



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO
STUDIJŲ PROGRAMOS *Atlikimo menas*
(valstybinis kodas – 612W31002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *Performance Art (state code - 612W31002)*
STUDY PROGRAMME
at Klaipėda University

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Atlikimo menas</i>
Valstybinis kodas	612W31002
Studijų sritis	Menai
Studijų kryptis	Muzika
Studijų programos rūšis	Universitetinė
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Muzikos bakalauras
Studijų programos įregistravimo data	21-06-2005 (Nr. 1179) Perregistruota ir suteiktas naujas kodas 03-05-2010 (V-635)

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Performance Art</i>
State code	612W31002
Study area	Creative Arts and Design
Study field	Music
Type of the study programme	University
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Music
Date of registration of the study programme	21st June 2005 (Order No. 1179) Re-registered by granting a new state code 3rd May 2010 (V-635)

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	Quality Assurance Document (Quality Management Certificates) the genesis of which has been included in this report.

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

The *Performance Art* study programme is implemented by the Faculty of Arts which fosters specialisms in various fields of art. The Faculty boasts high artistic achievements, pre-eminent professionalism within the arts, supported by myriad artistic events which encourages

and prepares specialists in *Performance Art*. Klaipeda University (henceforth KU) encourages cooperation between faculties in both joint activities and through reciprocal teaching arrangements. There are prerequisites for collaboration with the Faculty of Pedagogy, which prepares specialists in 3-cycle studies (undergraduate, graduate, and doctoral). Cooperation with this Faculty has resulted in students preparing themselves in minor pedagogical studies as an optional module in the *Performance Art* study programme. This qualification prepares students for teaching careers, either private, or in post-compulsory education.

The Faculty of Arts is one of the seven Faculties of KU that enjoys academic and economic-financial independence.

The study programme *Performance Art* is a major university study programme in the study area of Arts, field of Music, branch of Music Performance, upon completion of which students acquire a qualification degree of a Bachelor of Music. Information given in the self-evaluation report states that the programme is popular, has long-lasting traditions, is focused on diverse activities of the music performer (teacher) and that an impressive number of *Performance Art* graduates finds employment in Klaipėda region and significantly contributes to the fostering of cultural/musical life of Western Lithuania [SER, 2.1, para.18]

Despite one or two translation problems, the SER has been impressively composed with contributions from students and stakeholders. The programme team stated that compiling the programme within the regulations had not been an easy task.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 12th of May 2015.

1. **Prof. dr. Frans de Ruiter (Team Leader)**, *Director of the Academy of Creative and Performing Arts, Leiden University, Netherlands.*
2. **Prof. dr. habil. Mihaly Duffek**, *Head of Piano Department, Dean of Faculty of Music, University of Debrecen, Hungary.*
3. **Dr. Terence Clifford-Amos**, *International Consultant/Visiting Professor in the Renaissance, Université Catholique de Lille, France. United Kingdom.*
4. **Ass. prof. dr. Rolands Kronlaks**, *Assistant professor at Jāzeps Vītols Latvian Academy of Music, Latvia.*
5. **Prof. dr. Diana Strakšienė**, *Head of the Department of Music Education, Šiauliai University, Lithuania.*
6. **Ms. Aušrinė Nenortaitė**, *Student Member, Faculty of Economics, Vilnius University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims and learning outcomes of the programme are well-defined, clear and are publicly accessible in the AIKOS system (www.aikos.smm.lt) and on the website of the Klaipėda University (www.ku.lt). The aims and the intended learning outcomes of the study programme are presented each year by the academic staff and students of the first and the final years and are discussed as educational objectives. [SER, 2.1, para.22] They are in line with the type of first-cycle university studies, are defined, clear and clearly related to acquisition of the degree of Bachelor of Music, while the title, learning outcomes and content of the programme are in conformity with each other.

The Faculty of Arts of KU closely cooperates with educational and cultural institutions, which provide information about the labour-market demand for professionals and about graduates' employment opportunities. The aims and learning outcomes are geared towards the development of the rounded, educated and trained specialist. The many areas of personal, public and national life have been engaged in their drafting. This is very evident.

As the *Performance Art* study programme is based on the directive of the *Education Strategy for 2013-2022* (project), that is through 'creativity, ingenuity, self-expression, creation of one's own and public success,' there is high relevance to the present and future needs of art, pedagogy achievable through its placement at Level 6 on the EQF. [SER, 2.1, para.17] Thus, the aims of the programme comply with the study type, cycle and level of qualifications, are defined, clearly presented and focused on educating the highly-qualified performer and teacher, should in this latter mode, students opt for minor studies in pedagogy.

Elegantly composed, in well-defined symmetry and comprehensiveness, the aims and learning outcomes in underpinning all learning, embrace cognitive professional, practical and personal dimensions. The broadly defined aims: to prepare students as music performers, qualified artists, choir, ensemble leaders and conductors and artist-teachers [SER Table 5] were, during on-site interviews, explained as entirely achievable within the selective possibilities of the programme. Equally, the course (module) learning outcomes are particularly adroit in engaging the subject matter definitively and with judicious professional attribution. [Appendix 3.2] The Review Team were able to attest to the fulfilling of performance-related learning outcomes through the impressive concert abilities heard during the on-site visit to KU.

