



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

PANEVĖŽIO KOLEGIJOS (Rokiškio filialas)  
**STUDIJŲ PROGRAMOS MUZIKOS PEDAGOGIKA**  
(*valstybinis kodas – 653X14004*)  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF MUSIC PEDAGOGY** (*state code -653X14004*)  
**STUDY PROGRAMME**  
at PANEVEZYS COLLEGE (Rokiskis branch)

**Experts' team:**

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2. **Prof. Adri de Vugt** *academic,*
3. **Prof. dr. Snejana Simeonova** *academic,*
4. **Prof. dr. Rūta Girdzijauskienė** *academic and representative of social partners'*
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**Evaluation coordinator -**

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Muzikos pedagogika</i>
Valstybinis kodas	653X14004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės studijos (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Meno pedagogikos, muzikos profesinis bakalauras; Pedagogas
Studijų programos įregistravimo data	2002-08-30

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Music pedagogy</i>
State code	653X14004
Study area	Social sciences
Study field	Teachers training
Type of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full time (3)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Arts Pedagogy, Music; Pedagogue
Date of registration of the study programme	30 <sup>th</sup> August 2002

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## I. INTRODUCTION

### 1.1. Background of the evaluation process

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

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

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

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

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

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

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

### 1.2. General

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

No.	Name of the document
1.	Quality manual of Panevezys College (2015)
2.	Methodological guidelines for preparation of final theses
3.	Description of students’ pedagogical practices
4.	Student mobility programme agreements
5.	Response to request for supplementary information on: staff working in schools; Erasmus exchanges linked to Music Pedagogy; teachers’ workloads;

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

This first cycle study programme of Music Pedagogy commenced in Rokiskis in 2002, and is currently administered by the Department of Social Sciences of Panevezys College of which the institution in Rokiskis is a branch. There are six other study programmes within the Department, all of them with a pedagogic focus. The present administrative arrangements are relatively new and follow a structural reorganisation of the College's academic units implemented early in 2014.

Although Panevezys College itself is relatively large: 26 programmes and some 1700 students, the Music Pedagogy programme, which runs both in Panevezys and in Rokiskis, is small in size, with a total of some 28 students in total (13 in Panevezys and 15 in Rokiskis). Despite its size, the programme itself is clearly highly valued, as the sole 'creative' programme within the wider institution. Members of the panel heard, at the first meeting with Administration staff, of how the College is currently seeking inter-disciplinary links between its music programme and other programmes (including management and bio-medical sciences) where music is able to provide a creative driver for new programme developments that have relevance for the Lithuanian economy and benefits for the local community.

There are currently eight first-cycle study programmes in Music Pedagogy within Lithuania, of which this is one, and the parallel programme at Panevezys College is another. The present evaluation of the programme at Panevezys College Rokiskis branch by SKVC is the first external evaluation of it to be undertaken. The College established a team comprising representatives both of Panevezys College and the branch in Rokiskis to produce a Self-Evaluation Report (SER). Ultimately, two SERs were produced (one for each institution) although there is inevitably much commonality of content between the two. As a consequence, two separate expert panel reports are being submitted to SKVC, despite there being much in common between the two. The SER group (and associated sub-groups) met between September and December 2014. The expert panel appointed by SKVC appreciated the comprehensive nature of the contents of the SER, and particularly commend the group for the quality of the evaluative comment it contains.

The meetings held during the visit to both institutions proved most helpful in enabling the panel to explore issues arising from the SER, and the panel would wish to place on record its thanks to both Colleges for the willing co-operation of all involved in supporting the visits, and

hopes that this report will assist the College as it develops further its work in the area of Music Pedagogy.

#### **1.4. The Review Team**

The review team was completed according *Description of experts' recruitment*, approved by order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 29-30<sup>th</sup> April 2015.

1. **Prof. dr. Colin Beeson (team leader)** Freelance Music Director and Education Consultant, formerly Deputy Principal, Royal Northern College of Music, Manchester, UK.
2. **Prof. Adri de Vugt**, Senior Lecturer in Music Education, Royal Conservatoire, The Hague, Netherlands.
3. **Prof. dr. Snejana Simeonova**, Professor, Academy of Music, Dance and Fine Arts, Plovdiv, Bulgaria.
4. **Prof. dr. Rūta Girdzijauskienė**, Head of Department Music Theory and Pedagogy of Klaipeda University, President of Lithuanian Music Teachers Association, Lithuania.
5. **Ms. Gerda Šidlauskytė**, student of Educational Sciences at Vilnius University, Lithuania.

