



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
STUDIJŲ PROGRAMOS
ATLIKIMO MENAS (612W31003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PERFORMANCE ART (612W31003)
STUDY PROGRAMME
At Vytautas Magnus University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Atlikimo menas</i>
Valstybinis kodas	612W31003
Studijų sritis	menai
Studijų kryptis	muzika
Studijų programos rūšis	universitetinės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinės (4)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	muzikos bakalauras
Studijų programos įregistravimo data	2011 m. kovo 18 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Performance Art</i>
State code	612W31003
Study area	Creative Arts and Design
Study field	Music
Kind of the study programme	University studies
Study cycle	First cycle
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	18 March 2011

CONTENTS

CONTENTS	3
I. INTRODUCTION	4
II. PROGRAMME ANALYSIS	5
1. Programme aims and learning outcomes	5
3. Staff	6
4. Facilities and learning resources	7
5. Study process and student assessment.....	9
6. Programme management	11
III. RECOMMENDATIONS	12
V. GENERAL ASSESSMENT	16

I. INTRODUCTION

This report is the result of the evaluation of the *Performance Art* bachelor study programme, delivered at the Vytautas Magnus University (VMU) Music Academy (MA), Kaunas. It is intended to be an objective and constructive contribution to the future development of the programme within the university, and the recommendations it contains are designed to assist in determining priorities for the programme and its students.

VMU MA was established in 2011 when the Kaunas Faculty of the Lithuanian Academy of Music and Theatre merged with VMU. With its approx. 200 students, MA is one of VMU's 10 main academic divisions (faculties). Currently the VMU MA prepares professional performers of both classical and jazz music, as well as music teachers. VMU MA consists of departments of Singing, Jazz, Piano, Music Theory and Pedagogy, and Instrumental Music (Strings, Woodwind, Brass and Accordion).

The *Performance Art* study programme was evaluated by an international group in 2010 when it was still offered by the Kaunas Faculty of the LMTA. The programme was re-registered when the MA merged with VMU. Thus, technically it is a new programme and is being evaluated as such. At the same time the connections with the earlier programme are obvious as most of the teaching staff has remained the same and the students of the old programme were transferred to the newly registered one.

The Evaluation Team has noticed that in general progress has been made since the Evaluation in 2011. Efforts are done to follow up on the recommendations. The student evaluation system has improved, the variety in study methods has increased and the infrastructure and the material resources are currently being improved.

The present evaluation was carried out by an international Evaluation Team, led by Dr. Terence Clifford-Amos (European Higher Education Consultant, UK). The team included Prof. Margus Pärtlas (Estonian Academy of Music and Theatre), Assoc. prof. dr. Henrika Šečkovienė (Lithuanian University of Educational Sciences, Department of Music), Hans Timmermans (Utrecht University of the Arts, the Netherlands), Wouter Turkenburg (Royal Conservatoire, Hague, the Netherlands) and a student representative Monika Jankauskaitė (Vilnius University, Lithuania). The present report is based on the Self-Assessment Report (hereafter, SAR), prepared by the VMU MA in 2013, its annexes and on information gathered during the site visit of February 4-5, 2014. The site visit included meetings with administrative and teaching staff, current and former students, and social partners. The Evaluation Team also examined students' final works and evaluated part of the facilities of the VMU MA (concert halls and library), although the main building of the MA was closed for renovation. At the end of the site visit the preliminary general conclusions and recommendations were presented to the community of the VMU MA.

After the visit, the team met to discuss and finalize the main findings and the content of the report. This report represents consensual views of the evaluation team.

The Evaluation Team appreciated the effort made by the VMU MA and its Self-Evaluation Team in preparing the SAR and its annexes. The SAR was clearly structured, and laid out in conformity with the suggested template. However, the Evaluation Team noted that the SAR was often declarative and the amount of analysis and critical self-reflection was limited.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The main aim of the programme is to "prepare highly qualified artists and performers of music (instrumentalists, singers, soloists, various ensemble musicians and conductors) who would be able to perform both solo and in various ensembles/orchestras." (SAR, p.8, chapter VI) This is a very traditional and obvious aim for a music performance programme. The SAR (pp.8-9, chapter VI) also lists 10 intended learning outcomes of the programme. They focus on (1) ability to analyse musical texts and orientation in musical styles; (2) reading and performing musical compositions of various styles and genres; (3) cooperation skills and ability to perform in a group. They are formulated clearly enough. However, practically all intended learning outcomes are music specific (only LO no. 9 can be interpreted more generally). The Evaluation Team suggests that the learning outcomes should more explicitly refer also to generic competences and transferrable skills. Otherwise it is difficult to justify the presence of many of A and B group University subjects in the curriculum, because they are not directed towards the achievement of speciality-oriented learning outcomes presented in the SAR.

