



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO
SPORTINIAI ŠOKIAI PROGRAMOS (612W54001)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *DANCE SPORT* (612W54001)
STUDY PROGRAMME
AT KLAIPĖDA UNIVERSITY**

Grupės vadovas:
Team Leader:

Dr. Helen Angove

Grupės nariai:
Team members:

Prof. Dr. Elisabete Alexandra Pinheiro Monteiro

Dr. Christiana Rosenberg-Ahlhaus

Lina Puodžiukaitė-Lanauskienė

Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Sportiniai šokiai
Valstybinis kodas	612W54001
Studijų sritis	Menai
Studijų kryptis	Šokis
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Šokio bakalauras
Studijų programos įregistravimo data	2011

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Dance Sport
State code	612W54001
Study area	Arts
Study field	Dance
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor's degree in Dance
Date of registration of the study programme	2011

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes.....	4
2. Curriculum design	6
3. Staff	7
4. Facilities and learning resources	8
5. Study process and student assessment.....	8
6. Programme management	9
III. RECOMMENDATIONS	10
IV. SUMMARY	11
V. GENERAL ASSESSMENT	12

I. INTRODUCTION

The Department of Dance Sport at the University of Klaipėda was established as the Department of Ballroom Dance in 1990. The name changed in 1996. The aim of this department is to train professional dancers and teachers in Dance Sport, through the provision of a unique and ambitious programme which attracts national and international attention due to the fact that Lithuania is famous for its Dance Sport formation group, “Žuvėdra”. This group successfully participates in European and World championships and is mainly composed of the students of the department of Dance Sport. “Žuvėdra” plays an important role for the department. Its international success is widely appreciated and the group attracts students, thus helping the department to get support from the University.

Klaipėda University’s Bachelor (BA) programme in Dance Sport is a unique and exceptional programme. Generally, the study of Dance Sport, ballroom dance and other social or popular dance forms take place in private schools or in informal contexts. Competitive ballroom groups can be found in other universities, for example in the United States (Boston, Minnesota, Chicago etc.) but not as a part of an undergraduate programme. Therefore the specialisation in Dance Sport as a Bachelor degree at Klaipėda University is both innovative and courageous.

The programme was last evaluated in 2011 and was accredited for a further three years. A self-evaluation report was prepared in 2014 by a designated team, which met in November 2013.

This final report was informed by a range of evidence including: the Self-Evaluation Report (SER); related documentation provided by the University; relevant supporting documentation provided by SKVC (legal and regulatory information, legislation, methodology) plus the SER and final report from the previous visit in 2011. The initial review of documentation was supplemented by onsite visits to departmental and university facilities (physical equipment, teaching materials, teaching rooms and studios, library) and a range of meetings held with: Senior Administration, Teachers, Students, Alumni and Social Partners in order to gather their thoughts and opinions regarding the currency, relevance and impact of the BA Dance Sport.

The international review team would like to note that some of the recommendations from the previous evaluation in 2011 required longer-term thinking and planning and time for development to occur, and the recommendations from this visit acknowledge that. Nonetheless, progress in a range of areas was noted and the Dance Sport Department demonstrated confidence and determination in moving forwards to achieve progress.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

Klaipėda University BA in Dance Sport is a unique programme. The primary aim is to develop highly qualified dancers and Dance Sport teachers, an aim which is expressed very clearly in the programme schedule and related assessments. Competence in dance performance and pedagogy is developed through participation in practical studies which are spread evenly over the semesters. The main emphasis lies in the core areas of ballroom dance, latin american dance, dance sport and dance composition. But these subjects are supplemented by others. Students also acquire basic knowledge and experience of historical dance, folk dance, social dance and classical dance. The theoretical fields include dance pedagogy, but also dance history, research methodology and computer technologies. It is obvious that the artistic work and pedagogical competence of the students is the main focus of the programme as each semester is underpinned by practical classes in order to improve dance skills. But it is also clear that a conscious effort

has been made since the last review to broaden the programme in terms of scientific approaches to research. Nonetheless there is still a gap between the artistic requirements of Dance Sport and the scientific standards expected by a University; particularly within an international context. The artistic quality of teachers and students is high but there could be increased attendance to different research approaches and more critical and reflective theoretical questions. Being able to plan, analyse and define academic research as either applied, practice-based or scientific should become a clear and important aim of the programme in order for it to be integrated into a broader academic arena.