## **II. PROGRAMME ANALYSIS**

### **2.1. Programme aims and learning outcomes**

The aim of the study programme is clear and corresponds to the objectives described in the *Standard of Training Primary and Middle School Music Teachers* and takes into account the current development of teacher training in Lithuania.

The main objective of the Music Pedagogy programme is to prepare primary and middle school music teachers who are able to develop a student's general musical culture, organise teaching of music, manage the process of development of musical abilities, interact and collaborate with the participants of the educational process, and improve professional and special competencies. The programme aims and learning outcomes are well defined, clear and publicly accessible on the College's website and in other resources like informational leaflets of the College and the Department of Social Sciences. Students at all stages are informed about the study programme aims, predicted learning outcomes and the assessment system. This has been confirmed during the interview with the students.

The programme aims and learning outcomes are based on academic and professional requirements and the needs of the labour market. The learning outcome that graduates will be able to communicate and cooperate with the community of the school and apply the partnership is a good example that the programme has an orientation on the ‘outside world’.

The programme aims and learning outcomes have also been developed in consultation with interested parties: the academic community, students and social partners. The developers of the programme have analysed the demands of the job market and taken the results of that analysis into account in the revision of the programme. One of the conclusions from a survey with the supervisors of the internship (2012) for example, was that students needed better communication skills. As a result, this has been formulated as a learning outcome within the programme. During interviews it also became clear that other parties have been consulted, such as postgraduates who work in different fields, and directors from institutes representing all levels of education, from kindergarten to gymnasium. The parties also included the basic school for the Deaf and Hard of Hearing and the Panevezys Musical Theatre.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. They correspond with the European Higher Education Qualification Framework for level six and the Lithuanian Qualification Framework level VI for the first cycle of study. The intended learning outcomes were formulated on the basis of *The Descriptor of Study Cycles* (Order No. V-2212 of the Minister of Education of the Republic of Lithuania, 21 November 2011). It is, however, clear that 9 learning outcomes of the college are still under development and it has been noticed that they are described on a more general level instead of being referenced on the specific training of music teachers. More artistic and musical competencies could usefully have been included in the context of music education, especially bearing in mind the specializations (Vocal Ensemble Management, Ensemble Musicology, Pre-school Music Education and Wind Instruments Ensemble Management, etc.), which are included in the study programme.

The aims of the programme, the learning outcomes, content and the qualifications offered are mostly comparable with each other and there is a good balance between theoretical and practical competences. In the further development of the learning outcomes for this programme it is recommended that European documents on learning outcomes for music teachers such as the meNet Learning Outcomes in Music Teacher Training and the EAS Learning Outcomes for Generalist Teacher Training in Music be consulted.

## **2.2. Curriculum design**

The design of the MP study programme has been based on the legislature regarding the general requirements for study programmes. However, given that the MP study programme belongs to the group of the study programmes of education, the use of the *Description of the Art Study Course* (SER paragraph 25) is not particularly appropriate for the design of the curriculum in this case.

The programme is designed to run over 6 semesters, i.e. 3 years, and consists of 180 ECTS credits. According to the study programme (Annex 5) in each semester not more than 7 study subjects are studied, and they are concluded with an examination.

The volume of subjects in the programme basically meets the requirements set by legal documents. That is to say: 90 credits are based within the study field; 60 credits are in pedagogical studies (30 theoretical and 30 practical); there are 15 credits of general college course units; and 15 credits of elective course units. The 30 credits of pedagogical practice take place across the entire study period.

The overall sequence of the courses is logical, starting with a few introductory and general courses, and a set of the main courses, most of which are extended over several (3 to 5) semesters. Study subjects and modules are arranged consistently, subjects and their topics do not repeat themselves. The Study plan is arranged so that the learning objectives and outcomes are achieved within a designated time-frame. There seems to be an optimal balance of theoretical and practical parts, as it became clear in the meetings with students, graduates and employers. Overall, it can be concluded that the curriculum is consistent with the type of studies and the aims of the programme.