The learning outcomes are made public through the national AIKOS database. The subject descriptions (Annex 2) make a clear link between the general learning outcomes of the programme and those of the specific subjects (unfortunately the SAR and its Annex 2 use different English translations of the intended learning outcomes, which makes the comparison somewhat difficult).

The SAR (pp. 10-11, chapter V) refers to 4 groups of international, national and institutional documents that form the foundation for the learning outcomes of the programme: (1) legal documents of the Republic of Lithuania, (2) international documents (ie. AEC), (3) general VMU documents and (4) decrees by the VMU Rector. The learning outcomes are situated appropriately at the level of 1st-cycle studies and overall they reflect the professional requirements and needs of the labour market. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. The only confusing detail concerns the specification of the qualification: performer or conductor. Commonly, conductors are also considered as performers, and this kind of separation seems unnecessary.

The Evaluation Team noticed some contradiction in the fact that the learning outcomes of the programme do not refer to pedagogical knowledge and teaching skills, while the curriculum includes didactics and considerable amount of pedagogical practice. Certainly, many graduates of the programme will work as instrumental or vocal teachers after their graduation, even though the programme does not give them a formal teacher's qualification (many graduates obtain that qualification on the later stages of their education). The Evaluation Team suggest that some *basic* teaching skills should be incorporated into the learning outcomes of the programme.

As stated on pp. 8-9 (chapter IV) of the SAR, the learning outcomes are reviewed and attuned periodically, involving social partners, students and alumni. During the site visit the Evaluation Team were apprised of the fact that students and social partners are indeed involved in the curriculum development process, but this involvement is not always sufficiently formalized. Therefore it is recommended to use the present excellent contacts with the students, alumni and social partners in a more focused and constructive manner for the development of the programme and critical review of its intended learning outcomes.

2. Curriculum design

The programme volume is 4 years and 240 ECTS. The Table on pp. 14-15 of the SAR (chapter VIII) sets out the curriculum design of the Study Programme and how it conforms to the general requirements for 1st-cycle degree programmes. The Evaluation Team found that the legal requirements concerning the curriculum design are met.

The subjects are spread evenly between 8 semesters: normally the students have to take 7 subjects each semester, except the final semester, when the number of subjects is 5 or 6. Characteristic to this kind of programme, some subjects (e.g., main instrument or principal study, chamber music) run through the entire study period, which, of course, is not a mere repetition but meant for gradual refinement of the professional skills and mastering more and more complex repertoire.

All subjects are divided into 4 groups (A, B, C and D). The MA takes care of the Group C subjects mostly, i.e the subjects that are related to the field of music. Other subjects, such as foreign languages, history of contemporary Lithuania etc., are taught by the other faculties of the VMU. The students during interview were generally very satisfied with the scope of academic studies that VMU has to offer: its “artes liberales” system enables students to choose a wide variety of general subjects which help them to develop not only professionally but also intellectually. The overall balance between practical musical training and theoretical studies is good and the scope of the programme sufficient to ensure the achievement of the intended learning outcomes.

A table in Appendix 3 demonstrates which learning outcomes correspond to each group C subject. All of the 10 learning outcomes are covered; most of the subjects are directed towards the achievement of learning outcomes no. 4 and 5 (the Evaluation Team were unable to evaluate fully group A and B subjects since their descriptions on the VMU website did not include complete English translations).

According to the subject descriptions presented, the level of studies is generally consistent with the 1st-cycle studies. While most of the subject descriptions were sufficiently well organized, the Evaluation Team noted some inconsistencies. In the Syllabi of the Programme, the various descriptions of the jazz courses are unclear. (Annex 2, pp. 203-435) In the aims and the annotations of the subjects jazz styles, tempi and methods of musical analysis are described in inconsistent manner, and improvisation techniques are often described as equal entities.

Chapter XI (p. 16) of the SAR lists various teaching methods used in the programme. During the meeting, the students confirmed that a considerable part of studies and the communication with the teachers is computer-based (virtual learning environment Moodle and music software Sibelius were given as examples). Practical musical training is enriched by master-classes given by visiting professors.

Many Master students participate in the VMU Chamber Orchestra which regularly performs in public. The Evaluation Team had a chance to listen to the orchestra in live performance at the Kaunas Philharmonic Hall with a number of current and former students participating as soloists. The overall impression of the performance standard was good and some soloists demonstrated remarkable artistic abilities.

While the subject descriptions refer to modern literature and repertoire, the overall content and design of the programme is quite traditional, which is generally appropriate for the 1st-cycle studies in music performance.

