



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO
STUDIJŲ PROGRAMOS *Dainavimas*
(valstybinis kodas – 621W31003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *Singing* (state code - 621W31003)
STUDY PROGRAMME
at Klaipėda University

Experts' team:

1. **Prof. dr. Frans de Ruiter (team leader)** *academic,*
2. **Prof. dr. habil. Mihaly Duffek,** *academic,*
3. **Dr. Terence Clifford-Amos,** *academic,*
4. **Ass. prof. dr. Rolands Kronlaks,** *academic,*
5. **Prof. dr. Diana Strakšienė,** *academic,*
6. **Ms. Aušrinė Nenortaitė,** *students' representative.*

Evaluation coordinator -

Mr. Edgaras Baumila

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Dainavimas</i>
Valstybinis kodas	621W31003
Studijų sritis	Menai
Studijų kryptis	Muzika
Studijų programos rūšis	Universitetinė
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Muzikos magistras
Studijų programos įregistravimo data	16-01-2004, ĮSAK No. 17 – 1

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Singing</i>
State code	621W31003
Study area	Creative Arts and Design
Study field	Music
Type of the study programme	University
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Music
Date of registration of the study programme	16 th January 2004, ĮSAK No. 17 – 1

CONTENTS

I. INTRODUCTION.....	4
1.1. Background of the evaluation process	4
1.2. General	4
1.3. Background of the HEI/Faculty/Study field/ Additional information	4
1.4. The Review Team	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes	6
2.2. Curriculum design	9
2.3. Teaching staff	11
2.4. Facilities and learning resources	13
2.5. Study process and students' performance assessment.....	15
2.6. Programme management	16
III. RECOMMENDATIONS.....	18
IV. SUMMARY	20
V. GENERAL ASSESSMENT	23

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

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

The External Evaluation Panel is pleased to submit this report on the second cycle study programme in Singing at Klaipėda University. The evaluation was undertaken with reference to the legal requirements pertaining to Lithuanian Higher Education and Research as outlined in

information and documentation provided by the Centre for Quality Assessment in Higher Education. The report is based on the information and insights gained from the Self-evaluation Report (SER) prepared by the University and from the site visit undertaken by the External Evaluation Panel on 12th May 2015. The SER included Appendices providing information on subject descriptors, teaching staff, final works (creative projects-concert programmes) and details of changes undertaken in response to employers' recommendations. The site visit included meetings with administrative and teaching staff, current students, graduates and social partners/stakeholders.

The Panel also had the opportunity to examine the facilities and resources which are available to the programme within the University and to see examples of students' work.

The panel appreciated the level of detail provided in the SER and would like to acknowledge the effort made by the Department in preparing it. The SER was informative, providing sufficient information on background and context along with an appropriate level of statistical data, as well as highlighting the strengths of the programme and identifying 'areas to be improved'.

The site visit was well organised and there was fruitful discussion and exchange between the panel and the various groups involved. The panel were particularly impressed with the reciprocal relationship which appears to have been built up between the University and its stakeholders and it is obvious that staff, students, graduates and the programme itself, is all highly valued within the community and make an important contribution to musical and cultural life within the Klaipėda region.

The panel presents this report as an objective evaluation of the *Singing Study Programme* and hope that the recommendations included will make a positive contribution to the ongoing development and growth of the programme.

1.4. The Review Team

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

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The study programme *Singing* is the 2nd cycle (graduate) study programme in the area of Creative Arts and Design, the group of fields of Art study, the study field of Music and the branch of Music Performing. Graduates of the study programme are awarded a Master's degree in Music.

It is stated in the self-evaluation report that education of the highly qualified music specialist is in conformity with level 7 of Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning, the second cycle of qualifications framework in the European Higher Education Area, is in line with the Bologna process, *Tuning* project documents, national education policy and its governing documents [SER, 21, para.9-10].

Information given in the SER shows that the Master studies in *Singing* programme is a consistent continuation of main studies (Bachelor degree programme), intended for the development of the student's artistic and scientific competence, high-level professional skills and the preparation of students for the professional music performer's career [SER, 21, para.8].

