

## REVIEW

of the Educational and Professional Programme "Physical Education" for the second (Master's) level of higher education, Specialty A4 Secondary Education (Physical Education) implemented at Ivan Boberskyi Lviv State University of Physical Culture

The Educational and Professional Programme "Physical Education", implemented at Ivan Boberskyi Lviv State University of Physical Culture, is aimed at training master's degree holders for professional activity in the field of physical education in institutions of general secondary and pre-tertiary education.

The programme is structured in accordance with the second cycle of higher education (EQF Level 7), comprises 90 ECTS credits, and in general corresponds to the European approach to training physical education teachers as professionals capable of combining pedagogical, methodological, research, and project-based activities. A positive aspect is the clear declaration of a competence-based approach, an orientation towards student-centred learning, and the integration of elements of academic mobility.

The compulsory components of the programme (60 ECTS credits) are logically grouped and cover the key areas of professional training typical of master's programmes in physical education in EU countries.

Courses of general pedagogical and managerial orientation ("Pedagogy and Psychology in Educational Institutions", "Management and Marketing in Educational Activities") correspond to the European trend of expanding the professional profile of the teacher as an organiser of the educational process and an active participant in the institutional development of the school. The inclusion of the educational component "Information Technologies" is consistent with EU requirements regarding the digital competences of teachers.

The professional block ("Theory and Methodology of Physical Education", "Differentiated Physical Education", "Inclusive Physical Education in General Education Institutions", "Development of Physical Literacy") corresponds to contemporary European views of physical education as an inclusive, differentiated, and health-oriented educational process. Particularly positively assessed is the inclusion of disciplines aimed at developing physical literacy, which directly correlates with the recommendations of the European Commission and the WHO.

The course "Foreign Systems of Physical Education" is important from the perspective of comparative pedagogy and the formation of an international vision of the profession. It potentially creates a basis for academic mobility and for adapting European experience to the national context.

The research component of the programme ("Methods of Scientific Research in Physical Education", "Scientific and Pedagogical Practice", "Master's Thesis") meets the requirements of the second cycle of the FQ-EHEA and ensures preparation for further study at the doctoral level. The scope and place of practical training within the programme structure correspond to European practice of combining theory, research, and pedagogical activity.

From the perspective of a European expert, it is advisable to recommend further strengthening of the international and interdisciplinary dimensions of the programme. In particular, consideration should be given to expanding the content of the course "Business Foreign Language" with an emphasis on professional English in the field of physical education, academic writing, and participation in international educational and research projects. It would also be appropriate to offer some courses or profile modules in English (for example, sports management, innovations in sport) in order to prepare students for an international career.

It also seems appropriate to integrate into the compulsory components elements related to European educational policy in the field of physical activity (EU Physical Activity Guidelines), school sport, and issues of students' mental health, which are relevant to the educational systems of most EU countries. The creation of interfaculty courses on health technologies would be beneficial, for example: nutrition in physical activity, injury prevention, sport and physical education for special groups (students with special educational needs, military personnel, pregnant/postpartum women, preschool children), similar to the practice of AWFIS.

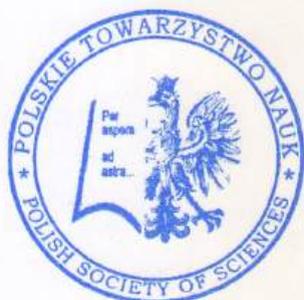
The introduction of modular "elective" specialisations could also be useful. This would involve creating a set of specialisations within a single educational and professional programme (for example, health and physical fitness diagnostics, nutrition, management, fitness instructor), similar to Polish practice, where students independently choose their educational pathway. This would increase graduates' adaptability to the labour market.

A further positive step would be a clearer articulation of learning outcomes related to the assessment of students' physical fitness and well-being, not only from the perspective of control but also of formative assessment, which is widely applied in European schools.

Overall, the Educational and Professional Programme "Physical Education" meets the basic requirements of the European Higher Education Area and demonstrates a high level of coherence between its purpose, competences, learning outcomes, and educational components. The proposed directions for improvement are of a recommendatory nature and may contribute to further European integration of the programme and to enhancing its competitiveness.

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