3. Staff

The SAR (p. 17, chapter XIV) states that the staff are elected according to the legal requirements and VMU rules. All academic teachers are reassessed every 5 years to ensure they meet the requirements. According to the SAR (pp.17-18, chapter XIV), the total number of teaching staff comprises 73, from whom 31 are qualified as prominent artists and 5 hold a doctoral degree in arts or social sciences. Consequently, the legal requirements regarding the qualification of the staff are met. The number of staff is adequate, although (quite typically for performance programmes), most of the staff members work part-time. A number of professors are also leaders of orchestras and choirs in Kaunas. They educate the type and level of musicians demanded by the local labour market.

The students who met with the Evaluation Team appreciated their teachers. They mentioned that the number of high-level teachers had increased within recent years and referred to the possibilities students have to choose their principal study teacher. They also confirmed that some teachers who received repeated unfavourable feedback from students had been removed from the study process.

Although some of the teachers have been trained abroad, no foreign professors have been elected to academic positions. The reasons for this situation are quite obvious (salary level, language of tuition); however, the team suggests that internationalization of the teaching staff could be one of the high priorities of the programme in the future. The international mobility of current staff is mainly focused on participation in artistic projects, competitions and conferences. A longer term research or teaching-based visits to other higher education institutions is advisable.

All age groups are represented among the teaching staff and the average age of the staff is quite low (37% of the teachers are below 43). This should ensure the sustainability of the programme. A number of new teachers have been employed within recent years.

VMU activities that support professional development of the teaching staff are described in chapter XVIII (pp. 23-24) of the SAR. These include free attendance of the VMU courses (e.g., foreign languages, computer skills), development of distance-learning skills (Moodle) - organised by the University - as well as financial support for teachers who attend international conferences, competitions and other professional events.

However, as mentioned above, the artistic activity of many staff members is high: the SER provides data about concerts given, recorded CD-s and other artistic projects. This should ensure the high level of practical musical training. On the other hand, the results of the research work are less strong: only very few staff members have produced scholarly publications, and there are no high-level international scientific publications (SAR, p. 21, chapter XV)

4. Facilities and learning resources

The main building of the Music Academy is located at V. Čepinskis street #5. During the evaluation of the previous programme in 2010 the Evaluation Team recommended a longer-term plan for renovation of the interior of the building. The building is currently under reconstruction. During the visit, the Evaluation Team was told several times that the reconstruction would be finished in the fall of 2014. Once reconstruction is finished the facilities of the Music Academy will be 4,000 m², offering approximately one third more space than currently available.

At the time of the visit, the VMU offered the Music Academy 32 lecture halls, 19 lecture rooms designed for individual classes and practice, 11 classrooms designed for group lessons suitable for small audiences, the Great Hall, the Small Hall as well as the VMU Theatre.

The students can use the classrooms for rehearsals each day of the week, which gives them ample time to rehearse. The classrooms are equipped with the necessary study tools: instruments, computers with internet access, multimedia projectors, additional audio and video equipment.

Only after re-opening of the main building of the Music Academy can it be precisely determined if size and quality for the music activities are adequate for group C subjects and individual lessons. The subject in groups A, B and D are and will continue to be taught at VMU buildings elsewhere in the city.

The planned re-opening of the main building is foreseen at the beginning of the 2014-2015 year of study. However, the Evaluation Team has expressed concern that this planning might be too optimistic, given the short time span for reconstruction and the amount of specialized construction work to be completed. If the dislocation of the Music Academy involving a variety other buildings of the VMU takes too long, this could well have a negative effect on the study of the students enrolled and on the applications of future students.

In terms of learning resources, the Library of the Music Academy will have more space after renovation of the main building. The Library of the Music Academy holds approximately 26,225 publications of sheet music and books, methodical literature and sheet music. The Media Room of the Library of the Music Academy carries a sufficient number of vinyl records, audiocassettes, CDs but only a few (7) DVDs. There are cooperation agreements with other educational institutions in Kaunas (the conservatory, music schools, the music theatre) arranging that students be allowed to use their libraries and media rooms as well.

The general VMU Library is and will continue to be used by the students of the Music Academy. The VMU Library is reasonably well equipped and kept-up-to-date with printed materials. There are licensed databases, e-books and electronic journals published on the internet and the intranet of the university. The library has reception offices, reading rooms and a media room, as well as 481 workspaces, almost 100 of which are digital and have a computer with online access. Wi-Fi is available in the library's area.

In nearly all of the classrooms there are musical instruments. The Music Academy owns a sufficient number of grand pianos, pianos, and wind instruments. There are electric and electronic instruments, and in the jazz department there is a sufficient number of microphones and back lines. The music instruments are currently being renewed.

Once the renovation of the main building of the Music Academy is completed – in which most of the music teaching will take place, and where the Library of the Music Academy will be located and workspaces are made available – a full assessment can determine if facilities and resources are adequate and rightly integrated.