Exactly these aspects are highlighted in the formulation of the study programme. It can be stated that the aims of the study programme are comprehensive and emphasise various higher level academic abilities, as it should be the case for the second cycle study programme; e.g., *to perceive the modern purpose of music, provide an original concept of performed music, demonstrate artistry, conduct scientific-research work*. The aims of the programme are expressed as follows:

1. To train a highly qualified vocal specialist who should possess a system of the latest and specialized knowledge of the music and performing art, who could be able to use his vocal technique without restraint and creatively, to highlight the potential of individual voice, to understand the purpose of modern music, to feel stylistics of the music that he performs, to overcome the voice managing problems while performing vocally complex songs.

2. To train a singer – solo artist who is able to professionally and artistically perform the vocal music compositions of diverse complexity, to ventilate the meaning of music, diversity and aspects of interpretation, to produce the original conception of performed music, to demonstrate artistry and artistic taste.

3. To train a highly qualified music specialist able to perform scientific-investigative works in the field of musical-vocal education and apply their results in practice (SER p. 6).

Information given in the self-evaluation report indicates that learning outcomes reflect the aims and are linked to the five levels of knowledge, skills and abilities outlined in the Descriptor of Study Cycles approved by the order of the Ministry of Education and Science of the Republic of Lithuania: knowledge and its application; abilities to conduct research; specific abilities; social abilities, and personal abilities (Table 1).

Adjusting learning outcomes, programme providers tried to consider students', teachers', social partners' proposals and requirements that are actually raised in practice for a professional singer [SER, 2.1, para. 12,14]. Thus, the programme contains even 22 learning outcomes, which are oriented to the vocalist's artistic-professional and scientific-research abilities, and are consistent with general and professional competencies (see Table 6).

Although research abilities are included into the aims of the programme (SER, para.11, aim 3) and into the learning outcomes (SER, A4, D2, E4, para.12, Table 1) of the programme, research papers reviewed by the panel during the site-visit do not reflect the competencies needed for Master level research.

During the visit students and employers confirmed information given in the self-evaluation report that Master degree studies provide students with deeper knowledge about voice management, higher level singing techniques, interpretation skills, more pro-activeness and independence [SER, 2.1, para. 16]. However the panel observed that Master degree studies are on one side confined with the singing skills experience but much less attention is paid to students' research abilities.

The panel believes that in general aims and learning outcomes of the study programme correspond to the type of second cycle university studies, are related to acquisition of the

Master's degree in music and are in line with its purpose to get prepared for an independent professional activity.

However, learning outcomes of the study programme should be formulated more objectively so that they can be measured; some concrete study subjects should be implemented in the study programme. E.g., learning outcome E3 (see Table 1) ('The ability to solve psychological problems in unexpected scenic situations, to think in critical, analytic and systematic way') is vaguely and poorly related to subjects and topics in the study programme.

The concept as expressed by the teaching staff that 'psychology' is fully integrated in the singing lessons is too limited. It would be advisable to pay sufficient attention to psychological aspects, also in the relevant subject. During the visit, the panel was told that the learning outcome E3 had been formulated taking into account the social partners' and employers' recommendations. The panel is very positive about programme providers' efforts to actively cooperate with social partners and their endeavour to improve the study programme. However, at the same time it recommends to seek that all learning outcomes of the programme and study subjects (or their topics) are coherent, logically related and implemented.

Official statistics of the Labour Exchange does not contain data about the demand of singing professionals [SER, 2.1, para. 18] but during the visit the panel ascertained that the Faculty of Arts of Klaipėda University closely cooperated with educational and cultural institutions (Klaipėda State Music Theatre and Klaipėda S. Šimkus conservatoire, Klaipėda Eduardas Balsys art gymnasium, cultural centre of Kretinga region), which provided information about the demand of professionals and graduates'/students' employment opportunities.

Social partners confirmed that graduates of the study programme significantly contributed to the cultural life of Klaipėda region and participated in local and national music education projects (Gargždai music festival, Kretinga estate art festival, opera soloists' and students' joint project at the Music Theatre Giovanni Battista Pergolesi comic opera "Tarnaitė ponis"). Successful implementation of the study programme was also confirmed by students and graduates, who saw the programme as deepening of their knowledge and experience in the area of singing.

