



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**ŽEMAITIJOS KOLEGIJOS
STUDIJŲ PROGRAMOS MUZIKOS PEDAGOGIKA
(valstybinis kodas – 653X14001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF MUSIC PEDAGOGY (state code – 653X14001)
STUDY PROGRAMME
at ZEMAITIJA COLLEGE**

Experts' team:

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Muzikos pedagogika</i>
Valstybinis kodas	653X14001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės studijos (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Meno pedagogikos, muzikos profesinis bakalauras; Pedagogas
Studijų programos įregistravimo data	2005-04-22

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Music pedagogy</i>
State code	653X14001
Study area	Social sciences
Study field	Teachers training
Type of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full time (3)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Arts Pedagogy, Music; Pedagogue
Date of registration of the study programme	22 nd April 2005

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	Zemaitija College: Quality Guide (2012)
2.	Minutes of the meetings of Telsiai Faculty Art Pedagogy Department (2014-04-29 No. Tf-3-11; 2014-04-30 No. Tf-3-12; 2014-05-05 No. Tf-3-13); Decision of Zemaitija College Academic Council (2014-10-06 No. V-10AT-35)
3.	Partnership agreements with Higher Education Institutions abroad (6) for Music Pedagogy study programme

4.	Methodological guidelines for preparation of the final thesis
5.	Response to request for supplementary information on: staff working in schools; Erasmus exchanges linked to Music Pedagogy; teachers' workloads; teachers' qualifications; lists of books, articles, etc. authored by staff

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

This first cycle study programme of *Music Pedagogy* was accredited by the Ministry of Science and Education on 22 April 2005 (Order No. ISAK-1076) and is delivered in the Department of Art Pedagogy of Zematija College, based at the campus in Telsiai. The study programme is absorbed within the management and quality assurance structures of Zematija College as a whole.

There are currently eight first-cycle study programmes in Music Pedagogy within Lithuania, of which this is one, and the present evaluation of the programme at Zematija College by SKVC is the first external evaluation of it to be undertaken. The College established a team to produce the Self-Evaluation Report (SER), which met between September and December 2014. The team comprised two Assistants, three Lecturers, a student and a representative of the social partners. The expert panel appointed by SKVC appreciated the comprehensive nature of the contents of the SER, but generally found it somewhat lacking in self-critical, evaluative comment.

The meetings held during the visit to the institution proved most helpful in enabling the panel to explore issues arising from the SER. One of the abiding impressions that emerged during the course of the day of meetings was the especially strong sense of community involvement, as evidenced by the high regard for the work of the College and the unique contribution of the *Music Pedagogy* study programme as expressed by, in particular, the social partners. It became clear that the study programme, notwithstanding the limited number of students enrolled, fulfilled a clear local need. Whilst this clearly represents a significant strength, there are also dangers in too 'local' an outlook. This polarity is reflected elsewhere in this report.

The panel would wish to place on record its thanks to the College for the willing co-operation of all involved in supporting the visit to the institution, and hopes that this report will assist the College as it develops further its work in the area of Music Pedagogy.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 28th April 2015.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the programme is expressed as follows: “ to prepare music teachers, having a degree of higher education and professional qualification of a teacher, who are able to creatively act and adapt to the changing multicultural environment in all sectors of education system” (SER para 11). This aim sounds reasonable but, at the same time, it is very broad. The scope of the programme can hardly guarantee sufficient competencies of graduates to work in all sectors of education (kindergarten, general school, gymnasium, institutions of non-formal music education, etc.). Even in the self-evaluation report it is stated: "Graduates of the MP study program can work as teachers in schools, providing basic education, and implement activities of non-formal music education" (SER para 16).

The aims of the study programme are clear, and current developments in teacher training in Lithuania are taken into account. The intended learning outcomes were formulated on the basis of *The Descriptor of Study Cycles* (Order No. V-2212 of the Minister of Education of the Republic of Lithuania, 21 November 2011). Only some professional activity documents have been referred to when formulating the aim and learning outcomes of the study programme of Music Pedagogy: *Teacher training regulation* (2012), *Renewed Curriculum of General Education* (2010) (SER para 15).