Even with a renewed building available for the music lesson, the groups C lessons, the other lesson, the group A, B and D lessons will take place elsewhere in the city. With all these distributed locations and, therefore 'points of information', it will be a challenge for the management of the VMU Performance Study to develop a consistent study programme because of the variety of study locations.

The Evaluation Team has confidence that the management will overcome this challenge in the near future and wisely implement the current study programme within the refurbished facilities and in other locations where necessary.

Concerning suitable conditions for students to practise, during the visit it became clear to the Evaluation Team that students have sufficient access to rooms to practise their musical skills.

The concert practice of the students is supervised by the VMU. There are close collaborations with “music and art schools, gymnasiums and pro-gymnasiums, conservatories, concert agencies, unions, universities, cultural centres and art-halls.” (SAR p.22-23 chap. XXII) The Evaluation Team has noticed especially, but not only during the meeting with the stakeholders, that the Music Academy is well embedded in the cultural life of Kaunas and across Lithuania. Branching out towards international levels remains at the beginning stage, given the relatively limited number of international connections.

5. Study process and student assessment

The study programme is structured according to the European Credit Transfer System, the ECTS. The academic year is divided into two semesters each of 18 weeks' long. The Evaluation Team noted that the study programme is properly implemented in terms of the study process.

Students are given information about the study process, the programmes, and their development in the publication of Studies at Vytautas Magnus University, on the website, the intranet and at the various offices of the VMU. All students have a personal e-mail account via the VMU intranet.

One of the ways the VMU evaluates the study process is by consulting alumni and stakeholders. There are many relations, which are of good quality. The Evaluation Team came to the conclusion that the evaluations are mainly undertaken in an informal and friendly manner. The Team advises the management of the VMU to formalize the evaluations by setting clear goals for improvements of the study process and evaluate these goals on a regular basis.

The study process consists of more than the subjects described in the curriculum. Students are encouraged to participate in national and international competitions, and in artistic, scientific and other activities inside and outside the VMU. Students participate in the rich musical life in Kaunas and not infrequently this leads to securing a job following practice and study in a school, music school, choir, ensemble or orchestra. The Evaluation Team was happy to see that there is such close relations with the local labour market. Setting up new international projects and intensifying the involvement in existing international projects can improve relations with the international labour market.

On a regular basis the students give a large number of concerts which offers students the opportunity to practise what has been learned during the classes. During the meeting the students declared that they have plenty of opportunities to perform on various occasions and on different stages. The social partners added that the concerts are often organized in cooperation with the city of Kaunas and in the communities. Despite the comparatively low number of students, the student symphony orchestra rehearses regularly twice a week and gives open concerts. Jazz students are active in ensembles such as MaTango and MaJam.

The statement “Students are less engaged in scientific activities.” (SAR, p. 32, chapter XXVI) is understandable in that the immediate interests of Bachelor students often goes to the

performance aspects of the study; however, the Evaluation Team believes it is good practice to have Bachelor students more involved in scientific activities.

Student mobility is realized by participation in international competitions, festivals, concerts and master classes. A number of students have taken the opportunity to take part in the ERASMUS exchange programmes mainly in the second half of the BA studies (in their 3rd or 4th year). Although there is a fair number of students who have participated in exchanges, the wishes of students exceeds the opportunities available. According to the Evaluation Team, there should be an increase in the number of students taking part in the Erasmus exchange programmes. The number and the quality of music institutions with which the VMU signs exchange agreements, could also increase. Concerning teaching practice, undergraduates acquire practical teaching skills by first observing and later teaching in various schools and working with various age groups. "Some students get a chance to improve their practical skills by getting a placement at EU universities and academies under ERASMUS academic exchange programme." (SER, p. 23, chapter XXII) The Evaluation Team noticed that many students expressed strong wishes to participate in Erasmus Exchange programmes, but that the number of options is smaller than the number of places desired.

Concerning the study process, students of the Music Academy can annually receive various kinds of financial support. The level of support is connected to the study results and a number of other criteria. The VMU has dormitories and helps with covering the accommodation costs. All students have access to the VMU Sport Facilities and psychological support is available when needed, as well as help being offered to disabled students.