The formulated outcomes are divided into knowledge, cognitive abilities, special abilities, social abilities and personal abilities. All seminars and classes are defined in terms of these abilities and these are clearly mapped against specific outcomes so that in each field you will find a corresponding study subject. Consequently there is harmony between the programme content and resulting qualification.

In addition to dance specific skills, students have the opportunity to develop a range of transferrable skills in areas such as communication, team work and project management. However, review of the available evidence did reveal an imbalance between the artistic, pedagogical and scientific outcomes. At present, only the basic training in scientific research and the final project consciously address cognitive abilities yet these are fundamental in higher education study. Thus the next logical stage would be to pay more attention to the academic framing and theorising of the work by positioning the practical components within a broader theoretical and methodological framework. Not only would this help to produce graduates who have a broad understanding of their specialist field, it would also equip them with the necessary skills to engage with it creatively, reflectively and analytically. Longer term this would benefit the development of Dance Sport as a discipline at both the University and in the professional sector. The integration of guest teachers from other departments, for example, the “pedagogy of creativity”, seems to be a step in the right direction.

There is no doubt that the programme meets the requirements of the labour market. Students find jobs in the region as choreographers and teachers in different fields of dance pedagogy, and some open dance schools of their own. The success of “Žuvėdra” assists in promoting the regional, national and international visibility of the programme. Graduates from Dance Sport are favoured employees for social partners. However, this perpetuates a very close independence between the department of Dance Sport and “Žuvėdra”. Žuvėdra’s international success and related energy continues and this is a key attraction for applicants but this means lots of work for staff and students alike. It seems unthinkable at present that the programme could exist without this group. The University and the department of Dance Sport should reflect carefully upon the potential impact of this; it is important for the university to assess to what extent the course is reliant on Žuvėdra’s continued success, and to ensure that any risks associated with this reliance are anticipated to ensure the future sustainability of the course.

The programme aims and learning outcomes are highly suitable to the final qualification in terms of skills and employability. There is a close mutual relationship with the Dance Sport Federation of Lithuania which clearly appreciates the programme and is also supported by the department in terms of developing standards for dance clubs in Lithuania. Obviously any increase in choreographic and pedagogical skills achieved by the graduates of the programme helps to improve the quality of Dance Sport in the country overall.

Strengths:

The unique nature and clarity of focus of the Dance Sport programme are great strengths. The programme is efficient and students’ expectations are met. In addition, to improving their

technical skills in Dance Sport, students are also able to develop creative approaches to choreography as the increasing quality of the final works demonstrates. The programme aims and outcomes are well defined.

Weaknesses:

The main weakness of the programme is the lack of a broader academic perspective in terms of scientific approaches to reflection, analysis and research which could help the students and the department to reflect upon the place of Dance Sport as a programme and a discipline within a wider context. Steps in the right direction have already been taken, but there are a number of potential developments that could augment and enliven aspects of the programme.

2. Curriculum design

The curriculum obviously meets legal requirements and adheres carefully to Lithuanian legislation. The study programme follows the “Written Order of the Minister of Education and Science” from 2010. The number of credits and the arrangement of the subjects follow the “Description of General Requirement for Degree Granting Undergraduate and Consecutive Study Programmes” and cannot be changed by the University. The BA Dance Sport consists of 240 credits. 35 credits are allocated to general education studies, 205 credits belong to the study field and 8 credits can be used optionally. The programme follows the Bologna process by using the European Credit Transfer System (ECTS) and the indicative workload seems appropriate for the given qualification.