The description of the programme, its aims and learning outcomes are announced in AIKOS system (www.aikos.smm.lt) and on Klaipėda University website (www.ku.lt) [SER, 2.1, para.21]. It can be stated that aims and learning outcomes of the study programme comply with the type of second cycle university studies, are well-defined, clear, publicly announced and are related to acquisition of the Master's degree in music, while the title of the programme, learning outcomes and content are compatible with each other. However, in the reviewers' opinion, the formulated learning outcomes related to acquisition of research competencies should be actually

reflected in students' research papers. This point must be more noticeable in the study process and outcomes.

2.2. Curriculum design

The duration of the *Singing* study programme is 2 years (4 semesters), the duration of the semester is 15 weeks of lectures, and examination sessions last for 4 weeks. The volume of the *Singing* study programme is 120 ECTS credits. This is the maximum allowed by the Lithuanian law. In each of the first three semesters, five study subjects are studied, and in the fourth semester, three study subjects are studied. Besides, 30 ECTS are allocated for the preparation of the final thesis and its defence, which corresponds to the minimum requirement of 30 credits (SER Table 3). This arrangement meets the requirements set out in the *Description of General Requirements for Master Study Programmes*, approved by the Order No. V-826 of 3 June 2010 of the Minister of Education and Science of RL.

The ratio of contact hours and students' self-studying also meets the requirements for second cycle studies. The study programme consists of 17,5% of contact hours while 82.5% of study time is given for students' self-studying (to perform assignments of study subjects and prepare for examinations). For technical reasons Table 4 of the programme description contained incorrect information about distribution of contact work and self-studying in the whole programme but during the site visit programme providers clarified this information.

The arrangement of study subjects in the study plan is consistent and is in general related to learning outcomes. The self-evaluation report provides valuable information (see Table 9) on the update of the programme and changes in the study subjects. On the other hand the panel has found that there are no elective course units in the programme which could provide students with additional knowledge and skills that employers have expressed to miss in professional activities. For example - knowledge of management and psychology, flexible reaction to unexpected situations and the ability to readjust, etc.

Based on the self-evaluation report, the Master studies in *Singing* are grounded on knowledge, skills and competences acquired in the first cycle of university studies; i.e., the programme is designed for students who already have a Bachelor's degree in music and seek a higher level (level 7 of the EQF), professional artistic and scientific competencies. This approach is the basis of distribution of programme subjects into two groups [SER, 2.2, para.30].

The first group of 100 credits (83,3%) consists of deepening subjects designed to improve the competencies of the professional singer-performer, focusing on students' practical solo singing skills, theoretical knowledge of the development of vocal art (*Opera study 1,2; Dramaturgy of Opera 1,2*), analysis of singing techniques and formation of the music

performer's value orientation (*Philosophy of Music*). All deepening music subjects are focused on the final learning outcome – final thesis in solo singing (*Final Work (Solo Singing)*).

The second group of subjects 16.7% (20 credits) consists of applied subjects intended for the formation of students' scientific, research competencies; i.e., Master students are familiarised with the specificity of research work and the basics of methodology (*Methodology of Academic Research*) in the 1st semester; later (2,3,4 semesters) the research paper is consistently prepared (*Term Paper 1,2,3*). The necessity and importance of applied subjects in Master studies is compulsory because programme providers state that accomplished applied research competencies “enable students to continue their studies in the third cycle” [see item 17 of the SER].

It can be assumed that there is a sufficient balance between deepening subjects and applied subjects in the programme; i.e., art and scientific components that are consistently oriented to preparation of the Master thesis (creative project) and the writing of a research paper.

During the site visit, communicating with students, the panel received valuable and convincing information that all study subjects of the programme were important, did not duplicate each other and that students had excellent opportunities to do their practice, give public concerts and cooperate with a range of Klaipėda regional education and cultural institutions (e.g., Klaipėda State Musical Theatre; Klaipėda Concert Hall of Klaipėda city Municipality, etc.).

Thus, the panel concludes that the curriculum is consistent with the type of studies and the aims of the programme, and this plan for the organization of study subjects is consistent with nationally mandated and internationally accepted standards for such a programme.

However, there are several theoretical subjects in the programme (e.g., *Dramaturgy of Opera 2; Stylistics of Vocal Chamber Music, Musical and Operetta*), the descriptions of which include too old literature sources, the majority of which are in Russian language (Appendix 3.1.). Experts believe that it is very important for Master students to get familiarised with more contemporary literature and acquire the latest knowledge related to their future professional activities. Besides, aims and abstracts of *Term Paper 2, 3* should not duplicate each other and more correlate with the learning outcomes of study subjects and topics of subjects (Appendix 3.1.). Experts also recommend reviewing and updating the literature and the description of the content of subjects. Different repertoire and genres is more than just singing another piece. It is recommended to involve more intensely repertoire from the 20th/21st century; and also to encourage different countenances for solo-, ensemble- and choral repertoire. It is suggested to pay more attention to foreign languages, especially Italian (but also French, and other languages of standard opera-repertoire).