The learning outcomes are formulated on the basis of *The Descriptor of Learning Outcomes for the I Study Cycle* [SER Table 3] and cohere with national and international documents regulating higher education, focused on acquisition of the newest and specialized

professional knowledge and skills. Information given in the SER convinced the Review Team that the module learning outcomes have been distilled from the programme learning outcomes and respond to the abilities required for professional activities as directly related to the holistic aims of the study programme (Table 5).

There is high compatibility between the learning outcomes, content and the qualifications offered. The programme title, in being paradoxically at once a captivating generic metaphor and of practical implication and purpose, induced the Review Team to speculate how far the programme team, students and all other participants, were appropriately directed by it.

The Review Team believes the field is exceptionally good.

2.2. Curriculum design

The curriculum design meets the legal requirements in accordance with the Order No. 501, 9 April 2010, *On Approval of the Descriptor of General Requirements for Degree Awarding First Cycle and Integrated Study Programmes*, of the Minister of Education of the Republic of Lithuania; *KU Study Regulations* (2010); Order No. V-827, 15 May 2012, *On Approval of the Teacher Training Regulations*, of the Minister of Education of the Republic of Lithuania; Law on Higher Education and Research of the Republic of Lithuania (Reg., 2009, No. 54-2140) [SER, 2.2, para.25]

The scope of the programme is 240 ECTS credits, its duration being 4 years (8 semesters). The duration of each semester is 15 weeks of lectures and 4 weeks of examination sessions. The scope of every semester is 30 credits, the scope of one year of studies is 60 credits. The number of subjects studied during the semester is appropriate. The final thesis is given 12 credits and the ratio of general university courses, subjects of the study field and optional courses comply with the requirements (see Table 6). While these details are clear, the SER and Appendices were less clear regarding the definitive credits afforded to practice. The document *On Approval of Description of General Requirements for Degree Awarding Study Programmes of the First Cycle and Integrated Studies(2010)* states that the total volume of credits for students' practice should be at least 15 credits. When this matter was raised with the teaching team, they confidently illustrated, giving examples, that practice was integrated into the music-based modules. The illustrations were accepted by the Review Team, though they recommend that this is explicated more clearly in documents.

Optional minor pedagogical studies (60 cr.) comply with *The Regulation of Teacher Education* (2012) and provide students with knowledge and skills necessary to acquire a teacher's qualification (post-compulsory education) The Review Team heard that currently most students opt for the minor pedagogical studies mode. This facilitation has been made possible

due to cooperation with the Faculty of Pedagogy and ensures the quality requirements for minor pedagogical studies. There is an even spread of subjects across the curriculum. Any apparent repeat is intended towards deepening and intensifying the subjects. Deepening of study is certainly taking place; however the Review Team recommends illustrating this more clearly in the subject modules and in a new document on how *progression* is gradually achieved in the curriculum.

In principal, the descriptions of study subjects are prepared thoroughly (Appendix 3.2.); however, the Review Team recommends that the teaching team reviews the currency and updatedness of the literature in the bibliographies, in particular in the descriptions of subjects *History of Music 2; Composition 1; Lithuanian Ethnic Culture*. This should be undertaken obviously without eradicating texts which are seminal.

Bachelor level (Level 6 on the Lithuanian and European Qualification Frameworks) is evident across all of the studies – especially in the ‘ground training’ courses. There is an admirable comprehensiveness across the programme. Information about the curriculum design is presented in Appendix 3.1, indicating the intensity of studies over the 8 semesters, the arrangement of subjects of the study field by specializations and freely elective subjects.

The intended learning outcomes are well situated, rightly at the helm of the programme and the content is deliverable through them. Information given in the SER shows that study subjects and their content are constantly updated in considering the most recent developments in science, students’/graduates’ wishes and employers’ insights about changes in the labour market. Teaching staff were able to articulate their interests, latest reading, its implications and possibilities for research-informed teaching.

Study methods given in course descriptions of the study programme (Appendix 3.2.) are suitable for achieving learning outcomes, where the study process is dominated by study methods promoting the student’s learning, which includes, one-to-one teaching, discussion, literature search, practical exercises, case study, group work and reflection on learning and action. Creative individual and group projects contribute significantly to feedback and performance evaluation. Students are aware of the importance of self-study assignments and their influence on final assessments. The studies of each subject are completed via examination. Students’ knowledge is evaluated in points using a cumulative assessment system (See 2.5)

Sometimes it is difficult to know whether it is the learning outcomes that drive the programme, or the other way around. However such academic ambiguity is so often quite a healthy tension. In principal and practice, the scope of the programme is sufficient to achieve the learning outcomes.

The SER provides strong arguments proving that each year the improvement of the study programme is inspired by teachers' latest thinking, reading writing teaching and performing, students' and graduates' surveys, mentors' opinion about students' practice and meetings with Social Partners. It is evident that the organisers of the programme do respond to market needs, take very specific actions (for example by creating specializations, providing students with an opportunity, for example to opt for minor pedagogical studies) which both demonstrate the flexibility and attractiveness of the programme for prospective students.

In 2013, the programme *Performance Art* was reorganised, integrating optional minor studies of music pedagogy (60 cr.) into the study plan and introducing new subjects, for example: *Music and Computer Technology*, *Management of Cultural Projects*. This update relates to knowledge about management and IT skills, which are relevant for today's performer in the labour market.