According to the employers the panel met during the site visit, students can practise at the employers' institutions where they can provide teaching for different age groups and lead musical ensembles. Since the employers were from a variety of institutions, it appeared that students of MP programme are welcome in all types of institutions, including kindergarten, secondary schools, and institutions of non-formal education.

The proportion of musical and pedagogical subjects of the programme and their relation with the overall aims and learning outcomes could be considered separately. More than a third of the volume of the study programme is devoted to music subjects (Music language – 18 credits, Education of practical music abilities - 33 credits, Optional music module – 21 credits. Total 72 credits). However, the objective to develop students' musical competence is not expressed either in the study aims, or in the learning outcomes. The concept of the 'dual identity' of music



teachers as both musicians and teachers is widely accepted in current music teacher education literature and underpins the development of most music teacher education programmes. It could be predicted that some of the graduates of the programme will become stronger teachers, being less active as musicians and, vice versa, other graduates will devote their careers more to performing (individually or as leaders of pupils' musical collectives) than to teaching.

Eight musical specialisations could be mentioned as a strength of the programme: Development of Organ Playing Skills, Conducting for Folk Music Ensembles, Accompanying Musical Bands, Pre-School Music Education, Conducting for Wind Instrument Band Playing, Conducting for Vocal Ensemble, Ensemble Playing, Special Music Education. This wide choice of specialisations, however, potentially causes problems, especially in ensuring the provision of a wide range of appropriate resources (instruments, literature), attracting appropriate specialists to lecture for a small number of hours, and the general organisational difficulties of managing the study process. During their meeting with the panel, graduates said that they could not always choose their desired specialisations because particular specialisations were not available in certain years. However, during the meetings with the self-assessment group members, academic staff, students and graduates, it became clear that Panevėžys College and the Rokiskis branch each focus on the different options of specializations. For example, in Rokiskis the programme is focused on Development of the Organ Playing Skills, in Panevėžys – on Conducting for Vocal Ensemble, Accompanying Musical Bands, Special Musical Education etc. It would seem logical that such differences could be shown in the study programme and study plan. For now, the two study programmes (Rokiškis and Panevėžys) appear to be identical.

In general, the curriculum could be more focused to reflect recent achievements in science, art and technologies. Using more publications in foreign languages would also expand the content of the subject and help to improve students' foreign language skills.

### ***2.3. Teaching staff***

It is hard to divide the main Panevėžys and its Rokiskis branch teaching staff into two separate groups, since they are a part of an entire teaching establishment. And yet there are differences and features that should be pointed out. Rokiskis staff taking part in the MP study programme comprises 11 full time plus 3 part-time visiting lecturers from: Rokiskis Tumas Vaizgantas Gymnasium (1), the organist at the Church of Ascension in Utena (1) and Rokiškis Special Pedagogics and Psychology Centre (1). Among all the 14 teachers, two have a PhD degree and hold positions of associate professors, 9 have master's degrees (6 assistants + 3 lecturers); and 3 have master's degree equivalents (2 assistants + 1 lecturer). Four have a specific qualification in music didactics and teaching music in schools. The distance learning

opportunities initiated for some subjects of the college's programmes widen the range of communication possibilities between Panevezys and Rokiskis. Staff appear to be appropriately qualified, experienced and generally well-connected with the broader world of music education, and meet all legal requirements.

Most of the lecturers on the study programme (71.4%) have practical work experience that corresponds to their taught subjects and have acquired or renewed it in the last five years. The pedagogic experience of the teaching staff in years is 28 years on average. In the MP study programme each full-time lecturer teaches an average 198 classroom hours or 0.23 of full-time post hours. This is equivalent to 6.6 teaching hours per week. This is slightly more by comparison with staff contact hours in the Panevezys main campus. The qualifications and the number of the lecturers is sufficient for achieving the predicted learning outcomes of the Music Pedagogy study programme.

The minor teaching staff turnover that took place during study programme assessment period had a slight positive effect on the MP study programme. Beginning with 2010, educational (teaching) subjects are taught by lecturers with PhDs.

The College ensures favourable conditions for the professional development of teachers, and it is clear that all the lecturers on the MP programme have had a sufficient number of events to renew and improve their theoretical knowledge and practical skills, including: courses, seminars, internships, individual improvement, masters and doctoral level studies, professional interaction in the social sphere, etc. In 2010-2014 events to help lecturers improve their competences comprised activities which totalled 2339 hours, averaging out to 212 hours per full-time staff member. Between 2010 and 2014 seven MP programme lecturers (50%) had improved their professional qualification abroad as well.