A closer look at the structure of the study programme reveals a degree of imbalance between theoretical and practical classes. There appears to be an over-emphasis on practical sessions. To an extent this is typical of the repetitive nature of professional practice which cannot be fully avoided. However, practice should be reflective, analytical and informed by a dialogue between practical and theoretical approaches. The programme could be enhanced in terms of both innovation and intellectual rigour by drawing upon more diverse theoretical perspectives and academic approaches. It should be mentioned that there are already improvements in the curriculum in terms of integrating more creative or theoretical approaches, however this aspect could still be emphasised more strongly. In particular, in the area of scientific research, the review team found some discrepancies in the way in which research, and in particular research methodology, was understood. A key example is the thesis. The chosen topics are varied, and the resulting documentation is well planned and structured. However, at present they are not comparable with international standards as the current format does not require students to engage with complex methodological approaches in comparison to international universities. Similarly a higher degree of reflection and consideration of alternative viewpoints, supported by the interrogation of alternative theoretical perspectives, would be advisable. It would be possible to integrate more scientific work into the existing curriculum in terms of accessing a wider range of academic disciplines that are relevant to the study of dance. For example, ideas and methodologies drawn from dance history or pedagogy (which are already subjects within the programme) could be enhanced or even challenged by alternative disciplinary perspectives drawn from anthropology, psychology, sociology or fields such as sports or dance science. The thesis could become a significant piece of intellectual work and not simply an accompanying document to the practical work that students are doing.

Strengths:

The content and structure of the curriculum is efficiently designed to prepare highly qualified Dance Sport teachers or professional performers. It assists in sustaining high standards in the field of Dance Sport.

Weaknesses:

The view of Dance Sport as a subject within Higher Education is still narrow and could be widened in order for it to be better integrated into the broader academic world within which it sits. To this end, the content of the programme could better reflect achievements in art and science.

3. Staff

Without any doubt the staff members have great experience in Dance Sport and are well qualified to teach on this programme. The SER states that “the quality of the Dance Sport Bachelor Study Programme is guaranteed by teachers with the proper professional qualification”. Most teachers have many years of experience in teaching Dance Sport and have published a significant number of methodical books about dance. Four staff members also undertake research and publish scientific articles. Most members place emphasis on artistic activity and are actively engaged in organising events and competitions. The SER notes that academic exchange and the number of visiting international teachers has increased since 2011, which is a positive development as it opens the programme up to new inputs and offers the potential to integrate international expertise into the programme. It is important to ensure that not only does this inform teaching methods, but scientific and artistic research too.

The existing staff development programme seems to pay dividends. In the last five years, eighteen teachers upgraded their qualifications by attending seminars and training sessions. Obviously this is a problem for staff members who want to obtain a PhD due to a lack of supervising professors in Lithuania, with an affinity for dance. This factor, coupled with the review team’s recommendations that academic research and the student thesis is an area for development, suggests that the senior administration should work with staff members to find adequate solutions.

The Erasmus programme is available within the department for exchange purposes, but due to the unique nature of the Dance Sport programme, there are not many universities abroad with programmes that are compatible with the needs of the dance department in Klaipėda. Thus approaches to the notion of ‘exchange’ have to be widened. The department could look for commonalities and areas of partial overlap with other dance programmes, as it is likely that students could benefit from experiencing an alternative curriculum even if a department does not offer Dance Sport. Participation in alternative programmes could generate interesting perspectives on the fields of Dance and Dance Sport in general.

Strengths:

There are sufficient numbers of specialist staff members who are highly qualified and equally committed to the field of Dance Sport and to this specific programme. The teachers have national and international experience in Dance Sport. They publish books about teaching dance and are involved in artistic practice and research at a high level.

Weaknesses:

There is a lack of scientific research of the type undertaken in an international arena. This could also relate to artistic work, which could be more closely accompanied by theoretical reflection connected with different scientific approaches, of the kind found in the realms of ‘practice-based’ research. The main focus at the moment is on questions of a methodological or choreographic nature which is not enough for an academic programme. Therefore the staff members require an opportunity to build up an international academic network that could help develop the scientific knowledge and related qualifications of the teachers. It is likely that the senior administration of the university would have to support the department in this aspect.