The final performance of students of the programme are presented in public in the presence of a Qualification Assessment Jury approved by the Rector of KU, which decides what mark should be awarded. [SER, 2.2, para.39] Final performance and creative projects/concerts are announced on the Internet (www.ku.lt) and their preparation requirements and evaluation criteria are described in the *Descriptor of General Requirements for KU Students' Independent Papers and Art Works* (2010) and are discussed with students. The Review Team believes that proposed introduction of written work for this level 6 programme will enhance student progress and overall achievement.

In an entirely positive spirit, the Review Team recommend giving a careful mind and eye to the programme in terms of the status quo and consider whether to: rationalise, delete, combine, integrate (for example in relation to psychology theory, history, philosophy, pedagogy, didactics, methodology, management, public relations, intellectual property rights) and whether to move some items to extra-curricular. This means scrutinizing all compulsory subjects, free electives and optional extras on offer. One student called for more depth in the teaching of harmony. Students should also have sufficient experience in appropriate written work in academic register that is in a written style appropriate to advanced learning.

The Review Team believes the field develops systematically and has distinctive features.

2.3. Teaching staff

More than fifty teachers are listed, most of whom are of Professorial or Assistant Professorial standing – thereby meeting the legal requirements. [Appendix 3.3] The study programme is implemented by 54 teachers from 8 departments of KU; however, the majority of

teachers work in the Faculty of Arts. Information given in Table 10 illustrates that qualifications of teachers teaching in the programme fully complies with the requirements of legal acts and that pedagogical work experience and fields of scientific/artistic activities are related to the subjects taught in the programme (Appendices 3.3 and 3.4).

The learning outcomes are well within the capacities of the well-qualified teaching staff, who individually and collectively, bring excellence to the programme, and who terms of qualifications and number, ensure the learning outcomes. Qualifications earned through experience include an impressive range of artistic and scientific activities. During the assessed period teachers who are acknowledged artists, gave more than 115 recitals and more than 900 concerts in Lithuania and over 330 abroad have been organized. [SER, 2.3, para.49] They have participated in various national and international competitions. Teachers-scientists take part in the defence of doctoral theses, prepare scientific monographs, textbooks for higher educational institutions and secondary schools, publish scientific and methodological articles and participate in scientific conferences in Lithuania and abroad. The Review Team noted that Sabbaticals are indeed possible, but also recommend the implementation of a Certificate in Higher Education Pedagogy for new teachers and as part of the framework for the professional development of serving teachers.

The majority of teachers of the programme are members of various scientific and professional organizations/associations and members of national and international artistic, scientific and educational projects (SER Table 12). Ongoing project activities are in line with the field of the programme, develop teachers' academic/artistic/scientific competencies, and ensure their professional development. Nineteen teachers of the programme took part in international academic exchange programmes and short-term internships (see Table 13). 45 teachers from 12 foreign higher educational institutions came to The Faculty of Arts of KU according to the academic exchange programme (SER Table 14). Visiting professors who arrived under other programmes are listed in Table 15.

The change of teachers working in the programme has been rather high in fairly recent years. For the period 2009-2014, the following changes have been indicated: 1) 23 teachers have left: 19 retired, 2 because of personal reasons, 2 to eternal peace. [SER, 2.3, para.61] 7 young teachers have been recruited. There is now a concentration on the recruitment of young teachers towards the development of the programme and artistic development in the region. [SER, 2.3, para.61] When recruiting new staff, evidence of pedagogical/didactical/research knowledge and skills is indispensable; and towards these ends, and as mentioned above, the Review Team believe that KU might consider designing and implementing the Postgraduate Certificate in Higher Education.

The professional development of teachers teaching in the study programme is governed by legal documents of KU. Given this information, the Review Team confidently assumed that teachers are provided with favourable conditions for improvement and professional development in various seminars, courses and internships related to the area (artistic, scientific, educational) of the study programme *Performance Art*.

There is significant artistic, scientific, expert, research, project, and educational activities of the academic staff that directly relate to the *Performance Art* study programme. A large percentage of the academic staff take part in international programmes as outlined above. Teachers are always willing to advise, to help and make their knowledge available. They are up-to-date and show great flexibility in adjusting their teaching to the needs of individual students, including research-informed teaching.

During onsite interviews, teachers stated that they would like to reach even higher standards and some wished to include more opportunities to record for teaching purposes, develop additional languages for vocalists – existing languages are fine – and unanimously there was a call for a larger critical mass in terms of student body. Teachers also expressed their concerns regarding the current national admission system and its impact on some, if not many, talented young musicians, and also expressed their concerns regarding the low number of nationally-subsidised places.

The Review Team found that the programme's teachers make an outstanding contribution and that they are greatly valued by their students. Thus the Review Team believes this field is exceptionally good.