Student assessment starts with the admission examination. The admission procedure is partly carried out by centralized organization, the LAMA BPO, and since 2011 partly by the VMU using an individual competitive score defined by the formula $KB = EP1 \cdot 0,6 + EP2 \cdot 0,1 + LK \cdot 0,2 + UK \cdot 0,1$ (SAR, p. 24, chapter 24). A few students have been admitted by the VMU Rector's decree. The Evaluation Team noticed a certain degree of unhappiness by the students and the teachers with the current admission procedure, especially the part that is handled by the central organization. The SER states:

"The fact that the admission to the arts programmes is incorporated into the general admission scheme is an obstacle to the most talented students' admission into the programme. It is a harmful practice and must be changed." (SAR, p.30, chap. XXX)

Although law has determined that the LAMA BPO carries out part of the admission, the Evaluation Team supports the willingness of the management of the VMU to see what can be achieved to arrive at an admission procedure that does more justice to the special character of arts education.

In the VMU Study Regulations and in the Rector's decrees concerning the examinations, it is described how the study results are assessed. The VMU uses a system of cumulative grading. A general procedure regulates the students' right to appeal for reconsideration of an examination grade.

Theoretical subjects are regularly evaluated in various tests and a final art project. Although the lowest passing grade is 5 on a 0-10 grade scale, the average of the scores of the students is much higher. On a regular basis the teachers carry out feedback on students' achievements by discussing the results with the students.

The final examination is rightly given an important place in the total of student assessments. Evaluation criteria are clear to the students beforehand and are well described. A commission of

three members judges the final examination and give oral feedback immediately after the process.

The Evaluation Team has obtained sufficient positive evidence that in general the evaluations and examinations are undertaken in a timely and correct manner and that the time-lines of communication between the students and the teachers are short. The system of student assessment is working well, fair and correctly.

6. Programme management

The management of the BA programme is based on a firm and established structure, the Evaluation Team noticed. There are a large number of documents, committees and procedures which involve management. In the Statute, (SAR, p. 30, chapter XXXI) the most important document of the VMU, it is clear that the supervision on the quality of studies is highly prominent. The supervision concerns internal research and education quality system, the external evaluation and the accreditation of the study programmes.

The VMU Senate has agreed to an internal research and education quality system. The internal research and education quality system put to place is based on the Provisions for European Higher Education Quality Assurance and the Strategy for Study Quality Improvement.

The programme committee, which also plays an important role in the management, consists of competent professionals, prominent artists, and heads of departments. Student representatives, alumni, social partners and student employers are also part of the programme committee.

The main activities and areas of attention of the programme committee are programme improvements, the approval of new courses, and the supervision of the study processes. The design of the study programmes is based on the documents issued by the AEC, the European Association of Conservatoires (SAR, p.31, chapter XXXI). Other areas receiving attention are marketing and the supervision of quality assurance methods. Another important document is the VMU Study Regulations, in which among others matters, care is taken of the implementation of the study programme. The various decrees of the Rector are also important management instruments.

The VMU Centre for Quality carries out the various self-evaluations. The SAR (p.32, chapter XXXV) describes the work of the centre as a complex system. Indeed a large number of tasks and a large number of wide methods of fact-finding and analysing the curriculum are put into place. The Evaluation Team learnt that the centre manages the delivery of appropriate information and data to all involved staff.

The management has made a start in building up good relations with music schools that may supply future students.

Concerning the renewal of study programmes, the VMU management constantly strives to renew the study programme. It has set up a system that seems to work well. Initiatives for renewal can come from various sources inside and outside the institute. Relations and communications with social partners, which mainly consist of local and national persons and institutions, play an important role in understanding the future programme and timetable for renewals.

Once a decision for renewal is taken, the study programme committee takes the responsibility for implementation. The study programme itself and the renewals are discussed with the teachers, the heads of the departments and members of the academic staff.

Concerning the ESG (*Standards and Guidelines for Quality Assurance in the European Higher Education Area*), a staff member from the VMU MA presented (at the Evaluation Team's request) a short document detailing how the 7 Standards of the ESG are used in the internal processes for quality-assurance. Policies and procedures are designed to ensure the responsibilities of departments, faculties, staff and students. The Evaluation Team considered this information helpful in their deliberations on overall management of the Music Academy.

The Evaluation Team concluded that all the elements for executing the appropriate management structure are in place for the VMU *Performance Art* bachelor study programme.

However, the Evaluation Team suggests that the management should focus more on strategic planning: the setting of concrete goals, develop a mission, vision and plan of the Music Academy within the VMU and support that vision with specific action plans. The VMU is mainly locally and also nationally well placed but on the international level there is still much that can yet be achieved. The artistic view can improve, be broadened and made comparable to international standards.

A need for stronger strategic planning was recommended already by the Evaluation Team of the 2010 assessment and this recommendation still remains valid – in spite of the fact that technically this is a newly-registered programme. However, in some areas of improvement, mentioned in 2010 report, the present Evaluation Team noticed considerable progress. For instance, the internal quality assurance system has developed well within VMU and the interaction with the stakeholders has become more active.