4. Facilities and learning resources

The facilities of Klaipėda University are sufficient to support the existing programme. There have been some renovations to improve the teaching situation and in general the conditions within which the programme is organized are good. Some studios are quite small but are employed effectively for specialist training. The main studio offers excellent teaching facilities. Documents, recordings and catalogues are numerous and can be used by the students. The library also provides new scientific resources in form of several data bases open for students and teachers. Databases can be used also from home which in fact is very helpful. In general, the situation seems to have improved since the last review in 2011. The accessibility and adequacy of the materials is good, although the financial situation of the university imposes limits on the purchase of all the desired materials. Moreover, the question of language remains a problem. Many students are able to read and, to a lesser extent, speak English but a significant number of texts and articles are in Russian or Lithuanian. Because the international language of research is English, and because increasingly the students' second language will be English, and not Russian, it is important that the library offers these international perspectives in their published collections.

Strengths:

The study materials and studios are suitable for the programme. The available spaces are employed effectively for technical training and choreography. The resourcing of the library has obviously improved in the pursuit of international standards.

Weaknesses:

To improve the international profile of the programme, more current academic material and literature about dance which is written in English is needed. This would enable both a broader and more in depth level of study to be undertaken.

5. Study process and student assessment

The admission requirements for the Dance Sport programme consist of the results concerning the general admission to higher schools which is given by the Lithuanian High School Association (LAMA) and a practical test about Dance Sport. The number of enrolled students has been decreasing over the last few years for several reasons, not least the high tuition fees. It is also important to consider to what extent the current admissions and selection process is adequate for an arts subject. If "Žuvėdra" is expected to continue performing, and the Dance Sport students should continue to be members of the group, then the Dance Sport department needs to maintain a sufficient number of enrolments of an appropriate quality; this is an issue that the University of Klaipėda will need to interrogate.

The information provided regarding the study process shows that students at Klaipėda University receive a good level of support during their studies. There is an effective monitoring system and because groups are small, teachers find enough time to coach every single student. Also, pastoral care is offered when needed. The drop out rate is very low and students seem to be very content with their situation. There is also a chance to receive an academic or a social scholarship. The evaluation system is working with points from 10 (excellent) down to 5 (poor). Scores from 4-1 mean that the minimum requirements are not fulfilled. The scores and obviously also the criteria are published on the web site of Klaipėda University so that transparency is guaranteed. Students could be more encouraged to participate further in scientific work and to value it as part of their development. Their interest is clearly focused on the acquisition of artistic and teaching skills, and there is a risk that they become rather dismissive of the value and relevance of scientific research to the field of dance sport. Their current understanding of what the course

could potentially provide in terms of academic knowledge, access into further scientific or artistic research or work in an international context, is limited.

Student mobility is an interesting issue. Because of the narrow structure of the BA in Dance Sport it is not easy to find adequate partners for cooperation. At the moment there are contacts with Tyumen State Art and Culture Academy and the Trade Union University of Humanities in St. Petersburg. Both carry out qualified Dance Sport training. Students are informed about Erasmus and Socrates programmes. However, whilst the situation seems to be better than in 2011, there should be more effort to widen the cooperation between this programme and others. The specific nature of the qualification of Dance Sport should not be an obstacle to building international contacts. A broader understanding of the Erasmus programme would be helpful – particularly of the new possibilities available under Erasmus Plus. The development of contacts and/or joint initiatives with other universities would help the department to become internationally known in the broader academic arena as well as improve the students' academic knowledge.

Strengths:

The study process has a clear focus and students are supported successfully on an individual and group level. Students understand assessment models and processes and feel that they are prepared and assessed fairly.

Weakness:

The uniqueness of the programme complicates processes for international exchange because it is difficult to find adequate exchange partners. Therefore the genre specific approach to exchange should be reviewed so that a wider range of potential overlaps with related subjects could be considered. The sustainability of the programme should be reviewed in light of the current admissions processes to ensure that these do not present undue obstacles for the recruitment of the programme.

6. Programme management

The programme management is undertaken in a professional way and is clearly defined. The structure of decision-making is as follows: the Senate fixes general rules for study programmes; the Art Faculty Board decides when specific question about their departments structure have to be answered; the Dance Sport programme itself is defined and implemented by the department of Dance Sport. Responsibilities for decisions are clearly allocated. Nevertheless, there is an imbalance concerning the flow of information. Informal sharing of information happens more regularly and often more effectively than the exchange of information within formal, set structures. Obviously the teamwork in the department of Dance Sport is efficient and all members try to improve and develop the programme. Dance Sport teachers regularly discuss the quality of the programme. But they need support from the university not only in informal meetings but in form of reliable Quality Assurance structures whereby data can be regularly collected and analyzed. It is desirable and necessary for students to be involved in these processes. In particular the Dance Sport students should be encouraged to occupy a more reflective and critical position in relation to the programme and their own progress in order for them to understand the need for the department and the university to continue reviewing and improving the quality of the curriculum.