It is stated in the self-evaluation report that the Master thesis of the programme *Singing* is a creative project (concert programme), which is performed in a public space in the presence of the qualification commission approved by the Rector of KU [SER, 2.2, para.38]. However, the SER lacks exhaustive information on whether and how the final thesis (creative project) is related to the research paper *Term Paper*, which is prepared by Master students for three semesters of studies (see Appendix 3.1: *Term Paper*1,2,3).

Item 21 of the Description of General Requirements for Master Study Programmes (2010) states that ‘The graduation paper of the master of art study area must be a creative project, and this project is related to the research paper, describing new ideas, knowledge and technologies used in the project’.

During the visit, the panel was informed that issues related to links between the final thesis (creative project) and the research paper (*Term Paper*) had already been discussed by main teachers of the programme. The panel approves this discussion, recommends to continue it and to make concrete steps to ensure links between the final thesis (creative project) and the research paper (*Term Paper*) in the study programme.

The team, taking into account the opinions expressed by the teaching staff, students and graduates, concludes that the curriculum content is generally comprehensive and appropriate for second cycle studies.

2.3. Teaching staff

Teachers’ qualification is sufficient to achieve the aims of the study programme and is in accordance with the General Requirements for the Degree-Confering Second Cycle study programme: most of the study subjects are taught by teachers holding scientific degrees (or recognized artists) (the requirement is no less than 80%). The majority of teachers have accumulated long-lasting experience of work with students (average is 27,6 years). 41,7% of the volume of major study field subjects is taught by teachers holding a professor’s academic degree (the requirement is no less than 20%). Appendix 3.2 provides evidence of the correspondence of teachers’ research/artistic interest areas with the subjects they teach. The detailed descriptions of staff qualifications, experiences and activities in the SER and in Appendix 3.3 provide evidence of staff with a wide range of experience not only in singing but also in various forms of academic/scientific and artistic/musical activity, with some teachers having experience in all three areas. Given the nature of the programme, this is a positive aspect of staffing within the department.

The majority of teachers have worked in the programme for the entire period under assessment and are therefore familiar with, and have been involved in, the recent developments

and restructuring that have taken place in the curriculum. During the period of evaluation 1 lecturer left from the secondary position, but two young pedagogues joined the staff and the panel do not regard this turnover as important for the study process. In the meeting with staff, the panel observed an enthusiasm for and commitment to the new developments and a sense of 'ownership' of the programme that bodes well for the future.

Data provided in the self-evaluation report demonstrated that teachers of the programme take an active part in artistic and scientific activities. Over the last 5 years teachers-artists of the *Singing* study programme organized 48 recitals, 232 solo concerts, sang in 300 shows, arranged 54 performances in prestigious foreign concert halls, participated in 52 festivals and art projects, performed solo in 9 massive productions, created 10 directing works, participated in concerts over 160 times. Altogether, they organized more than 820 events in Lithuania and foreign countries [SER, 2.3, para. 44]. These are impressive figures, demonstrating teachers' professionalism. Teachers of the programme also organise master classes, international competitions and festivals.

During the analyzed period teachers/scientists of the programme published 3 scientific monographs, 2 textbooks for higher educational institutions, 4 schoolbooks, more than 40 scientific and over 40 methodical-information articles, participated in many international conferences on music education in various foreign countries [SER, 2.3, para. 47]. Based on the provided information it can be stated that all teachers of the programme are really very highly qualified specialists both in artistic/ performance activities and scientific activities.

Part of the academic staff teaching in this study programme actively participates in national and international projects of art, science and education. The implemented project activities comply with the study field of the programme, develop academic/artistic/research competences of the teaching staff, ensure its professional development and extension of collaboration with other higher educational institutions of Lithuania and abroad, they try also to promote international mobility (Table 12).

