

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**Vilniaus pedagoginio universiteto**

**PROGRAMOS „muzika“ (61201M109, 612X14003)**

**VERTINIMO** **IŠVADOS**

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**EVALUATION REPORT**

**of *music* (61201M109, 612X14003 )**  
**STUDY PROGRAM**

at Vilnius Pedagogical University

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Išvados parengtos anglų kalba

Report language - English

**INFORMATION ON EVALUATED STUDY PROGRAM**

|  |  |
| --- | --- |
| Name of the study program | ***Music*** |
| State code | 61201M109 |
| Study area | Arts |
| Study field | Music |
| Kind of the study program | university studies |
| Level of studies | First |
| Study mode (length in years) | full-time |
| Scope of the study program in national credits1 | 160 (national), 240 (ECTS) |
| Degree and (or) professional qualifications awarded | bachelor of music, teacher |
| Date of registration of the study program | 1997-05-19, Nr. 565 |

1 – one credit is equal to 40 hours of student work

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# I. INTRODUCTION

The visiting experts hand over this Evaluation Report, based on the Self-Assessment of the Music Bachelor Program in Vilnius submitted by the VPU and on information gathered during the site visit of September 24, 2010 from the various bodies of the institution (administration, authors of the Self-Assessment report, staff, students, graduates and employers). The experts found the SA clearly written with significant detail concerning the education and training of music students from recruitment and admission through the completion of studies. On behalf of the Association Européenne des Conservatoires, they thank the institutions submitting assessments for their welcome and the CQAHE for the careful preparation of the process.

The Introduction to the Music Bachelor program Self-Assessment Report gives the visiting experts a clear picture of the organizational structure of the VPU in general and of the Self-Assessment process and its personnel in particular. The experts note the institution’s own recommendations for improvement as a result of this self-assessment effort and will comment on them in the course of this evaluation.

# II. PROGRAM ANALYSIS

## 1. Program aims and learning outcomes

### 1.1. Program demand, purpose and aims

*1.1.1. Uniqueness and rationale of the need for the program*

According to the Self-Assessment (SA) of the Music program the *VPU is the only university higher education institution in Lithuania, where teachers of all the kinds of arts (music, dance, theatre, fine arts) teachers are trained. The students of the study program of Music have an exceptional possibility to acquire experience in integrated arts education through cooperation with students from other arts education programs preparing joint projects*. Although there are three other institutions where similar programs are held in Lithuania (Music Pedagogy – ŠU and KU, General Music Didactics – LMTA), the visiting experts agree with the SA noting that *the study program of Music, VPU, differs from other study programs in its focus on deeper psychological pedagogical training, conditioned by educational profile of VPU.* The VPU Music program is understood as a program for school music teachers and is differs from the LMTA General Music Didactics and Music Pedagogy programs where instrument or vocal teachers for special music schools or higher schools (conservatoires) are prepared. The deep background in methodological and practical experience, the creativity in educational process and the wide range of learned instruments are the strong aspects of this program. The high number of applicants shows its popularity, and the positive feedback of social partners (employers, schools leaders, parents) shows its necessity and confirms its rational subject structure.

*1.1.2. Conformity of the program purpose with institutional, state and international directives*

The SA provides ample evidence of the conformity with institutional (VPU Statute, VPU Strategy), state (National Development Strategies) and international directives (Bologna and EU recommendations). The declared purpose of the program in SA (*to create conditions for secondary school graduates with secondary or special music education to acquire higher university**education, which meets contemporary science and culture level, to become**qualified music educators and artistic project organisers and developers, who are able to apply the acquired at university competences for development of school learners’ arts education and integration of young generation into social cultural life*) meets the international directives (Directive of European Parliament and Council 2005/36EB of September 7, 2005 regarding the recognition of professional qualifications) and the Strategy for Life-Long Learning Assurance approved by the Ministers of Education and Science and Social Security and Labour (March 26, 2004, No. ISAK-433/A1-83).

*1.1.3.* *Relevance of the program aims*

The relevance of the aims of the program is evident to the visiting experts based on the information provided. The visiting experts concur with the statement that the *goal of the study program is to provide students with higher university education and to create conditions for acquisition of the degree of Bachelor of Music and teacher’s professional qualification links with the purpose of the study program to create conditions for secondary school graduates with secondary or special music education to acquire higher university education which meets contemporary science and culture level and to become qualified music educators*. The visiting experts feel that the above excerpt of the SA clearly expresses the parameters and aims of the program.