The same is true for social partners who would like to have more regularly contact with the university at institutional level. There appears to be some disconnection between the university and the dance sport department insofar as social partners and alumni are primarily engaging at departmental level instead of being involved in processes of quality management at an

institutional level. Their input at this level is important, as not only do they have expertise to share, it might also help them to better understand the full requirements of a university education. It might be useful for social partners to recognize that the demands of the labor market or of the discipline of Dance Sport are not the only factors in the decision making processes about programme and curricula; there are also academic requirements which must be addressed. Understandably, social partners are not always aware of this.

Progress in the area of quality assurance has already been made because teachers and students participated in the current evaluation of the programme assessment and ongoing processes for improvement. Moreover, additional meetings, discussions and analyses should continue and be integrated into a more formal structure.

Strengths:

Teachers and students engage in an ongoing discussion about the quality of the programme.

Weakness:

The formal structures of quality management at an institutional level, led by the senior administration could be improved. We are aware from discussions with the senior administration that this is an area already under consideration.

III. RECOMMENDATIONS

1. The view of Dance Sport as an academic discipline could be broadened. The programme has the potential not only to develop professional dancers and teachers but also dance researchers who could help to reflect upon and about the field of Dance Sport in an academic way. It is important to make sure that academic challenges are not forgotten through an emphasis on dealing with practical challenges.
2. More scientific work should be integrated into the programme. This could be achieved by broadening the theoretical perspectives or methodological approaches to research and pedagogy generally. Another possibility might include involving more international teachers with a scientific research background in the programme.
3. Undertaking research is an important part of every study programme at university level. In order to meet international standards, it is essential that the final thesis is reviewed in terms of its aims, content and approach. For example, there could be different requirements for the final thesis whereby instead of it constituting a description of and accompaniment to the pedagogical work it should be a scientific thesis in which a broader range of topics, questions and methodological approaches are interrogated. It is important that as researchers, students learn individually to construct a research question, develop a theoretical framework and identify an appropriate research methodology.
4. The artistic qualification of staff members is exemplary but opportunity for the development of academic qualification should be improved. The more teachers of Dance Sport that obtain internationally recognised higher level academic qualifications, the more easily scientific approaches can be integrated into the programme.
5. There should be a conscious strategy regarding language as this is an issue that all the dance programmes currently face. In comparison to the last review, students are gradually becoming more confident about speaking in English and this will benefit them as it is the common international language of academia and scientific research. Because a significant

amount of literature in dance is written in English there should be more effort to improve language skills, and to consider how this might need to be addressed within the delivery of the programme itself. This could also help longer term to attract international students to the programme.

6. The integration of graduates and social partners in the development and review of the programme should happen more regularly and in a more formal way.

IV. SUMMARY

The main strengths of the programme are the clarity and efficacy of the programme aims and study outcomes. Due to appropriate module content students achieve high quality skills in Dance Sport. In comparison to 2011, revisions to the programme lead to a better understanding of making dance and teaching dance and the organization of the study process ensures an adequate achievement of the learning outcomes. The department provides an adequate level of academic and social support. Because groups are small, each student can be mentored individually. Therefore the drop out quota is low. Since 2011 the international exchange of teachers and student mobility has increased which will begin to help position the Dance Sport programme within a broader academic community. As noted by the social partners, the quality of graduates from this programme is high and meets their expectations thus the programme obviously meets the needs of the regional labor market. The teaching staff reflects a high level of artistic competence in the field of Dance Sport and is developing their academic qualifications and experience by attending seminars and workshops. The general learning resources provided by the department and the library of the University of Klaipėda have improved. Students can now use a wide range of databases at both the University and also from home.