2.4. Facilities and learning resources

The premises are capacious and reasonably well appointed. Practice facilities appear good and students can use facilities and equipment in other KU divisions. The library and the reading rooms 'provide a broad spectrum of services, and they are open in hours convenient for students. Most of them are open 9 am to 7 pm Monday to Friday, and during the examination sessions, also on Saturday (Information Services Division, M. Mažvydas and periodicals reading rooms are open every Saturday)'. [SER, 2.4, para.70]

Lectures for students of the programme take place in three renovated classrooms that are provided with full sets of audio and video equipment. One modern classroom is used for students' independent mastering of music materials: 3 places for listening to music are equipped, and music records can be listened to from CDs, cassettes, tapes, or vinyl records, or music can be recorded. Equipment of the classroom was procured through EU Structural Funds. There are 10 more classrooms, all of which have 2 pianos or grand pianos, which are intended for students'

self-studying. The hall is equipped with an organ and two pianos, one of them being a Steinway. Students also have good conditions for independent development of IT skills: there is a 10-place computer laboratory with the software relevant for music teachers installed in all the computers (Microsoft Office, Finale, Sibelius, Cubase, Wavelab). Although the Review Team noted that some of those classrooms are not of an appropriate level for the study of music, within the strategic plans for improvement of the University infrastructure, the premises are to be renovated in the near future [SER, 2.4, para.66]

In undertaking their self-study assignments, students can use: internet for free as well as licensed software, an e-catalogue of KU Library ALEPH, an e-catalogue of the music library, access to databases via EZProxy server, an academic information system and a virtual learning environment. The Faculty of Arts has modern music library, the archives of which are constantly renewed using audio recording laboratory. Students and teachers have direct access to the educational programme EXPLORE CLASSICAL MUSIC of Berlin Philharmonic. [SER, 2.4, para.67]

Students' artistic shows, concerts, final examinations take place in the well-resourced concert hall of the Faculty of Arts. Conferences, seminars and other larger scale events are held at the conference hall of KU or modern lecture rooms with video conferencing transmission and reception equipment. Information provided in the SER narrates that professional software is available for students, premises for studies are properly fitted and they are fully sufficient for organisation of quality study process. Practice organization is regulated by legal documents of KU, which form the basis for bipartite agreements with institutions, in which students do their practice. [SER, 2.4, para.75]

It is stated in the SER that the number of places suitable for practices is sufficient and that the conditions to undertake practice are very good. [SER, 2.4, para.75] This is largely due to the fact that the cultural and educational institutions, where students do their practice, are staffed by graduates of KU and who understand the purpose of students' practice very well and take part in various activities organized by the Faculty of Arts. Mutual cooperation undoubtedly provides opportunities for improvement of students' professional activities.

Literature required for the study programme (textbooks, books, periodicals) is available for Bachelor students at the library of KU, which is located in the premises of the Faculty of Arts. There are 5 reading rooms for targeted teachers' and students' work in the library. Opening hours of the library and reading rooms are tailored to students' needs. The library fund intended for arts/music studies, consists of more than 122 000 copies of documents, which mainly comprise sheet music (58.5%) and literature on art (music) and scientific literature. Periodicals appear well resourced. For 2014 the library ordered 121 periodicals in Lithuanian,

English, Russian languages. [SER, 2.4, para.71] The University has made sterling efforts with software and online – e-catalogue provision. [SER, 2.4, para.70]

Students and teachers of the programme can use subscribed periodicals in the Lithuanian and foreign languages (Journal of Research in Music Education, Искусство в школе (*Art at School*), 19th-Century Music, Liaudies kultūra (*Folk Culture*), Muzikos barai (*Music Fields*), Kūrybos erdvės (*Creation spaces*). The library of Klaipėda University's subscription of 121 periodicals in Lithuanian, English and Russian languages, includes around 10 which are of direct relevant to students of the study programme *Performance Art*. [SER, 2.4, para.71]

Library visitors can also use the subscribed 30 electronic databases and 5 data bases of e-books (*VGTU eBooks, KTU eBooks, eBooks on Science Direct, eBooks on EBSCO, Ebrary*). All databases are accessible to the university community from the network of KU network and personal computers connecting through a remote access server EzProxy (<http://ezproxy.biblioteka.ku.lt>). It can be stated that the library offers favourable conditions for effective learning. During the tour of the premises and scrutiny of the resources, the Review Team were given the opportunity to view the stacks and special historical collections. It was evident that a great deal of effort has been put into the maintenance and profile of these research bases. However, there is some further work yet to undertake in the acquisition of relevant databases, sheet-music and scores. [SER, 2.4, para.72]

The Review Team believes the field develops systematically and has distinctive features.

2.5. Study process and students' performance assessment

Admission is based on candidates' past performance at the secondary school, taken national examinations and entrance examination results. The entrance examination consists of two parts - practical performance and a motivational interview.

The self-evaluation report [SER, 2.5, para. 84] illustrates that that number of applications to *Performance Art* is changeable; yet the number of the admitted students to PA remains stable. In the self-evaluation report [SER, 2.5, para. 81] it is mentioned, that in order to attract more students, the Faculty of Arts has prepared persons responsible for dissemination of information, cooperation agreements, Open Doors Day, cooperation with Social Partners and graduates. The SER [2.5, para. 86] states that biggest drop out ratio is in the first year of study. The reasons are mostly because of high tuition fees (for students who are in non-state-financed places) and lack of motivation. Measures to reduce the drop-out rate have been enumerated and are being considered. [SER, 2.5, para.86]

Students of *Performance Art* in various ways receive information about the study programme and any changes within it. In the first week of the first course they are acquainted with the process of studies, the University and Faculty structures and their functions. Students have possibilities to obtain scholarships for good academic records and social activity. In addition, students who suit requirements can obtain social scholarships, which are administrated and awarded by the State Studies Foundation. KU students who are orphans or from supported families are entitled to receive financial support from KU through reduced tuition fees of up to 100 % and those whose average grade for the semester is 9 to 10 - up to 75 %. Psychological support is provided for students and, more generally, the Review Team was pleased to see that students have very strong academic and social support from the university and faculty. [SER, 2.5, para.95]