### 1.2. Learning outcomes of the program

*1.2.1. Comprehensibility and attainability of the learning outcomes*

The visiting experts found the learning outcomes well exposed in the SA and clearly presented during the visit. Special outcomes are available for two specialisations : music specialisation and modern music and computer technologies specialisation. The learning outcomes meet the goals of the program and also meet the competences to be developed during first level university studies as enlisted in the Order of the Minister of Education and Science “On General Requirements for Study Programs” (No. ISAK-1551) of July 22, 2005 (Articles II.I.14.2-14.3) (SA, p. 10).

*1.2.2. Consistency of the learning outcomes*

All the learning outcomes are clearly presented in the SA. All the necessary competences for a music teacher are being developed: common cultural, professional, general and special competences. As noted in the SA *the study outcomes do not duplicate each other and are closely interlinked.* The experts commend the VPU for this carefully balanced program.

*1.2.3. Transformation of the learning outcomes*

The Music program is checked and evaluated each year with the participation of stakeholders and a students’ survey. During the site visit, the experts understood they take a really very active part in renewal process of the program, and this evaluation system can indeed be taken as a model for other similar programs in Lithuania. Since this curriculum program just switched to the pedagogical programs under the new regulation, the experts recommend to carefully monitor the balance between pedagogical and musical learning outcomes in the new structure (see recommendation III.3.1).

## 2. Curriculum design

### 2.1. Program structure

*2.1.1. Sufficiency of the study volume*

The Music program meets all the requirements for the first cycle studies described in the state regulations. The changes appearing in the new 2010 program fit to the new regulations accepted in 2009-2010. Upon completion of this first cycle of studies, a student may have the opportunity to continue in the Master of Music Educology or Educology. The experts agree with this analysis.

*2.1.2. Consistency of the study subjects*

Study subjects are exposed with the right consistency: there are more theoretical subjects in 1-2 study years and practical work dominates in 3-4 study years. The methodological subjects are studied first. The general subjects are oriented towards pedagogical education. Although optional subjects are already available, the visiting experts suggest the VPU to consider expanding them by exploring opportunities for crossover studying units with the LMTA (see recommendation III.3.2).

### 2.2. Program content

*2.2.1. Compliance of the contents of the studies with legal acts*

According to the submitted SA material and information obtained during the site visit, the experts understand that the Music studies program is broadly consistent with "General requirements for study programs" confirmed by Minister of Education and Science on July 22, 2005, Order No. 1551. The study plan includes 7 subjects per semester what is in correlation with the requirements. The program is 160 credits, and is divided to three different categories of units: Part A - items of general university education is 40 credits, i.e., 25% of the total study program (requirements of the volume shall be not less than 8%); part B - items of the fundamentals in the study field is 71 credits (the volume of requirements must be at least 60 credits); part C – items of specialist (professional) education is 41 credits, i. e., 27% of the total study program (requirements specified volume must be at least 25%). Practices for 10 credits (requirements specify that it must be at least 10 credits). Final project preparation and defense are given 8 credits (requirements specify it must be at least 8 credits). Requirements for Education Studies are also achieved: there are 40 credits of pedagogical studies, where 20 credits are for theoretical studies (including 2 credits for final work – graduation paper of pedagogical studies) and 20 credits are for teaching practice.

Therefore the experts note that the program and its content appear in compliance with all legal acts as documented both in the text and by the footnotes of the SA.

*2.2.2. Comprehensiveness and rationality of program content*

The content of the program is comprehensive and logically exposed. It relates with its intended objectives and aims – to provide competencies in theoretical and practical knowledge, to help students to prepare methodologically for a future pedagogical work. The variety of teaching forms and the method of integrated teaching can be taken as an example because the creativity of students and their improvisational skills are encouraged during all the study process.

## 3. Staff

### 3.1. Staff composition and turnover

*3.1.1. Rationality of the staff composition*

The teachers' qualification is sufficient to achieve the aims of the study program and it is in accordance with General Requirements for the Degree-Conferring First Cycle study program: 74 credits from all study subjects (more than 80%) are taught by teachers having scientific degree (or recognized artists), 42, 5% (more than 20%) of major study field subjects’ volume is taught by teachers holding a Professors academic degree. Annex 3.3 gives evidence that most of the teachers do have a research and/or artistic activity in their teaching field. Experts found a very positive change in the staff composition since the last assessment in 1999, since now 8 doctors out of 14 teachers run the study program.