Greater forward thinking should be mobilized between the teaching staff and management on strategies and policies for future development. Another next and important step for the management is establishing third cycle studies, for which there is current demand.

III. RECOMMENDATIONS

1. It is highly important to complete the renovation of the MA building and renewal of musical instruments as quickly as possible. If this is not completed, the motivation of the staff and students could easily diminish and the programme could lose its competitiveness.
2. The Evaluation Team recommends the critical review of the intended learning outcomes of the programme and to make sure that they comprise also generic competences and transferrable skills as well as basic teaching skills. A programme for third-cycle studies should be internally validated as soon as is possible.
3. More attention should be given to the consistency of description of the content, aims and methods of the jazz studies.
4. The Team recommends seeking for 'possibilities' for longer-term research or teaching-based visits of the teaching staff to other higher education institutions abroad and for inviting international teachers to permanent positions.
5. The Evaluation Team advises the management to increase the exchange options for the students in number and variety of exchange partners. In relation to this, the ambition of the VMU Music Academy could increase by focusing not only on the local and the

national music life, but more deeply and more intensely on the international musical life and labour market as well. In order to increase the international dimension, clear strategic plans should be designed and put into practice while collaboration with local, national and international partners should increase.

6. The Evaluation Team advises the management of the VMU to consider expanding the final examination commission with more local stakeholders and external examiners. An expanded final examination committee, especially with international experts, will give a broader view on the works presented by the students as well as provide feedback to the entire study programme.

IV. SUMMARY

The change in 2011 from the Kaunas Faculty of the Lithuanian Academy of Music and Theatre to Music Academy of the Vytautas Magnus University has given the Music Academy the opportunity to make a renewed start in which is contained the best of the old and the best of the new, currently being sought. The Evaluation Team has concluded that overall in a relatively short period much has been achieved but that there is also room for some improvements.

Although the first steps have been made and there is a willingness to do more, attracting future students will be of utmost importance to secure the future of Music Academy. Concerning future admission more generally, staff and students expressed some unhappiness with the national system of selection. The attractiveness of the study programmes of the Music Academy will grow significantly once the renovation of the music building is completed and a third cycle of studies is added.

The Evaluation Team has found no lack of motivation of students, teachers, staff and management. There is a great willingness to work and study hard and to achieve high and many goals. However, the ambition of the VMU Music Academy could increase by not merely focusing on the local and national music life but also focusing more deeply and more intensely on the international musical life. The Music Academy might become a key player in the international field of music but has not yet reached its full potential. Erasmus opportunities do not match demand, but every effort should be made to increase availability. Longer term visits for teaching and research are also recommended for appropriate teaching staff.

Working and studying at the Music Academy of the VMU happens in an open and friendly atmosphere, as it became clear to the Evaluation Team. Lines of communication are short and direct and there is no fear of leaving something unspoken. The teaching staff undertake many artistic activities in Lithuania and overseas and are well appreciated by the students.

Despite the fact that the main building is under renovation and classes and lessons consequently take place over a large number of separated locations, students, teachers, staff, management and administration manage their work and study in a timely and well-organized manner. There is a certain pride and a high level of satisfaction in the Music Academy. Points of critique are options for improvement though indeed, the various management tools have been appropriately designed for constant innovation and renewal.

The learning outcomes of the *Performance Art* bachelor study programme reflect what is required in the music profession, although generic competences and transferrable skills are not explicitly represented. The curriculum is well constructed and balanced and the learning outcomes are indeed, as stated in the Self-Assessment Report, neither too hard nor too easy to achieve. Students are very satisfied with the scope of studies, though some inconsistencies were found in the aims, content and methods of jazz subjects. From the start students have plenty of opportunities to perform at a range of venues. The student symphony orchestra performs frequently and the programme is enriched by master classes given by visiting professors. Facilities for students to practise meet the current need.

The study process is organized in a proper manner and the various assessment methods are well in place. The Evaluation Team recommends that some basic teaching skills should be incorporated into the learning outcomes to cater for many students who will undertake a measure of teaching in their careers. The Evaluation Team also recommends more scientific research output and, where possible and appropriate, more scientific activities for students.

Finding the right balance between the various parts of the curriculum is seen by the management as an on-going process that can only be optimized if all involved have a say and play their part. The Music Academy, since 2011 as a fully-integrated faculty in the VMU, is still finding its balance and right position in the larger context. The process of integration and assimilation at university level has begun, is on-going and will come to more fruition in the future, as is expressed by the senior management. The Evaluation Team has found evidence that students, teachers, staff and administration share the responsibility to maintain momentum in the various renewal processes.

Quality assurance processes are in place, as illustrated in the employment of the 7 Standards of the ESG. However, the Evaluation Team believes that all evaluation and consultative methods (with students, alumni and social partners) should be engaged on a more formal basis. There is, however, a close relationship with the national labour market.