The SER [2.5, para. 98] mentions that information about the programme (the types and schedules of independent work assignments, their impact on final grade) is provided in the syllabus of the programme which is placed in the Academic Information System of KU. During the first lecture, and throughout the first semester, students learn about: the different forms of feedback that are implemented; assessment of the completion of an assignment or an examination, whether in a group in a group or individually; evaluation comments delivered by means of electronic communication; student self-or mutual assessment and the discussion of work performed and achieved in groups. Comments on large-scale independent works (e.g., projects, individual tasks and practice reports) are given in individual consultations, during the public defence, and/ or practice discussions. [SER, 2.5, para.99] A ten-point scale and a cumulative system of assessment operates.

In relation to the above, during the last annual teaching sessions during the programme, students are encouraged to identify their own strengths, learning achievements and weaknesses and also to plan their learning-process improvement. During the visit, students informed the Review Team that relationships with lecturers were good and warm. Equally, students appeared very motivated in their studies.

Students of *Performance Art* have possibilities to participate in mobility programmes. The variety of Erasmus partners in the fields of music and music pedagogy is very good; however, the number of students attending in exchange programmes is not very high (of course the small number of students in *Performance Art* should be taken into consideration.) Nevertheless, the promotion of student mobility is various and wide. From the view of recent data, it is clear that the promotion is effective, since the number of outgoing students is slowly growing. [SER, 2.5, para.104-5, Table 20]

During the onsite interviews, Alumni mentioned how well connected they were with the programme and how they are able to make recommendations based on their graduate experience. The Review Team learned that Social Partners invite students to take part in master classes and how they are often integrated with professionals and famous performers worldwide. Teachers were praised by students for their dedicated teaching and the Review Team noted how individual compensatory education was provided for talented students whose academic backgrounds needed further support.

The Review Team believes the field is exceptionally good.

2.6. Programme management

Management of the *Performance Art* study programme is defined on the basis of the KU internal study quality assurance system and relevant documents: *regulations and guidelines of the European Network for Quality Assurance in Higher Education* (2006); *The Law on Science and Education of the Republic of Lithuania* (2009); *On Approval of the Descriptor of General Requirements for Graduate Study Programmes* (2010); *KU Statute* (2012); *KU Study Regulations* (2010); *Descriptor of the Conception of the Internal Quality Management System at KU* (2011); *Descriptor of General Requirements for KU Student Independent Papers and Art Works*(2010); *KU Quality Management* (2014)¹.

There is ample evidence that the quality assurance systems are working well and that relevant support structures and documents are in use, including the *European Standards and Guidelines*. The Review Team found evidence about the roles of the Senate and the Rector's Office (Vice-Rector of Science and Studies, the Department of Studies) who provide the general supervision of the content and form of the study programme, study procedures, admission to the studies and student numbers [SER, 2.6, para.111].

Programme management and quality assurance at KU is performed at four levels of the academic community: the university level (the Senate, Vice-rector for Science and Studies, Department of Studies); at the faculty level (the Council of the Faculty of Arts and the Dean's office); at the level of the departments - the Department of Instrumental Music and the Department of Vocal Music are directly responsible for the content of the study programme and its implementation - and the *Performance Art* Study Programme Committee.

The *Performance Art* Study Programme Committee of the Faculty of Arts is responsible for internal monitoring of study quality; it assesses the study process and makes strategic decisions on implementation of the programme, approves all issues related to improvement of the curriculum design and its content. The Study Programme Committee

¹ http://www.ku.lt/wpcontent/uploads/2014/07/KU_kokybes_vadovas-01_07_16.pdf [SER, 2.6, para.118]

includes students and teachers from other music departments and meets twice a year. *Inter-alia*: this committee discusses the compliance of the study programme with the learning outcomes. [SER, 2.6, para.112]

Data is collected from several sources including students and stakeholders. At the level of departments, formal evaluation of the programme takes place on a monthly basis [SER, 2.6, para.113]. The group of curators, who are teachers, relate closely to the programme students on pertinent issues and assist them with problems as and when they arise. [SER, 2.6, para.122] Feedback on the study process is obtained by analyzing student surveys and data of group discussions. All students have the opportunity to participate in the improvement of the programme, delegate their representatives to the Council of the Faculty of Arts and the Senate, take part in the discussions of the target groups and initiate surveys on quality of the study programme and teachers' performance. [SER, 2.6, para.123]

The *Performance Art* study programme undergoes revision on an annual basis following the internal (graduate and employer survey data) and external (governmental policy, the KU possibilities) factors. A more complex evaluation of the quality of the *Performance Art* study programme is undertaken every three years. [SER, 2.6, Para.117]

There are stakeholder and student contributions to the quality assurance of the programme and there are plans to intensify the involvement of both. [SER, 2.6, paras.124-126] Good connections with Alumni also exist. Traditionally, the Social Partners have taken active part in programme development processes. Close cooperation takes place in organizing joint activities and various events (artistic projects, workshops, concerts, and competitions), cooperating during students' practices and participating in final thesis defence committees. The Faculty maintains close links with its graduates, collects feedback about graduates' professional activities, and discusses implementation of the study programme and guidelines for its improvement. [SER, 2.6, para.124]

The *KU Model of Quality Management* determines actions, measures and criteria facilitating to ensure proper quality of university education. Internal quality assurance is regulated by five key quality management processes: processes of *Strategic Management*; *Study*; *Scientific Research and Art*; *Activity Improvement* and *Supportive Measures*. [SER, 2.6, para.119] Relevant issues of study quality improvement are discussed by the Study Quality Commission, which also provides recommendations to the programme team and participants of studies.