The programme aims and learning outcomes are well defined, clear and publicly accessible on the College's website and information stands in Telsiai Faculty. Students are informed about the study programme aims, predicted learning outcomes and the assessment system. The programme aims and learning outcomes are based on the professional requirements and the needs of the labour market. While designing the curriculum, external stakeholders such as teachers from educational institutions and employees of municipal departments have been consulted through discussion groups.

It is worth mentioning the attention that is paid to the competences regarding education and the integration of pupils with special needs. The programme aims and learning outcomes are annually reviewed on the basis of "round table" discussions with employers of the graduates of the music pedagogy programme. According to the information that emerged from the interviews, these discussions have had an informal character: the College may wish to formalise and document this process more fully.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. They correspond with the European Higher Education Qualification Framework for level six and the Lithuanian Qualification Framework level VI for the first cycle of study. It is, however, clear that 14 learning outcomes of the college are still under development and it has been noticed that they are largely described on a more 'general' level. They could, with benefit, refer more to musical expertise and the use of musical knowledge and skills in the context of music education.

The aims of the programme, learning outcomes, content and the qualifications offered are mostly comparable with each other and there is a good balance between theoretical and practical competences. In the further development of learning outcomes for this programme, the College's programme team might wish to peruse European documents on learning outcomes for music teachers such as the meNet Learning Outcomes in Music Teacher Training and the EAS Learning Outcomes for Generalist Teacher Training in Music.

2.2. Curriculum design

The programme is designed to run over 6 semesters (3 years), and consists of 180 ECTS credits. According to the study programme (Annex 1), in each of 6 semesters the number of study subjects varies: 9 in the first, 10 in the second, 11 in the third, 10 in the fourth, 8 in the fifth, concluding with the examination. Whilst the overall workload for the students does not exceed 30 ECTS per semester, the number of subjects covered is possibly too great. According to *The Descriptor of General Requirements for Degree Awarding First Cycle and Integrated*

Study Programmes of the Minister of Education of the Republic of Lithuania (Order No. 501, 9 April 2010), the number of subjects must not be greater than 7 during one semester. The small credit value of some of the disciplines (for example, 1.5 credits devoted to *Solfeggio*, *Vocal Basics*, *Choir-Ensemble Studio*) was also noted. This limited number of credits can cause problems in ensuring proper fulfilment of learning outcomes. The panel recommends the College consider merging some subjects with small credit value (e.g. *Elementary Music Theory* and *Solfeggio*), or reconstructing the programme so that some subjects (e.g. *Solfeggio*, *Vocal Basics*, etc.) could be studied in fewer semesters, but with more credits allotted.

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

The overall sequence of the courses is logical, starting with a few introductory and general courses and a set of the main courses, some of which are extended over several (2 to 6) semesters. There seems to be an optimal balance of theoretical and practical parts, as has been confirmed in the meetings with students, graduates and employers. On the whole, it can be concluded that the curriculum is consistent with the type of studies and the aims of the programme.

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

The proportion of musical and pedagogical subjects of the programme, and their relation with the overall aims and learning outcomes could be considered separately. Both in the design of the study programme, as well as in the meetings with academic staff a priority for ethnic music is emphasized. However, this aspect of the programme design is not clearly expressed in the study aims or in the learning outcomes. Broadly formulated aims and general outcomes of the study programme should give meaning to a wider choice of musical disciplines, with more attention being given to music didactics. The list of elective courses could usefully be supplemented with music and music didactics subjects.

Content still needs to be developed to reflect the latest achievements in science, art and technologies. There is some concern regarding recommended literature lists: though they mostly

contain 4-5 main (obligatory) literary sources, there are course descriptions containing as many as from 0 to 12 (and one even 16) units. The panel recommends that consideration should be given to a more focused and selective approach towards choosing the most relevant sources. More publications in foreign languages not only expand the content of the subject, but can also improve students' foreign language skills.