*3.1.2. Turnover of teachers*

The turnover of teachers depends on regulations for periodical certification of teachers and on natural (age) reasons. As mentioned in the SA, only three long-time teachers of the Department of Music terminated their work and retired during 2005-2010 period. The turnover of staff is minimal and does not influence the study program.

### 3.2. Staff competence

3.2.1. *Compliance of staff experience with the study program*

The main core of staff has between 20 and 32 years of teaching experience and the other teachers have between 10 and 20 years. The teachers' qualification is sufficient to achieve the aims of the study program, is in accordance with the General Requirements for the Degree-Conferring First Cycle study program and legal requirements for Education (Pedagogy): 20 credits (50%) of study field subjects’ volume are taught by teachers having scientific degree and their research field corresponds to subjects field they teach. In fact, over 90% of teachers in this program are doctors and professors or associate professors. Annex 3.3 gives evidence that most of the teachers do have a research and/or artistic activity in their teaching field. The commission also thinks that the Music program would benefit from more intensive teachers exchange under Erasmus programs and the like, giving new ideas and impetus (see recommendation III.3.3)

3.2.2. *Consistency of teachers’ professional development*

The professional development is described in the official acts of the Government and the University and is compulsory for all employed persons (pedagogues), with a certification process every 4-5 years. There are also special educological and training courses where all pedagogues participated. The SA gives a clear view of very active teachers’ professional development and participation in the international projects and programs (SA, p. 19): “*Improvement of Higher Education Teachers’ Pedagogical Competences” (BPD 2004-ESF-2.4-03-05/0161) financed by EU funds (Assoc. Prof. Dr. J. Abramauskienė, Assoc. Prof. Dr. R. Kirliauskienė). Assoc. Prof. Dr. J. Lasauskienė participated in the ESF project “Creation of Interuniversity Consortium of Doctoral Study Program of Educational Science” (BPD 2004-ESF-2.5.0-01-04/0012), “Training of Education Quality Managers Developing Quality Assurance System in Lithuania“ (BDF 2004-ESF-2.5.0-K01-014/SUT-83), “Improvement of Higher Education Teachers’ Pedagogical Competences and Ability to Apply Modern Study Technologies” (BDF 2004-ESF-2.4.0-03-05/0161) in project group activity. Assoc. Prof. Dr. H. Šečkuvienė worked as expert in the project ESF-2.4-037 “Improvement of Study Practice and Mentoring System of Novice Teachers through Preparation of Educators-Tutors with Mentor Competences” (in cooperation with VPU partners from ŠU, KU, VMU; 2005 – 2008).* The professional development of the other teachers is presented in Annex 3.3. The experts commend the VPU for the quality of this process.

## 

## 4. Facilities and learning resources

### 4.1. Facilities

4.1.1. *Sufficiency and suitability of premises for studies*

According to the SA, there appears to be a sufficient number of classrooms for contact and practical work, classrooms with audio and video equipment, computers, internet access, musical instruments and audio-video material. The SA indicates a list of 15 classrooms used for realization of a study program (SA p. 22, Table 6).

*Table 6*

**Technical provision of classrooms and their hygienic condition**

|  |  |  |
| --- | --- | --- |
| Room no. | Seating capacity | Equipment available |
| 131 | 48 | Stationary multimedia equipment, computer, video projector, audio equipment, projector screen, loudspeakers. |
| 324 | 23 | Stationary multimedia equipment, computer, OHP, loudspeakers, audio equipment, projector screen, magnetic board, printer. |
| L319 | 26 | Stationary multimedia equipment, projector screen, writing board |
| L317 | 10 | 10 computers, projector screen, multimedia equipment |
| 509 | 46 | OHP, video and audio equipment, television, piano, writing board, projector screen |
| 507 | 17 | Piano, writing board |
| 245 | 26 | Piano, writing board |
| 123 | Individual work | Piano, methodological literature. |
| 315 | 8 | 8 synthesizers |
| 508 | Individual work | Piano, synthesizer, 3 kanklės, 4 lamzdeliai, set of skudučiai, methodological literature, set of percussion instruments |
| 510 | Individual work | 2 pianos, methodological literature, portable computer, multimedia, Video camera. |
| 512 | Individual work | Grand piano, 3 accordions, methodological literature. |
| 513 | 3 | Methodological study room of music: accumulated research, methodological, music literature, teaching aid; piano, rhythmic instruments, 2 kanklės, 5 lamzdeliai, school pipes, 2 sets of skudučiai, 10 recorders. |
| 516 | Individual work | 1 piano, guitar, methodological literature. |
| 517 | Individual work | 2 pianos, methodological literature. |