During the meeting with the administration team, the model of the KU Quality Management and the means of action that help to ensure an appropriate quality of higher university education, was discussed, following which, evidence was provided illustrating that

KU was granted Quality Management Certificates confirming compliance with the requirements of ISO 9001, ISO 1401, OHSAS 18001, SA 8000 - quality, environmental management, occupational safety and health as well as social-responsibility standards.²

Finally, the Faculty is of enormous importance for the city and the region and is praised by stakeholders and community members alike. The labour market is eager to employ the alumni and a very high percentage of students finds a job after graduation. Social Partners, students and alumni spontaneously declared that they were proud of KU.

A very high number of students find employment and the labour market is never saturated with too many students. Internationally the management should do their utmost in encouraging students to undertake reasonable risks in being intrepid towards the gaining of overseas experience. Continuous development, change and innovation must be at the core of the thinking and acting of all partners involved in the programme.

Conclusively, the mayor of the City, in asserting that the Faculty as valuable partner could exist without Klaipeda, generously and deferentially conceded that Klaipeda might not thrive so well without the Faculty. Overall, the involvement of the various internal and external entities in the composition of the SER's was impressive.

These achievements together with demonstrable evidence in the SER and other documents the Review Team confidently states that the quality management system is operating assiduously and effectively.

The Review Team believes the field is exceptionally good.

III. RECOMMENDATIONS

1. Articulate knowledge deepening more clearly in the subject modules and in a new document on *progression* in the curriculum.
2. The Review Team recommends giving a careful mind and eye to the programme in terms of the status quo and consider whether any changes are needed, as advised in 2.2.
3. Examine the currency and updatedness of the literature in the bibliographies, in particular in the descriptions of subjects *History of Music 2; Composition 1; Lithuanian Ethnic Culture*. This should be undertaken obviously without eradicating texts which are seminal.
4. Ensure that students should also have sufficient experience in appropriate written work in academic register that is in a written style appropriate to advanced learning.

² (<http://www.ku.lt/apie-universiteta/kokybes-vadybos-sistema/procesu-zemelapis/>).

5. Consider implementing a Certificate in Higher Education pedagogy for new teachers and for the professional development of serving teachers.
6. Effect improvements in the acquisition of relevant databases, sheet-music and scores.
7. Internationally, the management should do their utmost in encouraging students to undertake reasonable risks and be intrepid towards gaining overseas experience.
8. Explore more opportunities for recording beneficial to teaching purposes and additional languages for vocalists.
9. Continue to negotiate the possibilities for a bigger critical mass in terms of student body and press for a sympathetic ear for changes current national admission system, which affects some, if not many, talented young musicians, and also try to address the problem of the low number of nationally-subsidised places.

IV. SUMMARY

The programme is highly attractive and put together with skill and expertise. Its great strength is the high-level teaching, achievement of refined learning outcomes, artistic distinction and creative learning environment. In these respects, the programme offers a mature pedagogical experience, coupled with excellent professional opportunities for teaching and concertising. The curriculum is sound and adventurous, and in this positive spirit the Review Team recommend revisiting compulsory subjects, free electives and optional extras to consider possible changes as indicated in the report, such as rationalising an overloaded curriculum and answering the call for more depth in harmony teaching, for example. The programme team should consider articulating, perhaps in a separate document how the academic deepening process occurs. The current staff-student ratio is optimal and also is attractive to potential students. There is in evidence a powerful culture of *Performance Art* in the Faculty, high motivation and influence and the interest to disseminate these to post compulsory schools and other artistic venues. The Review Team considers the inclusion of writing for students in appropriate academic register as an important future development; it also recommends implementing a Certificate in Higher Education pedagogy for new teachers and as part of the framework for the professional development of serving teachers.

Internally, study facilities are good, as are library and software provision; however, some further work is needed towards the acquisition of relevant databases, sheet-music and scores. Opportunities for mobility exist, though teachers and Social Partners need to encourage

more proactive and intrepid attitudes towards overseas travel and the gaining of foreign experience. Evidence of bespoke arrangements for students with particular needs, such as timetabling, complement the many excellent features of this programme. There is evidence of strong student-support services and excellent opportunities for internship, careers and progression into the world of work. The labour market responds well to the alumni and a very high percentage of students succeed in gaining employment following graduation. Social Partners, students and alumni spontaneously declared that they were proud of KU.

Concerning quality assurance and management, the Review Team gained some guidance on the use of the *European Standards and Guidelines* and how they are actually being used through student surveys; and there are clear and copious methods for monitoring and reviewing quality. That KU was granted Quality Management Certificates confirming compliance with the requirements of ISO 9001, ISO 1401, OHSAS 18001, SA 8000 - quality, environmental management, occupational safety and health as well as social-responsibility standards, is a considerable distinction. Management of the programme is clear in nomenclatures that are in terms of the staff who perform it and also in terms of some of its important structures.