The main weakness of the programme is the lack of diversity concerning scientific approaches to the field. There have been improvements in terms of adding new theoretical seminars to the curriculum but this additional knowledge is not integrated in a sufficiently coherent way. If the programme wants to meet academic standards at university level there should be increased scientific input. The same is true concerning the qualification of teachers in terms of obtaining a higher academic qualification such as a PhD. This development has to be accompanied by a conscious longer-term strategy for change regarding the language of teaching and research within the department. The students and teachers mobility should be improved by widening the view on Dance Sport and developing an international academic network. The programme management is good as far as department structures are concerned. But formal structures between the University of Klaipėda and the department of Dance Sport could be better employed to ensure adequate and effective programme evaluation and development. Social partners and graduates could also be integrated more formally.

The international review team would like to thank the Dance Sport department for their willingness to engage positively and openly in the review process, and would like to acknowledge the progress that has already been made since the last review in 2011. The team also recognizes that additional plans for improvement and development have already been identified by the department and the university, and hope that the recommendations made in this second review will complement the planned work that is already underway.

V. GENERAL ASSESSMENT

The study programme Dance Sport (state code – 612W54001) at Klaipėda University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	18

*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. Helen Angove

Prof. Dr. Elisabete Alexandra Pinheiro Monteiro

Grupės nariai:
Team members:

Dr. Christiana Rosenberg-Ahlhaus

Lina Puodžiukaitė-Lanauskienė

**KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
SPORTINIAI ŠOKIAI (VALSTYBINIS KODAS – 612W54001) 2014-04-17
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-175 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Sportiniai šokiai* (valstybinis kodas – 612W54001) 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 išteklių	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Pagrindinės programos stipriosios pusės yra programos tikslų ir studijų rezultatų aiškumas ir efektyvumas. Modulio turinys tinkamas, todėl studentai įgyja aukštos kokybės sportinių šokių įgūdžių. Palyginti su situacija 2011 m., pakeitus programą, buvo pasiektas geresnis šokio kūrimo ir šokio dėstymo supratimas, o studijų procesas organizuojamas taip, kad būtų deramai pasiekiami mokymosi rezultatai. Katedra užtikrina reikiamą akademinę ir socialinę paramą lygį. Kadangi studentų grupės yra mažos, kiekvienas studentas gali būti individualiai kuruojamas, todėl „nubyrėjimo“ skaičius yra mažas. Nuo 2011 m. augo dėstytojų tarptautinių mainų ir studentų judumo mastas, o tai padės įtraukti sportinių šokių programą į platesnę akademinę bendruomenę. Kaip minėjo socialiniai partneriai, šios programos absolventų kompetencijų kokybė yra aukšta ir patenkina jų lūkesčius, todėl programa akivaizdžiai patenkina regiono darbo rinkos poreikius. Mokymo personalo kompetencijos sportinių šokių srityje yra aukšto lygio ir jie tobulina savo akademinę kvalifikaciją bei patirtį dalyvaudami seminaruose ir praktiniuose užsiėmimuose. Katedros ir Klaipėdos universiteto bibliotekos teikiami bendrieji mokymosi išteklių pagerėjo. Dabar studentai gali naudotis plataus spektro duomenų bazėmis tiek Universitete, tiek iš savo namų.

Pagrindinė programos silpnoji pusė yra mokslinių požiūrių į programą įvairovės stoka. Buvo atlikta patobulinimų, įtraukiant naujų teorinių seminarų į programos turinį, tačiau šios

papildomos žinios nėra pakankamai nuosekliai integruotos. Norint, kad programa atitiktų universitetinius akademinis standartus, reikėtų įtraukti daugiau mokslinio turinio. Tą patį galima pasakyti ir apie dėstytojų kvalifikaciją. Jie turėtų įgyti aukštesnę akademinę kvalifikaciją, pavyzdžiui, daktaro laipsnį. Šis patobulinimas turėtų būti suderintas su sąmoninga ilgalaikė pokyčių strategija, atsižvelgiant į katedroje taikomą dėstyto ir mokslinių tyrimų kalbą. Reikėtų pagerinti studentų ir dėstytojų judumą praplečiant sportinių šokių programos sritį ir sukuriant tarptautinį akademinį tinklą. Kalbant apie katedros struktūras, programa valdoma gerai. Tačiau formalios struktūros tarp Klaipėdos universiteto ir Sportinių šokių katedros galėtų būti geriau įgyvendinamos, siekiant užtikrinti, kad programa būtų reikiamai ir veiksmingai vertinama ir plėtojama. Socialiniai partneriai ir absolventai taip pat galėtų būti formaliau įtraukiami į veiklą.