The main languages used by the teachers' are Russian, English and German. In recent years, special focus has been given to development of English language skills. For example, in 2013 two MP lecturers attended English language courses. Five ERASMUS teachers' exchanges have taken place since 2011 as well as 5 other visits to European countries.

A large part of the research activity carried out at the College and in the Rokiskis campus by lecturers working on the programme takes place in general pedagogy, and specifically in the music pedagogy teaching field. Between 2010 and 2014, 11 of the lecturers teaching MP published articles in a variety of publications. 9 articles were published in the College's own periodical, published since 2008. At the time of the assessment, 8 (57%) lecturers on the programme created and organised over 10 original-content seminars, lectures and training sessions as well.

Some members of staff are involved in activities outside of the college. A part of them participate in client's research studies, including the research study of public opinion about the organization of cultural activities in the community centres in different regions of the country. Other members are involved in organizing the international organ music festival in honor of Rudolf Lyman in Rokiskis. The Head of the Vyzuona Parish church choir is also a teacher at the Rokiskis branch. One lecturer is a member of two national organizations (the Lithuanian Association of Pedagogical-Psychological Services, and the Lithuanian Association of Psychologists), and one local organisation (the Rokiškis District of the Board for the Welfare of Children).

The analysis of experience and professional development, research work and interests of the lecturers on the MP study programme shows that the staff in Rokiskis branch of Panevezys College is suitable and sufficient for implementing MP study plan aims.

#### ***2.4. Facilities and learning resources***

On the basis of its observations during the site visit at the Rokiskis campus of Panevezys College, the panel concluded that the facilities and environment for teaching and learning were broadly adequate for the limited number of students on the MP study programme. The main building itself is attractive and welcoming, designed to provide an appropriate and encouraging environment, although the classroom settings suggest a very traditional approach to teaching and learning. There appeared to be an appropriate number of individual workrooms with pianos, and most of the general classrooms were equipped with computers and projectors.

The general decorative order of the building was good, and there was a palpably friendly and supportive sense of purpose within the building. We were able to see the attractive, 70-seat concert hall which houses an impressive two-manual pipe organ built by Antanas Sauklys in 1992. This room also contains a grand piano which appeared in good order. A separate, 'Ahlborn' electronic organ is also housed on-site.

The College also boasts a range of traditional instruments, although it was not made clear how these are used in the teaching context. Overall, the students and alumni we met were content with both the quantity and quality of instruments at their disposal in the Rokiskis campus.

The Library on site appeared sufficient to meet the demands of the limited number of students. The holdings tend to be nationally orientated, but with a substantial number of publications in Russian, and with very few other foreign titles. The students we spoke to indicated that few of them read Russian literature generally. Holdings of recordings were rather dated, including many recordings on reel-to-reel tape, vinyl disc and cassette, but we were given to understand that a process of digitising this stock is currently under way. Nonetheless, ongoing

investment in more contemporary media, including CDs should be undertaken in parallel with this in order to increase the currency of the library's stock of recordings. Students are able to access a variety of online databases, but there was little evidence of students being encouraged so to do, and few students commented on this. Students' limitations in terms of English language proficiency is acknowledged (SER, para 72) as a potential bar to further development in this area, which is something the College may well wish to address separately.

The educational institutions used as partners for teaching practice appear to be sufficient in number, and cover a good range of types of institution, thus offering students an appropriate choice to be able to pursue particular, individual specialist pathways.

### ***2.5. Study process and students' performance assessment***

According to self-evaluation report of the Music pedagogy study programme admission requirements are well-founded. They are accessible on the College's website ([www.panko.lt](http://www.panko.lt)) and on the website of Lithuanian higher education association to organize general admissions (LAMA BPO, [www.lamabpo.lt](http://www.lamabpo.lt)).

During the visit to the College, the management team and graduates explained that some students were already working whilst undertaking their studies. According to the SER, students also have the opportunity to study simultaneously at other higher education institutions. During the visit, the SER preparation group confirmed that there were no such students in the Music pedagogy study programme currently. Nevertheless this opportunity illustrates that the programme is developed so that it is flexible according to students' needs.

