication among lecturers, social partners and students, active participation in programme implementation and development, College study programme committees were established. Their regulations, defining composition of committees, functions, and work organization were approved on 22/11/2011 by an order of the principle No. IV-98. Study programme committees became responsible for quality of the study programme. In their work, committees follow College Statute, Study Regulation, other legislation regulating studies, and other committee regulations.

154. Composition of Culture and Sports Management study programme committee is approved by dean of the faculty. Programme committee consists of: social partners/employers, graduates, student representatives, lecturers of departments. Qualification of the programme quality members is appropriate to carry out their functions. The members of the committee are responsible for study programme quality improvement. At the end of the year, the committee prepares annual activity report. Head of the committee at the end of each semester carries out a survey on study organization, teaching quality, assessment system, and subjects programme improvement. The survey is taken by students and lecturers. Survey analysis results and suggestions are provided to Law, Management and Communication Department.

155. During meetings in the department, study organization and development issues, quality evaluation results are discussed, means for improvement are proposed. The department tries to achieve staff qualification development, collaborates with social partners and other higher education institutions, in such way improving subject programmes and realization of practices. Accepted proposals are provided to the dean's office, faculty board, and academic board.

156. Study programme quality evaluation is carried out twice a year: at the end of autumn and spring semesters. The following methods are prepared: students learning outcomes analysis, questionnaires, and

students' professional activity practices reports, discussions, and observations by the head of the qualification committee and etc. On the basis of the results, during the department meeting, strong, weak sides of the programme, threats are discussed, quality improvement possibilities are planned.

For internal quality evaluation, such areas are selected, that are oriented to external evaluation. One of the quality evaluation areas is teaching quality assessment. For this, heads of programme committees at the end of each semester carry out questionnaire for students on the importance of the subjects taught for students' professional preparation and the quality of teaching. Questionnaire questions are adjusted each year. Students and lecturers are introduced to the questionnaire results, they are discussed in the meeting of department lecturers, and means to remove the shortcomings and to ensure quality are suggested. Students have a possibility to evaluate not only the activity of the lecturers, but also their own.

157. Collaboration with employers creates real preconditions to attract teachers - practitioners, include employers to the study programme evaluation and improvement. Professional activity practices are organized following Quality management system procedure MK PR-19 "Realization of Subject Studies. Practice.". At the end of professional activity practice, its discussion is organized, with emphasis on practice organization and professional preparation. This survey is carried out by heads of programme committees and together with departments they analyse and summarize survey results.

158. Collaboration with other education institutions is developed by exchanging experience, teaching methodology, and innovations. College lecturers maintain direct relations with lecturers from other higher education institutions; participate in their events, seminars, and conferences. Collaboration is developed with VDU, LSU, KTU, and MRU. Lecturers from other institutions also arrive.

159. Students survey results indicates the compliance of study programme and subject content, applied study methods and assessment system, students workload with the set quality criteria, requirements and expectations of the students. Programme lecturers are introduced to the survey results. On the basis of survey results, they adjust study programme management quality, which would satisfy the needs and expectations of the students, would set the achievement of the learning outcomes on the highest level.

160. According to the survey data, 95% of Culture and Sports Management study programme students are favourable towards the quality of the studies: studies organization, business and motivating communication with participants of the study process, objectivity of the assessment system, applied activating study methods, provided academic support, information, and consultation. Students also evaluate professional activity practices, provide feedback about the suitability of practices places, and the benefits of the practice in order to achieve the learning outcomes.

161. Evaluation of the study programme implementation is carried out not only by students and lecturers, but also by practice leaders. Employers express their opinion what graduates, considering their knowledge and competencies, they would like. Representatives of employers participate in the work of qualification committee, evaluate students' professional competencies and provide specific suggestions about the preparation of specialists. The aim is to find out how to improve the study process, what knowledge and skills students should acquire in order to successfully become a part of the labour market.

1.6.3. Strong, weak sides of the programme management and improvement actions.

162. Strong side. Quality in the College is given main attention: quality assurance procedures are defined, programme evaluation, feedback, programme improvement procedures are determined. Management of Culture and Sports Management study programme is effective, functions and responsibilities are defined and clear; there are employees responsible for specific programme implementation areas. The programme is frequently evaluated on the basis on periodic surveys taken by the students and lecturers. Close collaboration with social partners is carried out, by involving them in main decision making processes.

163. Weak side. Not sufficiently informative form of the students' survey.

164. Improvement actions. To improve the form of the students' survey.

2. ANALYSIS OF CULTURE AND SPORTS MANAGEMENT STUDY PROGRAMME (I – PART-TIME FORM)

2.1. Programme aim and learning outcomes.

165. Aim and learning outcomes of Culture and Sports Management part-time study form are similar to the aim and learning outcomes of the full-time study form.

2.2. Programme structure.

166. Part-time study programme composition, content, study methods are defined in section 1.2 and match Culture and Sports Management full-time studies. In the part-time study plan (annex 1), study subjects are the same, teaching logic and overall credits are unchanged. Distribution of subjects is slightly different because of different study length. Part-time studies are carried out in 8 semesters (4 study years). The number of subjects in one semester – 7. Practices begin on the 5th semester. The biggest part of study time is dedicated to self-study.

2.3. Academic staff

2.3.1. Staff compliance with legislation requirements.

167. Part-time students are taught by the same lecturers as full-time students. Information about the academic staff is provided in section 1.3. The list of lecturers is provided in annex 2, lecturers CV and activity descriptions – annex 3.

2.4. Material resources.

168. Part-time studies organization uses the same material base as full-time studies. One defining feature is that full-time students select practice places individually. Information about material resources is provided in section 1.4.

2.5. Study process and assessment.

169. Students admission to part-time studies is carried out following the same principles as in full-time studies (see section 1.5). Competitive scores of the admitted to part-time studies of Culture and Sports Management study programme indicate that sufficiently motivated students were admitted (in 2012-2013, average score was 10.22; 2014-2015 – 2.6. In 2014, competitive score calculation scale changed, according to which the maximum competitive score can be 10).

170. Part-time studies are given the same support, with the exception of incentive and one-off grants (see section 1.5). Part-time students are consulted more and they are also consulted more via email.

171. Principles of learning outcomes and final thesis assessment are the same as in full-time studies.

172. Having assessed the results of study subjects examination and compared with competitive grades, it was found that the average of the balanced assessment depends on the highest competitive score into state-funded places and the places where the students study at their own expense, i.e., the higher the competitive score, the better the balanced average of the achievement is.

173. During the study process for one or other reason there is always a change in the number of students (see section 1.5).

174. Students of part-time studies can also select subjects from the elective subject list.

175. Part-time students are given 4 week session in each semester. The rest of the semester students study individually, consult with lecturers, carry out professional activity practices, and take examinations.

2.6. Programme management.

176. Information about programme management is provided in section 1.6.