Four teachers who work in the study programme take part in the international academic exchange programmes and short-term internships. During the analyzed period, there were 11 visits to foreign higher educational institutions. Every year teachers-performers go on concert tours to foreign concert halls and higher educational institutions in other countries (Table 13). During the analyzed period, 11 incoming teachers from various foreign higher educational institutions came to the Faculty of Arts of KU according to the academic exchange programme to give lectures or master courses (Table 14).

Data in Table 15 show a wide range and different types of international cooperation according to the exchange programmes: even 33 external lecturers from abroad conducted seminars or workshops for students of the Faculty of Arts.

Professional development of teachers in this study programme is governed by legal documents of KU. During the meetings with administration and teachers, experts were told that teachers had favourable conditions for their professional development and improvement of their qualifications in various seminars, courses, internships, etc., related to the area of the study programme *Singing* (artistic, scientific, educational).

Given the compliance of staff qualifications and experience with the requirements and the consistency of teachers' professional development, the panel is confident that the current staffing levels are sufficient for the delivery of the programme and the achievement of the specified learning outcomes. In their meetings with staff, the panel was impressed with the enthusiasm and commitment of staff and by their level of engagement with the panel in discussing a range of academic, artistic and pedagogical issues relating to the programme.

2.4. Facilities and learning resources

Lectures for students of the programme take place in three renovated classrooms that are provided with full sets of audio and video equipment. One modern classroom is used for students' independent mastering of music materials: 3 places for listening to music are equipped, and music records can be listened to from different media (CDs, cassettes, tapes, or vinyl records), or music can be recorded. The equipment of the room was procured by the EU Structural Funds. There are 10 more classrooms, all of which have 2 pianos or grand pianos, which are intended for students' self-studying, improving their vocal-performance skills.

However, many of the individual work-oriented classrooms need to be redecorated and not all instruments are of appropriate quality [SER, 2.4, para. 61].

Master students also have good conditions to independently develop IT skills: there is a 10-place computer laboratory with the software relevant for music teachers installed in all the computers (Microsoft Office, Finale, Sibelius, Cubase, Wavelab, etc.).

Doing their self-study assignments, students can use Internet for free as well as licensed software, an e-catalogue of KU Library ALEPH, an e-catalogue of the music library, access to databases via EZProxy server, an academic information system, a virtual learning environment, etc.

The Faculty of Arts has a modern music library, the archives of which are constantly renewed using an audio recording laboratory. Students and teachers have a possibility to use

direct access to educational programme EXPLORE CLASSICAL MUSIC of Berlin Philharmonic.

Students' artistic shows, concerts, final examinations, etc. take place in the concert hall of the Faculty of Arts, which houses the organ and two grand pianos. Conferences, seminars and other larger scale events are held at the conference hall of KU or modern lecture rooms with videoconferencing transmission and reception equipment.

Information provided in the self-evaluation report creates the impression that professional software is available for students, premises for studies are fully sufficient for organisation of the quality study process.

Literature required for the study programme (textbooks, books, periodicals) is available for Master students at the library of KU, which is located in the premises of the Faculty of Arts. There are 5 reading rooms for targeted teachers' and students' work in the library. Opening hours of the library and reading rooms are tailored to the students' needs [SER, 2.4, para. 65].

The library fund intended for arts/music studies consists of more than 122 000 copies of documents, which mainly consist of notes (58.5%), literature on art (music) and scientific literature. The major share of foreign literature is in the Russian language. Considering that every year increasingly less students can read in Russian, there are serious doubts as to students' ability to make use of the available resources. It is recommended to supplement the library with learning resources (textbooks and other literature) necessary for the theoretical subjects of the Master study programme *Singing*.

For convenience of students and teachers items at the library of the Faculty of Arts can be searched by means of the electronic catalogue of the library, alphabetical and systematic cardfile catalogues and 2 analytical card indexes (of vocal and piano music pieces, printed in collections).

At the library students and teachers of the programme can use subscribed periodicals in the Lithuanian and foreign languages (Journal of Research in Music Education, Искusstvo в школе (*Art at School*), 19th-Century Music, Liaudies kultūra (*Folk Culture*), Muzikos barai (*Music Fields*), Kūrybos erdvės (*Creation spaces*), etc.