2.3. Teaching staff

Teaching staff involved in the Music Pedagogy programme in Zemaitija college seems to meet the general provisions of Lithuanian education law. There are 22 teachers in all, of whom 12 work full time, and 10 teachers are visiting teachers (5 of these are working in schools). Two of the teachers are associate professors, nine are lecturers, and eleven are assistant lecturers. Four members of staff have specific qualifications in the field of music pedagogy, and most of the teachers of Music Pedagogy at the college are working in schools: three of them are full-time employed in the schools, and one is a part-time employed. Their workload there is 18-22 hours per week approximately. All have a masters degree or its equivalent. The teaching experience of most of them exceeds twenty years. Their practical work experience is more than 18 years on average. This suggests the staff is sufficient in number and has an adequate professional experience to ensure delivery of the learning outcomes of the programme.

At present, there are two visiting doctors of social sciences (education) from Siauliai University. The third doctor (philological science field, branch of terminology) and a teacher, who is currently seeking a PhD, are members of Zemaitija College Telsiai Faculty. The provision of teachers with scientific degrees is sufficient, in that it meets legal requirements. However, from the experts' point of view, the number could, with benefit, be increased. The reasons for this are: only two of the doctors are full-time employees of the college; and the low proportion of doctors degree holders in relation to the total MP programme staff number (22).

Staff turnover during the period analysed was affected by several factors: 3 teachers on maternity leave had been substituted by teachers with equivalent qualifications. Three teachers have resigned. The workload was redistributed between 2 teachers: one of them had previously worked in the college and is now seeking a PhD. The other had started work on September 1, 2014, having long-term previous pedagogical experience and necessary education. The average teachers' workload at the college is currently 6-10 teaching hours per week approximately.

All teachers working in the study programme have been improving their qualification within the last five years in various ways, by attending and participating in seminars, conferences, undertaking research, and artistic projects, etc. Some of them have been involved in international internships or in-service training, in Turkey (4), Portugal (3), Germany (4),

Scotland (3), France (2), Sweden (2), Latvia (2), United Kingdom (1), Czech Republic (1), Poland (1), Russia (1), Malta (1), Austria (1), Finland (1), USA (1), Holland (1), Denmark (1). As a total number this appears to be more than sufficient, but in reality the participants represent less than 30% of the whole staff establishment. Six of the internships, for example, were undertaken by one and the same teacher. None of the staff teaching in the area of Music Pedagogy, however, appears to have taken part in the Erasmus exchange programme. This is a matter that the college might seek to address through its staff development strategy.

Eleven college teachers have made presentations in national and international scientific/practical conferences based on their applied activity scientific interest field, mostly in Lithuania. There are only a very few participations abroad. The majority of articles have been published in the printed and electronic issues of conferences, some of these in national editions. Five of the staff have participated in three EU projects, and one national project related to educational issues. On the basis of its assessments, the expert panel supports the college's own conclusion in its SER (para. 43), that, although the teachers develop their qualifications in various ways, there is some lack of clarity of purpose. It is recommended that the college develop a more strategic approach to the issue of staff development generally.

Although teachers in the study programme participate in other projects (11) relating to the Music Pedagogy study programme, the main research interests of staff are focused on the field of general education, ethnomusicology, social education, educational management, culture of language, terminology, religious terminology, terminography, hodegetics and andragogy. Whilst it is clear that some valuable research is being done within general education and educology, it is largely undertaken by only a few individual teachers. This is also highlighted as a weakness in the SER (para. 43). No information was provided of any specific scientific publications (articles, books or other papers) by staff in the field of the music pedagogy during the period of assessment: it is assumed there is none. This suggests that investment should be made in this area of staff development, to motivate teachers to carry out scientific activity and publicise results, to ensure the future successful growth of the programme. Some of the staff (approximately 25%) are involved in different national organizations: Lithuanian Music Teachers Association (2), Lithuanian Dance Teachers Association (1), Lithuanian Music Therapy Association (1), Scientists' Association (1).