Sustainability, critical mass and mobility remain challenges for the future and it is hoped that the support for this programme, and the high regard in which it is held, will continue to provide a profitable future, though new, creative and robust strategies will be called for in the current testing economic times for higher education experienced by Lithuania and many countries. Continuous development, change and innovation must be at the core of the thinking and acting of all partners involved in the programme.

Finally, the SER and the site visit offered much detail in the various arenas of learning outcomes, content and external relations, support and professional development, though site-visit interviews revealed that there are concerns regarding the national recruitment policy and the low numbers of subsidised student places. In both matters, the feeling was quite palpable. Notwithstanding such matters, within the Department there is excellent belief in the power of *Performance Art* as a transformative subject. This belief is achieved in part through the excellent relations with Social Partners. Overall, the involvement of the various internal and external entities in the composition of the SER was impressive.

The Review Team commends the programme in the ways illustrated throughout the report, its high performance standards in particular, achieved through well informed, well qualified, up-to-date artist-teachers. They also greatly appreciated the talent heard in the inspiring concert prepared by students especially for the visit.

Figuratively speaking, the visit of an Expert Accreditation Team is not unlike a moving picture, in that the moving images of the past come to a stand-still at the moment it enters the building. When the Team leaves the institute the film continues, and the Review Team's suggestions/recommendations shall hopefully contribute to the further development of the moving picture. We might deliver some changes in the sets and costumes, the lighting, the footage, but it is up to the actors to take note of the Review Team's contributions and work with it in a creative way.

Overall, the Review Team gained a very positive impression of *Performance Art*. They endorse its delivery in particular and wish the Department continued high-level success in the future.

V. GENERAL ASSESSMENT

The study programme Performance Art (state code – 612W31002) at Klaipėda University 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	4
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	4
6.	Programme management	4
	Total:	22

*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. Frans de Ruiter
Grupės nariai: Team members:	Prof. dr. habil. Mihaly Duffek
	Dr. Terence Clifford-Amos
	Ass. prof. dr. Rolands Kronlaks
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**KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ATLIKIMO MENAS (VALSTYBINIS KODAS – 612W31002)
2015-08-04 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-225 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Atlikimo menas* (valstybinis kodas – 612W31002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	Iš viso:	22

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Programa yra labai patraukli, jungianti įgūdžius ir patirtį. Didelis jos privalumas – aukšto lygio dėstymas, išskirtinių studijų rezultatų pasiekimas, meninis išskirtinumas ir kūrybinė mokymosi aplinka. Šiais atžvilgiais programa suteikia brandžią pedagoginę patirtį kartu su puikiomis profesinėmis galimybėmis dėstyti ir koncertuoti. Studijų turinys yra pagrįstas ir drąsus. Remdamasi šia teigiama dvasia, ekspertų grupė rekomenduoja persvarstyti privalomuosius dalykus, laisvai pasirenkamus dalykus, pasirenkamuosius papildomus dalykus ir apsvarstyti galimus pakeitimus, kaip nurodyta šiose vertinimo išvadose, pavyzdžiui, racionalizuoti perkrautą studijų turinį ir atsižvelgti į raginimą, tarkim, nuodugniau dėstyti harmonijos dalyką. Programos komanda turėtų apsvarstyti, ar nereikėtų (galbūt atskirame dokumente) aprašyti, kaip vykdomas akademinis gilinimo procesas. Dabartinis dėstytojų ir studentų santykis yra optimalus ir patrauklus potencialiems studentams. Akivaizdu, kad fakultete egzistuoja tvirta studijų programos *Atlikimo menas* kultūra, didelė motyvacija, įtakingumas ir noras skleisti tai poprivalomojo ugdymo mokyklose ir kitose meninėse vietose. Ekspertų grupė mano, kad ateityje reikia numatyti ir tobulinti studentų akademinio rašymo įgūdžius. Taip pat

rekomenduojama numatyti profesinį tobulėjimą liudijančius aukštojo mokslo pedagogikos sertifikatus naujiems ir jau dėstantiems dėstytojams.

Studijų infrastruktūra, biblioteka ir programinė įranga yra gera. Tačiau reikia toliau gerinti situaciją ir įsigyti atitinkamų duomenų bazių, natų ir partitūrų. Judumo galimybės teikiamos, bet dėstytojai ir socialiniai partneriai turėtų skatinti studentus aktyviau vykti į užsienį ir ten įgyti patirties. Yra sudarytos sąlygos studentams, turintiems ypatingų poreikių, pvz., susijusių su tvarkaraščiu. Tai papildo ir taip nemažą skaičių šios studijų programos privalumų. Studentams teikiamos paramos paslaugos yra geros, jie turi puikias galimybes stažuotis, daryti karjerą ir įsitvirtinti darbo rinkoje. Darbo rinka gerai atsiliepia apie alumnus, po studijų baigimo sėkmingai įsidarbino labai didelis procentas studentų. Socialiniai partneriai, studentai ir alumnai nuoširdžiai pareiškė, kad jie didžiuojasi KU.