In addition, the Assembly hall, the Big and the Small halls are used for music events, projects and concerts too. The visiting experts note that there is an adequate ratio between the premises for studies and the number of students, and the needs of students and teachers are met in an adequate way. The technical and hygienic conditions are suitable and also meet the current standards.

As stated in the SA the premises of library were not built for this aim, therefore a new library building is currently under construction. The experts note that the VPU has modern library funds and facilities, including wireless internet, 259 working places (33 are computerised), 100000 documents and 20 subscribed databases. As noted in SA, *VPU library funds are not rich in foreign literature in the sphere of music education,* but *students of the study program of Music may also use National Library of M. Mažvydas (which allows readers to connect to the databases from home) as well as Libraries of Science Academy, Lithuanian Music and Theatre Academy other libraries of the city.* The visiting experts find this decision optimal since they are within reasonable walking distance from each other.

4.1.2. *Suitability and sufficiency of equipment for studies*

As noted in the SA, *the Department of Music has limited possibilities for renewal of musical instruments because only 8 035 LT has been allotted for purchasing of over the last 5 years*. Although the amount of instruments is currently sufficient for the program, the visiting experts encourage the VPU to renew and improve the stock of musical instruments according to the possibilities. National and EU funds should be exploited for this purpose. A list of software is published in the SA (*Microsoft Office 2003 package, Internet Explorer, Mozilla, Firefox, Acrobat Reader, Macromedia Flash MX, CorelDraw, Corel Video Studio 12, Photoshop CS4, Windows Movie Maker, and Finale*; – p. 24). This large variety of special music programs also helps enriching the teaching methods.

4.1.3. *Suitability and accessibility of the resources for practical training*

The experts agree that the accessibility and suitability of resources for practical training as stated in the SA (p. 24) are adequate. There is an adequate opportunity for pedagogical practical training at Simonas Daukantas Basic and Abraomas Kulvietis Secondary Schools which have modern music classes. The VPU has managed the selection and accommodation of locations for practical tasks in an effective way. Cooperation agreements have been signed with the schools where students have their teching practice. The experts concur the SA statment that *number of places appropriate for teaching practice is sufficient*.

### 4.2. Learning resources

4.2.1. *Suitability and accessibility of books, textbooks and periodical publications*

The experts note that the suitability and accessibility of books, textbooks and periodicals are adequate for the program. Although additional resources are accessible (as mentioned above in this report) in the National M. Mažvydas Library and in the LMTA Library (both close to the VPU) the experts encourage the VPU Library to enlarge its collection of specialized learning resources in foreign languages useful for the Music program. The experts note that establishing methodological study rooms (Room 513, 329) is a positive solution for collecting specialised literature and other learning resources. These rooms should be preserved and enlarged.

A strength of this program is the publishing of methodological materials and books prepared and written by the staff. The experts think this practice should be preserved and enlarged.

The experts also found a sufficient accessibility of library resources via internet from any computerised working place including students’ hostel, home, and library rooms.

4.2.2. *Suitability and accessibility of learning materials*

According to the SA, *the target databases containing material on musical issues available in VPU library are: Academic Search Complete Education Research Complete, Humanities International Complete, SocINDEX with Full Text, Oxford Music Online, Oxford Reference Online: The Premium Collection, SAGE Journals Online (access through EBSCO Publishing).* The experts acknowledge that the number of books, textbooks and other printed publications in the library and the specialised reading rooms is sufficient for the program’s need. The accessibility of learning materials is good (SA: *Students may use library and reading rooms facilities, wireless Internet, the methodological literature accumulated in the Methodological study room of music*). The library appears well stocked to meet the students’ needs and has operating hours which look in phase with the student traffic.