Staff generally feel supported by the senior management and faculty administration board, and opportunities are available to staff to participate in various national and international scientific/practical events: indeed many are listed in the SER, but the topics covered at these events are often far from the learning outcomes and strategic aims of the music pedagogy

programme specifically. A more targeted and strategic approach to the development of music pedagogy staff, particularly in relation to the development of higher level, scientific qualifications will help strengthen overall provision in the music pedagogy area.

Many staff members are active participants in the social and cultural life of Telisai and the region, and some maintain close relations with former alumni and continue to participate in joint activities and projects. This significantly enhances the strong sense of community, which whilst beneficial, can also sometimes inhibit the need for growth and wider development.

2.4. Facilities and learning resources

On the basis of observations during the site visit at Zemaitija College, the panel concluded that the facilities available for teaching and learning – in terms of physical space – were broadly adequate for the limited number of students on the MP study programme, thereby supporting the claim in the SER that “working space for classes is sufficient for students” (SER, para 45). However, the panel also found that the claim that students are “equipped with exemplary music teaching environment to simulate the cabinet that contains all the necessary visual, technical equipment, musical instruments” (*ibid*) to be overstated, particularly in view of shortcomings in instrument provision.

Despite the apparent investment in musical instruments over past years, including the purchase of some 38 instruments since 1994, including 4 pianos, 1 synthesizer, 2 accordions, drums and a range of traditional wind and string instruments, there was little evidence of these on site. Further, the condition of those instruments which were visible gives some cause for concern: for example, pianos appeared not to be well maintained, and the sole child’s drum kit we saw was incomplete. Panel members also observed that many of the instruments they saw were rather dusty, suggesting that they are not much used in a ‘hands-on’ way as part of the study process. Furthermore, the learning environment, mainly the practice rooms in the older building, were not particularly aligned to contemporary expectations of a lively and modern institution, and the setting of the classrooms suggests somewhat traditional, old-fashioned methods of teaching and learning.

On the positive side, however, the panel noted that all general subject classes are equipped with computers and projectors, including one that was equipped with a SMARTboard, reflecting the more recent investment in 2009-13 to improve ‘generalist’ resources. Also, although the faculty has no concert hall of its own, it is able to rent an attractive nearby facility – an “Art Incubator Unit” – from social partners.

As far as the panel could judge, the Library holdings contain a substantial range of books on general matters of pedagogy (including school text books) but the scope of literature

available to support the specialist ‘musical’ work of students was felt to be insufficient. The panel was only able to see a limited number of these during the visit, and it was noted that hard copies of publications in the Library were predominantly in Lithuanian, with very few modern, foreign publications, thus limiting students’ exposure to a wider breadth of contemporary thinking on music pedagogy. The panel was informed that students have access to online academic services but we were unable to check this, and the students we met during the visit did not verify their usage of such resources. Indeed, the College’s SER openly acknowledges (para. 55) certain shortcomings in the student use of electronic resources (in particular the Moodle virtual learning environment) suggesting that this would benefit from being more fully integrated into the teaching and learning process, especially given the substantial use of this type of resource more generally in academic circles.

Students’ access to institutions offering placements for professional practice appears generally satisfactory, and cooperation agreements are in place with a wide range of local schools and other organisations. The panel has no reason to believe that these institutions fail to meet the relevant requirements defined in the Teacher Training Regulations. Representatives of several of these institutions attended a panel meeting and stated how much they valued the contribution the College made to the region, although there was some criticism of the lack of broader-based skills among the student teachers.

2.5. Study process and students’ performance assessment

According to the SER, the admissions requirements are clear and publicly accessible on the college website (www.zemko.lt) and on the website of Lithuanian higher education association to organize general admissions (LAMA BPO, www.lamabpo.lt).