Kalbant apie kokybės užtikrinimą ir vadybą, ekspertų grupė gavo šiek tiek informacijos apie *Europos standartų ir gairių* naudojimą ir kaip jie iš tikrųjų taikomi atliekant studentų apklausas. Stebėsenos ir tikrinimo kokybės metodai yra aiškūs ir gausūs. KU gavo kokybės vadybos sertifikatus, patvirtinančius atitiktį ISO 9001, ISO 1401, OHSAS 18001, SA 8000 kokybės, aplinkosaugos vadybos, darbuotojų saugos ir sveikatos reikalavimams, taip pat socialinės atsakomybės standartams – tai yra didelis pasiekimas. Programos vadyba aiški nomenklatūros prasme, t. y. kalbant apie darbuotojus, kurie šį darbą atlieka, ir apie kai kurias svarbiausias struktūras.

Ateities iššūkiai tebėra tvarumas, kritinis studentų skaičius ir judumas. Tikimasi, kad parama šiai programai ir didelis palankumas toliau užtikrins pelningą ateitį, nors reikės naujos, kūrybiškos ir tvirtos strategijos šiais ekonominių išbandymų, kuriuos patiria aukštasis mokslas Lietuvoje ir daugelyje šalių, laikais. Būtina galvoti apie nuolatinį tobulėjimą, pokyčius, inovacijas ir veiksmų turi imtis visi programoje dalyvaujantys partneriai.

Galiausiai pažymėtina, kad savianalizės suvestinėje (SS) ir per vizitą išsamiai susipažinta su įvairiais studijų rezultatų, turinio ir išorės santykių, paramos ir profesinio tobulėjimo aspektais, nors per vizitą surengtuose pokalbiuose išaiškėjo, kad šalies vykdoma priėmimo politika ir mažas valstybės finansuojamų studijų vietų skaičius kelia susirūpinimą. Abiem atvejais nerimas buvo gana didelis. Nepaisant to, katedroje nuoširdžiai tikima studijų programos *Atlikimo menas*, kaip virsmą patiriančio dalyko, galia. Šis tikėjimas iš dalies egzistuoja dėl puikių santykių su socialiniais partneriais. Apskritai į SS rengimą buvo įtrauktas įspūdingas skaičius įvairių vidaus ir išorės subjektų.

Ekspertų grupė teigiamai vertina šią studijų programą, kaip nurodyta vertinimo išvadose, jos aukštus kokybės standartus, kuriuos visų pirma leidžia pasiekti gerai informuotas,

labai kvalifikuotas ir šiuolaikinis menininkų dėstytojų kolektyvas. Ekspertai taip pat labai vertina talentus, kuriuos išgirdo studentų specialiai šiam vizitui surengtame koncerte.

Kalbant metaforiškai, ekspertų akreditacijos grupės vizitas yra ne kas kita kaip filmas, kuriame praeities vaizdai sustoja tuo momentu, kai įžengiame į pastatą. Kai grupė palieka pastatą, filmas tęsiasi, o ekspertų grupės pasiūlymai ir (arba) rekomendacijos, tikimasi, padės filmą kurti toliau. Galime truputį pakeisti dekoracijas ir kostiumus, apšvietimą, filmuotą medžiagą, tačiau aktoriai patys sprendžia, ar atsižvelgti į ekspertų grupės indėlį, ar ne, ir dirbti su juo kūrybiškai.

Apskritai ekspertų grupė susidarė labai teigiamą įspūdį apie studijų programą *Atlikimo menas*. Ji pritaria programos vykdymui ir linki katedrai tęsti šį sėkmingą darbą ateityje.

<...>

III. REKOMENDACIJOS

1. Aiškiau akcentuoti žinių gilinimą dalykų moduluose ir naujame dokumente dėl programos sandaros pakeitimo ir gerinimo.
2. Ekspertų grupė rekomenduoja atidžiai įvertinti programos faktinę būklę ir apsvarstyti, ar nereikėtų pakeitimų, kaip rekomenduojama 2.2 punkte.
3. Išnagrinėti literatūros sąraše nurodytos literatūros aktualumą ir šiuolaikiškumą, ypač dalykų *Muzikos istorija 2*, *Kompozicija 1*, *Lietuvių etninė kultūra* aprašuose. Tai, žinoma, reikia padaryti neišbraukiant pagrindinių vadovėlių.
4. Užtikrinti, kad studentai įgytų pakankamai atitinkamų rašto darbų akademinio rašymo patirties, t. y. gebėtų darbus rengti naudodami tokį kalbos stilių, kuris atitiktų pažangų mokymosi lygį.
5. Apsvarstyti, ar nereikėtų numatyti aukštojo mokslo pedagogikos sertifikato naujiems ir profesinį tobulėjimą liudijančio mokslo pedagogikos sertifikato jau dirbantiems dėstytojams.
6. Numatyti papildomą atitinkamų duomenų bazių, natų ir partitūrų įsigijimą.
7. Tarptautiniu mastu dėti visas pastangas ir skatinti studentus imtis protingos rizikos ir nebijoti įgyti patirties užsienyje.
8. Numatyti daugiau įrašymo, naudingo dėstymo tikslais, galimybių ir papildomų kalbų vokalistams.
9. Toliau nagrinėti galimybes, kaip užtikrinti didesnę studentų skaičių, stengtis pakeisti dabartinę šalies priėmimo sistemą, kuri daro įtaką kai kuriems (o gal net daugeliui) talentingiems jauniems muzikantams, ir bandyti spręsti mažo valstybės finansuojamų vietų skaičiaus problemą.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)