## 5. Study process and student assessment

### 5.1. Student admission

5.1.1. *Rationality of requirements for admission to the studies*

The visit of the experts happens at a very specific moment since the assessed programs are under the process of heavy modifications to fit to the new law passed in 2010. Furthermore, new admission rules have been edited in May 2009 and already been applicable for the academic year 2009-10, with as a result some confusion and significant changes in the students’ profiles and students number in the various programs. The commission expresses concern about the weight of the general education scores compared to the artistic and pedagogical skills of potential students in the new system, who can indeed be discarded for irrelevant reasons. This may create discrepancies and negative tensions under the various fields of the institution, not to speak about the general quality level. Although the Commission is sure that the new regulations were applied on a fair and transparent basis, it encourages the partners to find specific regulations for the field of music in order not to bypass talented students. After talking to representative of the post-secondary and precollege level, it also encourages to tighten the links between the conservatoires and the higher level music institutions.

5.1.2. *Efficiency of enhancing the motivation of applicants and new students*

The motivation for applicants and new students is clearly described in the SA, and the visiting experts could feel the result of this activity during the site visit. There are meetings with general education teachers and learners, concerts of students and future music teachers, music projects and stage operas implemented at school, participation to open days and publication of articles on the VPU webpage (SA, p. 27). The new students get explanations on the new specialisations and possible job positions.

### 5.2. Study process

5.2.1. *Rationality of the program schedule*

The organisation of study process and the schedule of lessons are rational. According the SA *the load of contact work per week meets the general requirements to allot not less than 45 % of the study load. The contact work in the study program is about 340 hours. The semester consists of 16 weeks and a 4 week session. Thus, the contact work equals not less than 20 hours per week* (SA, p. 28). Although the experts understand that some difficulties may arise from the different duration of the lessons – the group lectures last 1,5 hour (2 x 45 min = one lecture) whereas the individual music lectures have only 45 min (1 x 45 = one lecture). Nevertheless, the schedule is organized according to the needs and possibilities of teachers and students and the experts found it optimal for the specific features of the program.

5.2.2. *Student academic performance*

Summative marks and exams are used. All students’ activity is included in the final rating of a subject. The marks average of all the study subjects is high and meets 8.78 points. The wish to receive a scholarship and a state-financed place (if the student is in such a position) is a strong motivation. The students are involved in research and artistic activity in various ways according to the SA (p. 28): student conferences, national and international conferences along with their teachers, Bachelor papers connected to research fields of the department. The artistic activity is performed with the participation to VPU music ensembles (choir “Ave vita”, sound and dance ensemble “Šviesa”, folk ensemble “Poringė”), various musical competitions, festivals and concerts in different places of the city.

5.2.3. *Mobility of teachers and students*

The Erasmus agreements and individual professional visits are used by teachers and students. Nevertheless, only 23% of all the full-time teachers and only 2 students were mobile during self-assessment (SA, p. 29). The visiting experts agree with the administration when it mentions mobility as a key issue for the future (SA, p.29) and recommend to explore thoroughly all the possibilities offered on the international level (see recommendation III.3.3).

### 5.3. Student support

5.3.1. *Usefulness of academic support*

There is a well organised system of academic support. The SA presents the dissemination of information on the program on internet website, students’ consultation about studies and career perspectives is available, and there are possibilities for studying according to individual program, and for students to repeat a course or retake examination (SA, p. 30). The visiting experts found these elements useful and well working.

5.3.2. *Efficiency of social support*

There are different kinds of social support – psychological support, sport and artistic activity. It is clear described in SA (p. 30): *there is a University Psychological Consulting Centre which provides individual psychological assistance, holds group meetings for self-knowledge, personality growth, development of communication skills, conflict resolution and creativity development. Moreover, the centre provides information related to the choice of profession and career.*

*The Sports Centre rallies teachers and students who want to go in for sports and tourism, organises training sessions in favourite kinds of sports (basketball, handball, volleyball, football, field-and track athletics, table tennis, aerobics, aikido, body building, yoga, etc.).*

*Students have a possibility to join VPU artistic collectives (academic mixed choir “Ave Vita”, song and dance ensemble “Šviesa”, folklore ensemble “Poringė”, string chamber ensemble “Credo”, Drama studio). About 500 students from various University faculties and institutions participate in their activity. Preparing projects, organising concerts, contests, festivals and exhibitions, holding commemorative events of important public dates, the Centre of Culture creates conditions for students to purposefully spend their leisure time. The Centre cooperates with Lithuanian and foreign organisations develop joint projects with Žvėrynas community, care and foster homes, schools and Vilnius Municipality.*

The scholarships and social benefits also support the students in an efficient way. Provision with accommodation in students’ hostels is also efficient. In general, the visiting experts found a very high level of social support.