During the visit members of the self-evaluation group and students confirmed that the programme is flexible for students’ needs. An example was given when a student with previous pedagogical education had these credits transferred and did not have to attend lectures in pedagogical subjects. The SER and its preparation group also explained the possibilities of individualised study process for working students, young mothers or students from other towns. Attendance at lectures is not compulsory for these students yet they still complete assessments in these areas. This possibility is available to students who make an official application to the head of the department.

It was noted that there is a lack of clarity around assessment methods in the descriptions of course units in that the specific methods used for examinations and semester assessments are not clearly written down. During the visit, the panel was informed that the methods used

included theoretical tests, critical evaluation, critical thinking, concerts, etc., and although during the visit it was noted that students are clearly informed about the assessments criteria at the first lecture of the subject, it is strongly suggested that greater formality in describing specific assessment methods for particular course units be clearly written into the course unit descriptors.

The number of retaken examinations in the academic years between 2011/12 and 2013/14 is given in the SER as, respectively, 6, 11, and 5. This number is quite high considering the relatively small number of students on the programme. During the visit teachers and students explained that the numbers of students who retook examinations included not only students who failed them, but also those who achieved a pass grade but retook the examination to improve their grade. This is not good practice in higher education and should be reconsidered.

During the visit the regulations for final theses were made available to the panel. These regulations are clearly stated and fit for purpose. The topics of the theses are interesting and contemporary. Nevertheless, the panel felt that the literature drawn upon was mostly Lithuanian, mostly pedagogical in nature and was generally lacking in specifically musical aspects.

During the visit five Erasmus+ partnership agreements relating to the MP study programme were submitted. According to these, the total possible numbers of incoming and outgoing students for studies are 13 and 15 respectively per academic year. One agreement also allows one incoming and one outgoing student for a traineeship. During the visit, however, students, staff and administration personnel stated that only two current students have participated in such programmes, in Turkey. Students explained that this number is small because most of the students are in year one, or working, which limits their possible participation in student mobility programmes. According to the SER, there were no incoming students during the reviewed period. In the interests of broadening students' experience, consideration should be given to encouraging greater involvement of students in mobility programmes.

The information concerning students' participation in research and artistic activities in the SER suggests that most students participate in various concerts and other artistic activities, and students seem well acquainted with the help they can receive from staff, especially the MP coordinator. Students are able to gain help through consultations on independent work and their written work. Students also are provided with financial support.

Most of the graduates find work in the music pedagogical field. They work as music teachers in secondary schools, gymnasiums, art schools, cultural centres in Telsiai region, namely Telsiai, Plunge, Varniai, Alsedziai, Nausodis and other small towns. During the visit the students explained that some of them are already working. Graduates also stated that schools cooperate with the college by asking for the information about the graduates in order to get

possible music teachers. This cooperation contributes to high number of graduates employed in the field.

2.6. Programme management

Responsibilities for programme management are set out in detail in the SER (paras 80-81), and further elucidated, insofar as the management of the College's Quality Assurance system is concerned, in the separate "Zematija College: Quality Guide" which was made available to the panel at the time of the visit. As described in the SER, the principal responsibilities for programme management reside with the Study Programme Committee, the Dean and Vice-Dean of the Faculty, the Deputy Director for academic affairs and the Director of the College, described elsewhere (SER, para.6) as 'a one-man management body'. An Academic Council is also involved in the review of study programmes as well as having responsibility for the analysis of study quality issues. A Faculty Council determines teaching placement locations on an annual basis, issuing new contracts as necessary.

The main focus of Quality Assurance and Enhancement is the Study Programme Committee, acting in close consultation with the Department of Art, within which the *Music Pedagogy* study programme is located. This group undertakes a wide range of tasks. Specifically, it analyses feedback from staff and students in order to: develop the study programme, organise the study process, prepare methodological materials, prepare course unit descriptions, allocate staff and student workloads, determine the content and organisation of professional activity practices, approve students' assignments, and much else besides (SER, para.81).