The library of Klaipėda University subscribes 121 periodicals in Lithuanian, English and Russian languages, about 10 of which are relevant to students of the Master study programme *Singing*. Library visitors also can use subscribed 30 electronic databases and 5 data bases of e-books (*VGTU eBooks*, *KTU eBooks*, *eBooks on Science Direct*, *eBooks on EBSCO*, *Ebrary*). All databases are accessible to the university community from the KU network and personal computers connecting through a remote access server EzProxy (<http://ezproxy.biblioteka.ku.lt>). It can be stated that the library offers favourable conditions for

effective learning. However, there is some further work to undertake in the areas of the acquisition of databases, sheet-music and scores.

2.5. Study process and students' performance assessment

Admission requirements are differentiated considering whether or not a candidate graduated the relevant study programme in the KU in the year of applying for Master studies. Students who graduated before or graduated at different universities have to take an entrance exam. [SER, 2., para. 77]. In the period of 2010-2014, the number of applications reduced. One of the main reasons of small number of students is that Lithuanian education system offers limited budget places for students and the price of the study programme for self-paying students is high.

The Master of Singing study programme is created to prepare highly qualified performers, consequently strong involvement in art and science activities is positively encouraged. Students of the study programme participate in various national and international contests, concerts, festivals where they get winning prizes.

The university ensures an adequate level of academic and social support. Specifically in this Singing study programme, because of small student groups, it is easy to provide new developments for the study programme, information about academic or social support and to schedule individual consultation if it is needed. From the first week students get basic academic support. Information about study programme changes is provided in different ways. Scholarships are afforded for good academic results or active social activities. Students who match the requirements can get social grants which are provided by the State Study Foundation. In addition, there is possibility to get financial support from KU through reduced tuition fee if students are orphans, from socially supported families or have very high academic results. Psychological Counselling Centre and Career centre help is also available for students.

KU is aware of the importance of feedback, consequently different forms of feedback to students' achievements are implemented. Students are encouraged to assess their strengths and weaknesses in the studying process and rethink steps that should be taken for improving the learning process. Students' achievements evaluation system is clear and well-explained.

Practice organization is regulated by legal documents of the KU, which form the basis for bilateral agreements with institutions, in which students do their practice and/or their internships.

During the visit the panel received weighty arguments from teachers, students and social partners that the number of practice placements was sufficient and that the conditions to

do practice were very good. Employers confirmed that the majority of Klaipėda cultural and educational institutions where students did their practice employed KU graduates, who understand the purpose of students' practice very well and who take part in various activities organized by the Faculty of Arts. The panel admires this mutual collaboration, which undoubtedly provides opportunities for the improvement of students' professional activities. According to the SER the average number of graduates' employment by speciality is 70 % (in 2009-2014). It can be called as quite good.

Students' final achievements are concentrated on the practice - their final work is the solo singing. Also, in the semesters 2, 3 and 4 students prepare one research paper, which according to the requirements has to be related to the creative project (the Description of General Requirements for Master Study Programmes (2010), item 21). However, during the visit the reviewers got familiarised with examples of research papers and did not see links between these research papers and the solo singing (creative project). The reviewers confirmed that the Term Papers vaguely connected with the creative project. Students also confirmed that term papers and solo singing were not interrelated. In addition to that, during the site-visit the reviewers identified that research papers did not correspond to level 7 requirements of European Qualifications Framework (EQF) and that these research papers did not show specialized problem-solving skills required in research and (or) innovation in order to develop new knowledge and procedures, and to integrate knowledge from different fields. As a consequence these documents could not fulfil the criteria for a research paper of second cycle studies. Taking into consideration that students that graduate from *Singing* study programme get a Master's degree, it is strongly recommended to ensure that students are equipped with sufficient scientific competencies orientated to EQF level 7 requirements and that this research work is related to final work (creative project).

Possibilities to participate in students' mobility programmes like Erasmus are provided. There is a wide assortment of University partners. However, in the self-evaluation report is mentioned that the number of outgoing students is low. This low participation level explained that students do not use this possibility because of the implementation conditions of the Erasmus programme and study specifics. Measures to promote the mobility are taken by the Department of Vocal Music, however, it is recommended to strongly encourage Master study programme students mobility and promote it individually, considering the roots of poor participation.

2.6. Programme management

Programme management and quality assurance at Klaipėda University is performed at all levels of the academic community: at university level (the Senate, Vice-rector for Science and

Studies, Department of Studies); at faculty level (the Council of the Faculty of Arts and the Dean's office); at the level of the department (the Department of Vocal Music is directly responsible for the content of the study programme and its implementation) [SER, 2.6, para.104].