In all, the Evaluation Team has obtained a positive impression of the Performance Art bachelor programme (state code – 612W31003) at the Music Academy of the Vytautas Magnus University in Kaunas. The Evaluation Team believes that once the Music Academy has re-settled in the renovated main building, the Music Academy will reach its full potential and will continue to progress. Stronger strategic forward planning and the availability of third-cycle studies will play their vital roles for the developmental future of the Music Academy.

V. GENERAL ASSESSMENT

The study programme *Performance Art* (state code – 612W31003) at Vytautas Magnus University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	17

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

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

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

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

Grupės vadovas:

Team leader:

Dr. Terence Clifford-Amos

Grupės nariai:

Team members:

Monika Jankauskaitė

Prof. Margus Pärtlas

Doc. dr. Henrika Šečkuvienė

Hans Timmermans

Wouter Turkenburg

**VYTAUTO DIDŽIOJO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS ATLIKIMO MENAS (VALSTYBINIS KODAS – 612W31003) 2014-04-08
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-139 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Atlikimo menas* (valstybinis kodas – 612W31003) 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	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	17

* 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

2011 m. Lietuvos Muzikos ir teatro akademijos Kauno fakultetui tapus Vytauto Didžiojo universiteto Muzikos Akademija pastarajai atsivėrė naujos pradžios galimybė, kai išsaugoma tai, kas buvo geriausia, ir siekiama to, kas yra geriausia nauja. Vertinimo grupė padarė išvadą, kad per palyginti trumpą laiką daug pasiekta, bet ir yra ką tobulinti.

Nors pirmieji žingsniai žengti ir norisi padaryti daugiau, svarbiausias uždavinys bus pritraukti studentų ir taip užtikrinti Muzikos akademijos ateitį. Kalbant apie būsimą priėmimo tvarką apskritai, dėstytojai ir studentai nelabai džiaugiasi nacionaline atrankos sistema. Muzikos akademijos studijų programos taps daug patrauklesnės, kai bus baigtas renovuoti muzikos pastatas ir bus pradėta įgyvendinti trečiosios pakopos studijų programa.

Vertinimo grupė mano, kad motyvacijos studentams, dėstytojams, personalui ir vadovybei netrūksta. Jie pasirengę sunkiai dirbti ir studijuoti, siekti daugelio ir aukštų tikslų. Tačiau VDU

Muzikos akademija galėtų padidinti savo ambicijas ir dalyvauti ne tik vietos ar šalies muzikiniame gyvenime, bet ir giliau bei intensyviau pasinerti į tarptautinį muzikinį gyvenimą. Muzikos akademija galėtų tapti svarbiausiu tarptautinio muzikos pasaulio dalyviu, bet ji dar neišnaudojo visų savo potencialo. *Erasmus* programos teikiamos galimybės neatitinka paklausos, bet reikia dėti visas pastangas šios programos prieinamumui padidinti. Be to, rekomenduojama, kad išvykimo dėstyti laikotarpiai būtų ilgesni ir kad išvyktų tinkami dėstytojai.

Kaip vertinimo grupė suprato, darbo ir studijų aplinka VDU Muzikos akademijoje atvira ir draugiška. Pranešimai perduodami greitai ir tiesiogiai, nesibijoma, kad kažkieno nuomonė nebus išklaudyta. Akademinis personalas dalyvauja įvairioje meno veikloje Lietuvoje ir užsienyje, ir studentai vertina savo dėstytojus.

Nepaisant to, kad pagrindinis pastatas renovuojamas, o paskaitos vyksta įvairiose vietose, studentai, dėstytojai, vadovybė ir administracija įstengia laiku ir organizuotai atlikti savo darbą ir studijuoti. Daugelis yra patenkinti Muzikos akademija, netgi didžiuojasi ja. Kritiška nuomonė – tai galimybė pagerinti veiklą, ir iš tikrųjų yra sukurta nemažai gerų vadybos priemonių programai nuolat atnaujinti.

Bakalauro studijų programos *Atlikimo menas* numatomi studijų rezultatai atspindi tai, ko reikia muziko profesijai, nors bendrieji ir perkeliemieji gebėjimai nėra aiškiai atspindėti. Programos sandara gera ir subalansuota, o numatomi studijų rezultatai, kaip nurodyta savianalizės suvestinėje, tikrai nei pernelyg sunkiai, nei per lengvai pasiekiami. Studentus labai tenkina studijų apimtis, nors pastebėta tam tikro su džiazu dalykais susijusių tikslų, turinio ir metodų nesuderinamumo. Nuo pat studijų pradžios studentai turi daugybę galimybių pasirodyti įvairiose scenose. Dažnai koncertuoja studentų simfoninis orkestras. Programą praturtina vizituojančių profesorių meistriskumo pamokos. Studentų praktikai skirtos patalpos atitinka dabartinius poreikius.