In its discussions of the contents of College's SER, members of the panel frequently commented on the fact that, although the SER itself contained much detailed information (as indeed in this particular section) there was very little reflective and evaluative comment. During the course of the various meetings held during the visit, the panel sought to explore both the effectiveness of the various processes described, and also to judge the institution's own capacity for critical self-reflection.

On balance, the panel concluded that the management of the programme appeared to be satisfactory, despite that fact that – typically for a study programme with a very limited number of students – much of it happens in an informal way. During the various group meetings it proved very difficult to find examples where staff or students could readily identify where programme changes had been implemented, despite the fact that students confirmed that they regularly contributed to annual programme surveys. Notwithstanding, the panel were reassured to note several specific examples in recent Department of Art Pedagogics minutes where changes

were being implemented as a result of feedback from current students and graduates – in particular, in relation to strengthening provision in pre-school music education, enhancing students’ understanding of music didactics, and more focus on practical (performance) skills (Minutes, 2014-04-29 No. Tf-3-11). Minutes of a meeting held the following day (2014-04-30 No. Tf-3-12) also confirmed the College responding to student feedback regarding a re-organization of the study schedule in 2014-15 to facilitate easier integration of pedagogical practice placements and college lectures.

In its meeting with social partners, the panel was able to confirm that their views were sought as part of the general quality assurance process, although the level of ‘formality’ in this appeared variable, partly due to the very close sense of community evident throughout the visit to the institution, whereby informal mechanisms appear to be more commonplace. Whilst there are many strengths in such an arrangement, the institution may wish to keep this under review, particularly in light of the College’s stated ‘weakness’ (SER, para.90), surrounding the change of head of the Study Programme Committee. Although no evaluative comment is offered on the background to this change, greater formality in procedures should have the effect of reducing any negative impact of sudden staff changes.

Overall, however, the panel was of the view that the programme management was fit for purpose.

III. RECOMMENDATIONS

1. When the programme aims and learning outcomes are reviewed, consider the use of a broader spectrum of national and international documents, to better reflect contemporary trends in education.
2. Consider reducing the number of subjects in each semester to 7, and seek a balance between the scope of the content of the course and the learning outcomes. For this purpose, consider introducing a wider range of musical disciplines, particularly in the list of elective courses.
3. Update the content of the programme to reflect the latest achievements in science, art and technologies; use more foreign literature and include publications from the databases in the study course descriptions.
4. Develop a more targeted and strategically-led staff development policy that is responsive to the specific needs of the staff on the music pedagogy programme, and including plans to increase the number of teachers on the programme with scientific degrees.
5. Keep under review the provision and maintenance of musical instruments to offer students a suitably high quality of experience in their use, and increase the investment in library

resources specifically in support of students' 'musical' work, including more focus on contemporary works in foreign languages.

6. Consider encouraging staff to integrate the use of Moodle into their teaching and learning to encourage greater student engagement with this resource.
7. Consider the inclusion of written details to describe specific assessment methods within the course unit descriptors in the interests of greater clarity of assessment requirements, and review the current practice of allowing students to retake examinations in order to improve their grades.
8. Consider means by which more students might be encouraged to engage with student mobility programmes in the interests of broadening their experience.

IV. SUMMARY

With regard to the Programme aims and learning outcomes, these are generally fit for purpose, and meet the broad legal requirements. Several learning outcomes, however, are still under development, and the College is encouraged to consider a broader range of national and international documentation in the formulation of these remaining learning outcomes, to ensure they are fully up to date.

Legal requirements are largely met in terms of the balance of the design of the curriculum, however, the number of subjects contained within each semester frequently exceeds 7, which is the limit set by Lithuanian law. The balance of theoretical and practical subjects is broadly good, but more specifically musical content (including music didactics) could with benefit be incorporated into the programme. As with the programme aims and learning outcomes, ongoing programme developments would benefit from a wider reference to foreign literature in order to ensure content continues to have contemporary relevance.