### 5.4. Student achievement assessment

5.4.1. *Suitability of assessment criteria and their publicity*

Students are evaluated according to the VPU regulations. The assessment criteria are given as a special brochure to each student when the agreement with the university is signed. Additionally information about evaluation criteria and special points of assessment is available during the first lectures of each subject. The structure of assessment point is given in SA (p. 32):

* *Summative mark (SM): academic activity during contact classes (20% of final evaluation), completed self-dependent assignments, acquired knowledge and abilities (80% of final evaluation). A summative mark is an aggregate of components that evaluate students’ knowledge and abilities in separate parts of the study program. The final mark is derived adding evaluation results of all the parts of the study subject, considering the number of credits allotted to them. Summative mark is written prior to the examination session;*
* *Examination (E): academic activity during contact classes (20% of final evaluation), completed self-dependent assignments, acquired knowledge and abilities (30% of final evaluation), examination (not less than 50% of summative evaluation). Examination is taken during the session.*

5.4.2. *Feedback efficiency*

As mentioned in the SA (p. 32), *feedback on students’ achievements is maintained continuously during contact classes (seminars, lectures, practical classes) providing students with verbal comments and surveys conducted purposefully. Students are familiarised with evaluations (summative marks); written and verbal feedback is after students complete self-dependent assignments, music projects and course papers. Not only students’ achievements are announced publicly, but typical mistakes, inaccuracies and reasons for their occurrence are discussed including ways of their elimination.* The visiting experts find this evaluation system efficient and having a positive influence on the study quality.

5.4.3. *Efficiency of final thesis assessment*

The final theses are defended publicly in front of the Commission of Bachelor Papers approved by the Rector. The defence is open to the academic community. The assessment takes into account the quality of the conducted work as well as defence. The visiting experts note that the final theses are evaluated with high and very high marks. This can be seen as the result of a well organized overall study system and good students’ motivation.

5.4.4. *Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education*

Although there is not a formalized system for assessment and recognition of achievements acquired in non-formal and self-education the visiting experts found enough possibilities for individuals to achieve sufficient level of knowledge and to pass necessary course after self-education. The methods used for assessment of self-education mentioned in SA (self- analysis, reflection, discussion, observation) are positive and useful (SA, p. 33). Due to the fast social and academic changes and to the mobility growth, one can assume this process is going to increase in a significant way during the next years. The experts commission therefore recommends the VPU to be fair and cautious in the administration of this process which is based primarily on the evaluation of documents (see recommendation III.3.4).

### 5.5. Graduates placement

5.5.1. *Expediency of graduate placement*

According to the SA, 61,5% of graduates got jobs in formal and non-formal music education institutions and 28,8% of graduates work in general education schools. So 91,3% graduates are placed in positions related to their education and training. It is very high level of employment and it speaks for the efficiency of the program in term of employability. The main reasons for unemployment are related to the general socio-economic situation in the country and have nothing to do with the university – low salary, relatively low status of the profession in the society.

## 6. Program management

### 6.1. Program administration

6.1.1. *Efficiency of the program management activities*

The visiting experts found the program management efficient. According the SA (p. 34-35), *the quality of the study program is ensured by the Department of Music and the Committee of the program. Committee is collected from staff of a department, social partners and students. This organization let to control main stream of a program to declare all necessary suggestions in time and to correct all study program. The head of the study program constantly takes care of the quality of the coordinated study program. Teachers are also encouraged to self-evaluate the quality of teaching, they are provided with possibilities to assume personal responsibility improving the content of the taught study subjects, choosing literature, forms, methods of study organisation, defining evaluation criteria.* The Department meetings are also efficient and allow a careful program monitoring. The information base of the program is also collected by the Department for the better management of the study process.