Tarptautinė vertinimo grupė norėtų padėkoti Sportinių šokių katedros komandai už jų norą pozityviai ir atvirai bendradarbiauti vertinimo procese, ir norėtų pripažinti pažangą, kuri jau buvo pasiekta po paskutinio vertinimo 2011 metais. Vertintojų grupė taip pat pripažįsta, kad katedra ir universitetas jau nustatė papildomus planus, skirtus programai tobulinti ir plėtoti, ir tikisi, kad per šį antrą vertinimą pateiktos rekomendacijos pagelbės suplanuotam darbui, kuris jau pradėtas.

III. REKOMENDACIJOS

1. Sportinių šokių, kaip akademinės disciplinos, apimtis galėtų būti praplėsta. Programa turi potencialą ne tik ugdyti profesionalius šokėjus ir dėstytojus, bet ir šokio tyrinėtojus, kurie galėtų padėti akademiškai analizuoti ir vertinti sportinių šokių sritį. Svarbu užtikrinti, kad dėmesį telkiant į praktinių iššūkių sprendimą, nebūtų pamiršti akademiniai iššūkiai.

2. Daugiau mokslinio darbo turėtų būti įtraukta į programą. Tai būtų galima pasiekti praplečiant teorines perspektyvas arba metodinius požiūrius tiek į mokslinių tyrimų, tiek į bendrąją pedagoginę sritis. Kita galimybė būtų į programą įtraukti daugiau užsienio dėstytojų, dirbančių mokslinių tyrimų srityje.

3. Mokslinių tyrimų vykdymas yra svarbi kiekvienos universitetinių studijų programos dalis. Norint atitikti tarptautinius standartus, būtina, kad baigiamasis darbas būtų peržiūrimas jo tikslų, turinio ir požiūrio atžvilgiais. Pavyzdžiui, baigiamajam darbui galėtų būti taikomi skirtingi reikalavimai, pagal kuriuos baigiamasis darbas būtų ne tik pedagoginio darbo aprašymas ir papildymas, bet ir mokslinis projektas, kuriame būtų sprendžiami platesnio spektro klausimai, temos ir metodologiniai požiūriai. Svarbu, kad kaip moksliniai tyrėjai, studentai savarankiškai išmoktų sukonstruoti tyrimo klausimą, sukurti teorinius rėmus ir nustatyti tinkamą tyrimo metodologiją.

4. Personalo narių meninės kvalifikacijos yra pavyzdinės, tačiau reikėtų suteikti daugiau galimybių tobulinti akademinę kvalifikaciją. Kuo daugiau sportinių šokių dėstytojų įgis tarptautiniu mastu pripažįstamas aukštesnio lygio akademinės kvalifikacijas, tuo lengviau bus galima integruoti mokslinius požiūrius į programą.

5. Turėtų būti priimta sąmoninga strategija kalbos atžvilgiu, kadangi su šia problema šiuo metu susiduria visos šokio programos. Palyginti su paskutiniu vertinimu, studentai pamažu įgyja daugiau drąsos bendrauti angliškai ir tai jiems bus naudinga, kadangi ši kalba yra bendra tarptautinė akademinės visuomenės ir mokslinių tyrimų kalba. Kadangi daug knygų apie šokį parašytos angliškai, reikėtų stengtis labiau lavinti šios kalbos įgūdžius, apsvaistyti, kaip šią problemą būtų galima spręsti dėstant programos dalykus. Tai ilgainiui galėtų padėti pritraukti daugiau užsienio studentų studijuoti šią programą.

6. Absolventai ir socialiniai partneriai turėtų būti dažniau ir formaliau įtraukiami į programos tobulinimą bei peržiūrą.

<...>

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.