Whilst the teaching staff is sufficient in number, with adequate professional experience to ensure delivery of the learning outcomes of the programme, the number of teachers with scientific degrees in the subject area could, with benefit, be increased. Despite the fact that staff feel supported by the college, a more responsive and strategically-led approach to staff development targeted specifically at the needs of those delivering the music pedagogy programme will help ensure the vibrancy and ongoing currency of the programme, and help facilitate its future growth and development.

Although there has recently been some investment in facilities to support learning and teaching, the provision of musical instruments, in particular, gives some cause for concern, as does apparent shortcomings in the maintenance of (in particular) the piano stock. The Library

resources, whilst generally strong in the area of general pedagogy, appeared to be insufficient to support the specialist needs of students' musical work, and the general lack of modern, foreign publications limits student exposure to wider issues of contemporary thinking in the area. Integrating the use of Moodle into the teaching and learning process will help encourage more students to engage with this valuable resource.

Students generally are satisfied with their study programme and seem to understand most of what is required of them. However, the inclusion of more written detail in course unit descriptors, regarding specific assessment methods within the course units will improve overall clarity. The practice of allowing students to retake examinations solely for the purpose of improving their grade should be reconsidered, as this is not good practice. There is very limited engagement with student mobility programmes: greater encouragement to participate in these will broaden students' horizons and increase their experience. Students appreciate the support they receive from staff, and most graduates are successfully employed in the field of music education.

The panel were able to conclude that the programme management was broadly effective and that quality assurance and enhancement arrangements were adequate, despite a degree of informality in some of the processes. The College may wish to consider improving the formality of certain of its procedures in this regard, for example in maintaining a clear written record of its regular dealings with social partners as part of the process of annual review.

V. GENERAL ASSESSMENT

The study programme *Music pedagogy* (state code – 653X14001) at Zemaitija College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	3
	Total:	14

*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.

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

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V. APIBENDRINAMASIS ĮVERTINIMAS

Žemaitijos kolegijos studijų programa *Muzikos pedagogika* (valstybinis kodas – 653X14001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	14

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Programos tikslai ir numatomi studijų rezultatai iš esmės atitinka tikslą ir bendruosius teisės aktų reikalavimus. Tačiau keli studijų rezultatai dar tobulintini, ir kolegija raginama išnagrinėti daugiau nacionalinių bei tarptautinių dokumentų šiuos rezultatus formuluodama, kad užtikrintų jų šiuolaikiškumą.

Programos sandara (jos suderinimo prasme) iš esmės atitinka teisės aktų reikalavimus, tačiau studijų dalykų per semestrą skaičius dažnai viršija Lietuvos teisės aktuose nustatytą skaičių – 7. Teorinių ir praktinių dalykų santykis iš esmės geras, tačiau būtų naudinga į programą įtraukti daugiau konkretaus muzikinio turinio (įskaitant muzikos didaktiką). Kalbant apie programos tikslus ir numatomus studijų rezultatus, toliau tobulinant programą būtų naudinga labiau orientuotis į užsienio literatūrą, kad būtų nuolat užtikrinamas turinio šiuolaikiškumas.

Nors dėstytojų skaičius ir jų profesinė patirtis pakankami, kad būtų galima pasiekti numatomus šios programos studijų rezultatus, būtų naudinga padidinti dėstytojų, turinčių

aptariamoms dalykinės srities mokslinį laipsnį, skaičių. Nepaisant to, kad dėstytojai jaučiasi kolegijos remiami, strategiškėsnis požiūris į personalo tobulinimą, ypač atsižvelgimas į *Muzikos pedagogikos* programos dėstytojų poreikius, padėtų užtikrinti šios programos gyvybingumą, šiuolaikiškumą ir tolesnę plėtrą.