Studijų procesas organizuojamas tinkamai, taikomi įvairūs vertinimo metodai. Vertinimo grupė rekomenduoja, kad į numatomus studijų rezultatus būtų įtraukti keli pagrindiniai mokymo įgūdžiai, kurie bus reikalingi studentams, ketinantiems savo karjerą susieti ir su mokymu. Be to, vertinimo grupė rekomenduoja atlikti daugiau mokslinių tyrimų ir, jei įmanoma ir reikia, studentams daugiau dalyvauti mokslinėje veikloje.

Tinkamo santykio tarp įvairių programos dalių paieška laikoma nuolatiniu procesu, kurį galima optimizuoti tik tada, kai visi jo dalyviai turės teisę reikšti nuomonę ir atlikti savo vaidmenį. Muzikos akademija, nuo 2011 m. visiškai integruota į VDU kaip fakultetas, vis dar tebeieško teisingos pusiausvyros ir savo vietos platesniame kontekste. Kaip išsireiškė vyresnioji vadovybė, integracijos ir asimiliacijos procesas prasidėjo, tebevyksta ir ateityje bus įgyvendintas. Vertinimo grupė buvo informuota, kad studentai, dėstytojai, darbuotojai ir administracija dalijasi atsakomybe išsaugoti paskatą įvairiuose atnaujinimo procesuose.

Įdiegta kokybės užtikrinimo procedūra, kaip rodo 7 ESG nuostatų taikymo dokumentas. Tačiau vertinimo grupė mano, kad visi vertinimo bei konsultavimosi (su studentais, absolventais ir socialiniais partneriais) būdai turėtų būti oficialiau įforminti. O ryšiai su Lietuvos darbo rinka gana glaudūs.

Apskritai vertinimo grupė susidarė teigiamą įspūdį apie Vytauto Didžiojo universiteto Muzikos akademijos Kaune įgyvendinamą bakalauro studijų programą *Atlikimo menas* (valstybinis kodas 612W31003). Vertinimo grupė mano, kad kai tik Muzikos akademija persikels į renovuotą pagrindinį pastatą, ji galės panaudoti visas savo galimybes ir toliau judės į priekį. Didžiausią poveikį Muzikos akademijos ateičiai turės stiprus šiuolaikinis strateginis planavimas ir trečiosios pakopos studijų galimybė.

III. REKOMENDACIJOS

1. Labai svarbu kuo greičiau baigti renovuoti MA pastatą ir atnaujinti muzikos instrumentus. Jei tai nebus padaryta, gali sumažėti dėstytojų ir studentų motyvacija, o programa gali prarasti konkurentiškumą.
2. Vertinimo grupė rekomenduoja kritiškai peržiūrėti numatomus šios programos studijų rezultatus ir įsitikinti, ar jie apima bendruosius, perkeliamuosius ir pagrindinius mokymo gebėjimus. Universitetas turi kuo greičiau patvirtinti trečiosios pakopos programą.
3. Reikėtų daugiau dėmesio skirti džiazio studijų turinio, tikslų ir metodų darnai.
4. Grupė rekomenduoja ieškoti „galimybių“ akademiniam personalui vykdyti mokslinius tyrimus ilgesnį laiką ir vykti į užsienio aukštąsias mokyklas dėstyti, pasikviesti ir į nuolatinės pareigas priimti dėstytojus iš užsienio.
5. Vertinimo grupė pataria vadovybei didinti mainuose dalyvaujančių studentų skaičių ir mainų partnerių įvairovę. Šiuo atžvilgiu VDU Muzikos akademija galėtų padidinti savo ambicijas ir dalyvauti ne tik vietos ar šalies muzikiniame gyvenime, bet ir giliau bei intensyviau pasinerti į tarptautinį muzikinį gyvenimą ir darbo rinką. Siekiant sustiprinti tarptautinį programos aspektą, reikėtų parengti ir praktiškai įgyvendinti aiškius strateginius planus, stiprinti bendradarbiavimą su vietos, šalies ir užsienio partneriais.
6. Vertinimo grupė pataria VDU vadovybei apsvarstyti baigiamųjų egzaminų komisijos išplėtimo klausimą, įtraukiant į ją daugiau vietos socialinių dalininkų ir išorės egzaminuotojų. Išplėsta, ypač tarptautiniais ekspertais papildyta egzaminų komisija pateiks išsamesnę nuomonę apie studentų pristatytus darbus, taip pat suteiks grįžtamąjį ryšį apie visą studijų programą.

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.