### 6.2. Internal quality assurance

6.2.1. *Suitability of the program quality evaluation*

As described in the SA (p. 35-36) a system of quality evaluation is a continuous process including specific methods, evaluation parameters and dissemination of evaluation: *The evaluation of the quality of the program is constantly received through students’ external and internal reactions to completed assignments, questions raised during individual consultations, their requests, academic progress and achievement, opinion surveys. At the end of the course the quality of the study program is discussed in detail with teachers to enable them to consider the quality issue while planning the work the following academic year. The results of study quality assessment are used for improvement the study program and study subjects, assessment of changes, revision of the plan for actions of study quality, initiation of changes in teachers’ research activities and professional development, improvement of facilities and learning resources of the Institute.* The visiting experts feel the system sufficient for ensuring the high quality level of the program.

6.2.2. *Efficiency of the program quality improvement*

The efficiency of the program quality improvement is clearly described in the SA (p. 36) and was also explained during the site visit. The visiting experts found efficient the *students reaction to the quality of the study program, collaboration between the Department teachers and students, teaching practice, organisation of studies, preparation for professional activity.* As mentioned in SA, *the authorities of the study program obligate the teachers to individually monitor quality assurance, flexibly react to needs and situation of all the process participants. Employment of assessment results modelling courses, projecting new forms and methods of studies and assessment. Analysing the courses that bring the biggest/smallest satisfaction an attempt is made to identify reasons for such evaluation (possessed knowledge, experience, relations with teacher, teachers’ requirements, other circumstances) in order to use the strong sides or to reduce weaknesses.* According to the students more alternative optional study subjects were introduced into the program. The participation in a special project “Improvement of Educator Training Quality Renewing the Study Programs of First Level in Vilnius Pedagogical University” also acts very positively on the efficiency of the program quality improvement. The visiting experts encourage the institution to follow this way of quality improvement in the future.

6.2.3. *Efficiency of stakeholders’ participation.*

All stakeholders are active in the monitoring of the program. The teachers and students as well are involved in the assessment and improvement process. The external stakeholders are involved in the assessment process through the institutional agreements for students’ practice, research projects and conferences. The visiting experts are delighted to note that the collaboration and exchange of views with the external stakeholders are intensive and work very positively.

***7. Influence on cultural life***

The general influence of the program can be observed beyond the employability of graduates, since these professionals are also active in the social and cultural life of Lithuania in general and in the south-east region of the country in particular. The intensive artistic activity of various music ensembles where staff and students participate is also an obvious evidence of this influence on cultural life.

***8. Interaction with the profession***

There is deep interaction between the study program and the profession. The study program is structured according the all official regulations and – this is of special importance – in close relation with employers' and other stakeholders’ needs. The teachers of the program are very representative of the professional reality for their students. Practical training organised since the first study year leads to a very good knowledge of the profession. The visiting experts think it is a very positive model.

# III. RECOMMENDATIONS

3.1. With the integration of the program into Pedagogical Department, the experts recommend a careful monitoring of the balance between the pedagogical and musical learning outcomes in the new structure. (II, 1.2.3)

3.2. Also in the view of keeping the right balance between the pedagogical and artistic subjects, the experts recommend the VPU to consider the opportunity of developing new programs and/or modules with the LMTA (II, 2.1.2)

3.3. The experts make a general recommendation to be more active on the international field (research, publication of articles in peer reviewed journals, conferences, mobility programs for students and teachers) and to attract more international students by running some courses in English. (II, 3.2.1, 5.2.3)

3.4. The experts recommend taking further steps for a careful processing and recognition of the non-formal and self-education studies (II, 5.4.4)

# IV. GENERAL ASSESSMENT

The study program *Music* (state code –61201M109, 612X14003) is given **positive** evaluation.

Table. *Study program assessment in points by evaluation areas*.

|  |  |  |
| --- | --- | --- |
| No. | Evaluation area | Assessment in points\* |
| 1 | Program aims and learning outcomes | 4 |
| 2 | Curriculum design | 4 |
| 3 | Staff | 4 |
| 4 | Facilities and learning resources | 4 |
| 5 | Study process and student assessment (student admission, student support, student achievement assessment) | 4 |
| 6 | Program management (program administration, internal quality assurance) | 4 |
|  | **Total:** | 24 |

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

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

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

4 (very good) - the area is exceptionally good