There is some lack of clarity in course unit descriptions – the methods of students' assessments are not clear. Although in the SER and during the visit the assessment methods were named (such as analysis of documents, activity modelling, creative practical tasks, concerts, performances), students tend not to be as clearly familiar with them in precise terms. The college is encouraged to clarify the precise nature of its assessment types in course unit descriptions.

As stated in the SER, students are encouraged to use modern computer technology. Both in the report and during the visit, the self-evaluation preparation group, teachers and students all mentioned making use of the virtual learning environment (Moodle), also using musical software such as Sibelius and Finale. The apparent widespread use of modern computer technology for teaching and learning is commendable.

During the visit, experts observed that the evaluations of students' final theses are adequate, and the literature used is contemporary. Methodological guidelines for the assessment of final theses and practice are well defined, even though not all students were familiar with these. Nevertheless there could be some improvements. The topics of final theses tend to be very

similar to one another. The literature drawn upon is mostly Lithuanian and more pedagogically-based than musical. There is also very little literature derived from international databases. According to the information gained during the visit, this might be because the students choose their topics by themselves rather than from the staff suggestions. The College may wish to consider increasing the amount of guidance offered to students when determining the topics of final theses.

As stated in the SER, students are encouraged to participate in research activities. In the assessed period students wrote and presented two articles. This kind of activity is promoted by the College awarding scholarships. During the visit social partners stressed that students happily join non-formal activities while doing their practice at schools. Involvement of students in this type of activity is commendable.

The College submitted 16 student and staff mobility agreements. According to these, the total possible numbers of incoming and outgoing students for studies are 36 each. In addition to these one agreement suggests the total number of 40 months of the study periods for incoming and outgoing students each. The total numbers of incoming and outgoing students for traineeships are 10 each. However according to the SER, during the assessment period only one student chose this possibility. This number could, with benefit, be increased in order to expand students' experience.

According to the SER, students are provided with academic and social support from teachers and the coordinators of the group. During the visit students were positive about their experience and felt generally well supported by the college. Students also mentioned the system for students to raise particular problems with student representatives through the web. This is particularly commendable, and an example of excellent practice.

As stated in the SER, most graduates work in the field related to their studies such as music teachers in basic schools, gymnasiums, managers of ensembles etc. This was confirmed during the visit. It was also noted that many of the graduates worked in the field of studies before and/or during their studies also. In all, the professional activities of the graduates meet the College's expectations.

## ***2.6. Programme management***

Responsibilities for programme management are set out in comprehensive detail in the College's SER, which also includes substantial reference to the Quality Assurance and Enhancement systems of the institution. An updated model of quality management has recently been introduced, following the findings of a European Social Fund supported project, *Improvement of the Internal Study Quality Management System in Panevezys College* (VP1-21-

SMM-04-K-02-014). This updated model, according to the SER (para. 102) “integrates the principles of total quality management, the European guidelines for higher education and the Requirement of the General Assessment Model”. Also, as part of the funded project, a new Quality Manual was written, which includes, *inter alia*, procedures for regulating the design of new study programmes, processes for internal quality monitoring, procedures for internal and external assessment, and the distribution of decision-making for the management of existing programmes.

Whilst, within the time available, it was not possible exhaustively to explore all the aspects of these systems, it was nonetheless clear to members of the panel that the management model and quality assurance systems described appeared to function very effectively, such that a clear sense of integration, and a shared vision, seemed to exist between the College management and the teaching staff of the institution.

Insofar as the monitoring of internal quality is concerned, the panel were pleased to note a generally good sense of involvement and understanding of the systems among the staff and students: indeed, students felt that the annual programme surveys to which they contributed, offered sufficient scope for them to raise issues as appropriate. The panel was also able to identify areas where change in course design and/or content had arisen as a direct result of the annual monitoring process. Teaching staff, for example, pointed to recent changes to assessment criteria, the inclusion of an optional instrument as an elective choice, and improvements to information technology, as direct outcomes of quality assurance procedures. Further, the panel was pleased to note, from its meeting with employers, that the College took steps to ensure that their voice was also heard as part of the internal quality assurance process. Broadly, the employers were very satisfied with the work of the College’s students, although one in particular commented that students would benefit from the acquisition of a broader range of ‘general’ management and organisational skills.