Nors pastaruosiu metu, siekiant sustiprinti mokymą ir mokymąsi, buvo šiek tiek investuota į priemones, tam tikrą rūpestį kelia visų pirma muzikos instrumentų įsigijimo klausimas, taip pat trūkumai, susiję su (ypač) fortepijonų priežiūra. Bibliotekos išteklių, pasirodo, nepakanka su studentų muzikine veikla susijusiems jų, kaip muzikos specialistų, poreikiams tenkinti, nors bendrosios pedagogikos srities išteklių iš esmės yra daug; o tai, kad apskritai trūksta šiuolaikinių užsienio leidinių, riboja studentų galimybę plačiau susipažinti su šiuolaikine mintimi šioje srityje. *Moodle* aplinkos integravimas į mokymo ir mokymosi procesą paskatintų studentus daugiau naudotis šiuo vertingu ištekliumi.

Studentus studijų programa iš esmės tenkina, jie, atrodo, supranta, ko reikalaujama. Tačiau, studijų dalykų aprašuose išsamiau apibūdinus konkrečius dalykų vertinimo metodus, aiškumo būtų daugiau. Reikėtų persvarstyti šiuo metu taikomą negerą praktiką – leisti studentams perlaikyti egzaminus vien dėl geresnio pažymio. Labai nedaug studentų dalyvauja studentų judumo programose; gausėnis dalyvavimas išplėstų studentų akiratį ir patirtį. Studentai gerai vertina dėstytojų jiems teikiamą pagalbą; daugelis absolventų sėkmingai įsidarbina muzikos pedagogais.

Ekspertų grupė gali daryti išvadą, kad programos vadyba iš esmės yra veiksminga, o kokybės užtikrinimo ir gerinimo priemonės tinkamos, nepaisant to, kad kai kurios procedūros yra neformalios. Galbūt kolegija norėtų kai kurias jos taikomas procedūras formalizuoti, pavyzdžiui, saugoti aiškius rašytinius susitikimų su socialiniais partneriais, kurie yra metinių peržiūros procedūros dalis, įrodymus.

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III. REKOMENDACIJOS

1. Persvarstydami programos tikslus ir numatomus studijų rezultatus apsvairstykite galimybę plačiau naudotis nacionaliniais ir tarptautiniais dokumentais, kad labiau atsispindėtų šiuolaikinės ugdymo tendencijos.
2. Apsvarstykite, ar nereikėtų kiekvieną semestrą dėstomų dalykų skaičių sumažinti iki septynių, ir siekite dalyko turinio apimties bei numatomų studijų rezultatų pusiausvyros. Tuo tikslu apsvairstykite galimybę įtraukti daugiau muzikos disciplinų, ypač į pasirenkamųjų dalykų sąrašą.

3. Atnaujinkite šios programos turinį, kad jis atspindėtų naujausius mokslo, meno ir technologijų srities pasiekimus; naudokite daugiau užsienio literatūros ir į studijų dalykų aprašus įtraukite publikacijas iš duomenų bazių.
4. Parenkite tikslingesnę, strategišką darbuotojų tobulinimo politiką, atitinkančią konkrečius šios muzikos pedagogikos programos dėstytojų poreikius ir apimančią planą, kaip padidinti mokslinius laipsnius turinčių programos dėstytojų skaičių.
5. Nuolat rūpinkitės muzikos instrumentų įsigijimu ir priežiūra, kad užtikrintumėte studentams galimybę įgyti reikiamos naudojimosi jais patirties, daugiau lėšų skirkite bibliotekos ištekliams, ypač siekdami sustiprinti studentų muzikinę veiklą, ir daugiau dėmesio skirkite šiuolaikiniams veikalams užsienio kalbomis.
6. Paraginkite dėstytojus į mokymo ir mokymosi procesą įtraukti *Moodle* aplinką, kad ja naudotųsi kuo daugiau studentų.
7. Apsvarstykite galimybę studijų dalykų aprašuose išsamiai apibūdinti konkrečius vertinimo metodus, kad vertinimo reikalavimai būtų aiškesni, ir persvarstykite šiuo metu taikomą praktiką leisti studentams perlaikyti egzaminus siekiant pagerinti pažymius.
8. Apsvarstykite, kaip būtų galima paskatinti studentus aktyviau dalyvauti studentų judumo programose siekiant įgyti daugiau patirties.

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