The College also has in place a system for the collection and storage of management data for use in internal quality management. In addition to records held by individual departments, the College also maintains central records relating to: ratio of accredited programmes to programmes assessed, student drop-outs, the ratio of students gaining qualifications and the number accepted in the first year, indicators of intensity of use of Moodle, evaluation of final theses, etc. This information has been used by the College’s Academic Council since 2014 to set quality goals and objectives in an annual action plan.

In its own assessment of the strengths and weaknesses of programme management, the College identifies, in the SER, (para. 117) an ‘insufficient participation of students and

employers in the improvement processes of the quality management system”, and proposes that any future expansion of programme management should proceed with the support and increased involvement of students and social partners. On the basis of what the panel has seen at the College, it has confidence that a sufficiently supportive culture exists within the institution to enable such future developments to proceed effectively.

## **2.7. Examples of excellence**

The panel noted many examples of good practice at Panevezys College, but would particularly wish to draw attention – as an example of excellent practice – to the system whereby students are able to raise any particular problems they may have direct with student representatives through a web-based interface. The principle of such a system as a means of maintaining anonymity when students raise problems is something that could with benefit, the panel believes, be replicated elsewhere.

### **III. RECOMMENDATIONS**

1. When updating the programme aims and learning outcomes, a broader spectrum of international documents on learning outcomes for music teachers could, with benefit, be consulted.
2. When reviewing the programme, a more appropriate balance between pedagogic and musical competences could be sought, by identifying study aims and modelling the study programme in accordance with them.
3. As the programme evolves, consideration could be given to updating the content of the programme to reflect the latest achievements in science, art and technologies, and utilising more foreign literature and including more publications from databases in the study course descriptions.
4. The College is encouraged to keep its investment in music recordings, music scores and contemporary international musical publications under review in the interests of maintaining the quality and vibrancy of its Music Pedagogy provision.
5. The college is encouraged to clarify the precise nature of its assessment types in course unit descriptions.



#### **IV. SUMMARY**

The programme aims and learning outcomes are well defined, clear and publically accessible and have been developed in consultation with an appropriate range of stakeholders. They are consistent with the type and level of studies and the level of qualification offered. Several learning outcomes are still under development and would benefit from being more closely referenced on the specific training needs of music teachers.

The course design meets all legal requirements and the curriculum is consistent with the type of studies and the aims of the programme. More consideration, however, might be given to the 'dual identity' of music teachers as both musicians and educators as the course develops further, and the programme content could more readily reflect recent achievements in science, art and technology.

The profile of the teaching staff is sufficient to meet all legal requirements, and to ensure the learning outcomes of the programme. Many are active as researchers in the study field and many have been involved in international cooperation. Many, also, are well connected with national organizations in music and pedagogy. Professional development is well supported by the College, including the development of foreign language skills.

Facilities and learning resources are broadly adequate for the limited number of students on the programme, and a good range of partner institutions are available for teaching practice placements, but the College acknowledges a need to maintain investment in music, recordings, scores and contemporary international musical publications in order to maintain the quality and vibrancy of its music pedagogy provision in the longer term.

Students generally are happy with the quality of their study programme, which can be flexible according to students' needs, although there is some lack of clarity around assessment methods in course unit descriptions. The use of technology appears to be well embedded within the process of teaching and learning, including the use of Moodle. Students generally are well supported, and participate in annual surveys of their programme. Of particular note is the availability of a web-based system within the College whereby students are able to raise problems direct with student representatives: this is regarded as an example of excellent practice in terms of pastoral support. Graduate employment within the field of studies is generally good.

Programme management appears to function effectively, and the processes for quality assurance and enhancement likewise appear effective, with a clear understanding among staff and students of the systems employed. A shared sense of vision for the institution among administrative and teaching staff was apparent, as well as a generally healthy culture of collegiality across the institution.

## V. GENERAL ASSESSMENT

The study programme *Music pedagogy* (state code – 653X14004) at Panevezys College (Rokiskis branch) is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>18</b>

\*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. Colin Beeson
Grupės nariai: Team members:	Prof. Adri de Vugt
	Prof. dr. Snejana Simeonova
	Prof. dr. Rūta Girdzijauskienė
	Ms. Gerda Šidlauskytė

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Panevėžio kolegijos (Rokiškio filialo) studijų programa *Muzikos pedagogika* (valstybinis kodas – 653X14004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>18</b>

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

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## IV. SANTRAUKA

Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai skelbiami; jie parengti pasitarus su atitinkamomis socialinių dalininkų grupėmis. Programos tikslai ir numatomi studijų rezultatai atitinka studijų rūšį, pakopą ir kvalifikacijų lygį. Kai kurie studijų rezultatai dar tobulintini – būtų naudinga juos kuo labiau susieti su konkrečiais muzikos mokytojų rengimo reikalavimais.

Programos sandara atitinka visus teisės aktų reikalavimus, dalykų turinys – studijų pakopą ir programos tikslus. Vis dėlto studijose daugiau dėmesio būtų galima skirti muzikos mokytojų „dvigubai tapatybei“ – muzikanto ir pedagogo, o programos turinyje galėtų labiau atsispindėti naujaisi mokslo, meno ir technologijų srities pasiekimai.

Akademinis personalas atitinka visus teisės aktų reikalavimus, dėstytojų kvalifikacija ir skaičius yra pakankami numatomiems studijų rezultatams pasiekti. Daug dėstytojų aktyviai dalyvauja aptariamos studijų krypties moksliniuose tyrimuose arba yra įsitraukę į tarptautinio bendradarbiavimo veiklą. Daugelis taip pat palaiko glaudžius ryšius su nacionalinėmis muzikų ir pedagogų organizacijomis. Kolegija remia dėstytojų profesinį tobulėjimą, įskaitant nuolatinį užsienio kalbų įgūdžių gerinimą.

Materialiųjų išteklių visiškai pakanka, nes šios programos studentų yra nedaug, o vietą praktiniams mokymams suteikia nemažai partnerių institucijų. Tačiau kolegija pripažįsta, jog būtina įsigyti daugiau muzikos instrumentų, įrašų, partitūrų ir šiuolaikinių tarptautinių muzikos leidinių, kad būtų galima ilgesnį laiką išsaugoti studijų programos *Muzikos pedagogika* kokybę ir gyvybingumą.

Apskritai studentai patenkinti šios studijų programos kokybe; studijos yra lanksčios, pritaikytos studentų poreikiams, nors studijų dalykų aprašuose nevisiškai aiškiai nurodyti vertinimo metodai. Atrodo, kad į mokymo ir mokymosi procesą gerai diegiamos technologijos, naudojamosi *Moodle* aplinka. Studentams iš esmės suteikiama gera parama, jie dalyvauja metinėse apklausose apie programą. Ypač reikėtų pabrėžti kolegijoje žiniatinklio principu veikiančią sistemą, per kurią studentai gali tiesiogiai pateikti klausimus studentų atstovams; tai laikoma gerosios praktikos pavyzdžiu paramos prasme. Absolventų įsidarbinamumo pagal specialybę lygis iš esmės yra aukštas.

Atrodo, kad programos vadyba yra veiksminga, kokybės užtikrinimo ir gerinimo procedūros – taip pat, dėstytojai ir studentai gerai supranta taikomas sistemas. Akivaizdu, kad administracinis ir akademinis personalas turi bendrą kolegijos viziją, be to, šiai aukštajai mokyklai apskritai būdinga sveika kolegialumo kultūra.

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### **III. REKOMENDACIJOS**

1. Atnaujinant programos tikslus ir numatomus studijų rezultatus būtų naudinga atsižvelgti į platesnį spektrą tarptautinių dokumentų apie muzikos mokytojų studijų rezultatus.

2. Persvarstant programą reikėtų pasistengti tinkamiau suderinti pedagoginius ir muzikinius gebėjimus, nurodant studijų tikslus ir pagal juos modeliuojant studijų programą.

3. Plėtojant šią programą būtų galima svarstyti programos turinio atnaujinimo (kad jis atspindėtų naujausius mokslo, meno ir technologijų srities pasiekimus), intensyvesnio užsienio literatūros naudojimo ir didesnio duomenų bazėse esančių publikacijų įtraukimo į studijų dalykų aprašus klausimus.

4. Kolegija raginama ir toliau investuoti į muzikos instrumentus, muzikos įrašus, muzikos partitūras ir šiuolaikinius recenzuojamus muzikos leidinius, kad būtų išsaugota studijų programos *Muzikos pedagogika* kokybė ir gyvybingumas.

5. Kolegija raginama studijų dalykų aprašuose tiksliai apibūdinti savo taikomus vertinimo tipus.

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