At department level formal evaluation of the programme takes place periodically. During the site visit the panel ascertained that teachers participated in the discussions on issues related to the study programme, contact students in the programme and help to solve arising problems. Feedback on the study process is obtained by analyzing student surveys and data of group discussions. All students have the opportunity to participate in the improvement of the programme a. o. through delegating their representatives to the Council of the Faculty of Arts and the Senate, take part in the discussions of the target groups, initiate surveys on quality of the study programme and teachers' performance. [SER, 2.6, para.105-106]

Klaipėda University has prepared the *Model of Quality Management System*, which projects actions, measures and criteria facilitating to ensure proper quality of university education. Internal quality assurance is regulated by five key quality management processes: processes of *Strategic Management, Studies, Scientific Research and Art, Activity Improvement* and *Supportive* processes. The university operates the Study Quality Commission, which discusses relevant issues of study quality improvement and provides recommendations to the organizers and participants of studies [SER, 2.6, para.111].

During the meeting with the administration the *Model of Quality Management System of KU* and means of action that help to ensure appropriate quality of higher university education were discussed. During the site visit administration representatives provided evidence that KU was granted Quality Management Certificates that evidence the compliance with the requirements of ISO 9001, ISO 1401, OHSAS 18001, SA 8000 (quality, environmental management, occupational safety and health, as well as social responsibility) standards¹. Based on the information provided in the self-evaluation report and received during the site visit, it can be assumed that the quality management system operates efficiently.

During the site visit the panel was given evidence that social partners took an active part in programme development processes. In the panel's meetings with social partners it emerged that there had been various forms of collaboration in the programme development and that social partners had an input into the ongoing monitoring and development of the programme. For example, the mayor of Klaipėda city and directors of cultural institutions of Klaipėda city and region confirmed active ongoing collaboration with the university organizing joint activities and

¹ (<http://www.ku.lt/apie-universiteta/kokybes-vadybos-sistema/procesu-zemelapis/>)

various events (artistic projects, workshops, concerts, competitions, etc.), collaborating during students' practices/internships and participating in the activities of the final thesis (creative project) defence committees. The Department of Vocal Music maintains close links with its graduates, collects feedback about graduates' professional activities, and discusses the implementation of the study programme and guidelines for its improvement.

During the visit the reviewers were informed that responding to decreasing students' numbers, it is intended in autumn to join the combined Master degree programmes, leaving *Singing* as a specialisation. The panel considers this intention as a positive step and as a sign of the teachers' ability to look for solutions inherent to today's reality.

As highlighted earlier, there would appear to be a strong reciprocal relationship between the University and its social partners and this has obvious implications for the monitoring and maintaining of quality. The panel is confident that students, alumni and social partners were satisfied with the quality of the programme. The panel commends the University on its commitment to ongoing development in the area of quality assurance.

III. RECOMMENDATIONS

1. The reviewers' group recommends that the Committee should consider the formulation of learning outcomes of the study programme in a more concise and objective way so that they can be measurable and made fit to be implemented, relating them to concrete study subjects (and their topics) in the study programme.
2. The reviewers' group recommends to consider an updating of the main literature sources in the theoretical study subjects which can provide students with the possibility to get familiarised with more modern literature, including literature in English, so that they can acquire the latest knowledge related to their future professional activities. Measures should also be taken to improve the areas of relevant databases, sheet-music and scores. Individual work-oriented classrooms need to be redecorated and instruments should be of appropriate quality.
3. Different repertoire and genres is more than just singing another piece. It is recommended to involve more intensely repertoire from the 20th/21st century; and also to encourage different countenances for solo-, ensemble- and choral repertoire. It is suggested to pay more attention to foreign languages, especially Italian (but also French, and other languages of standard opera-repertoire).
4. The reviewers recommend to make concrete steps to ensure links between the final thesis (creative project) and the research paper (*Term Paper*) in the study programme.

5. It is necessary to ensure that Master students' research papers comply with item 21 of the Description of General Requirements for Master Study Programmes (2010), emphasising students' ability to relate the graduation creative project to the research paper, and with level 7 requirements of the European Qualifications Framework (EQF). This would also highlight students' specialized problem-solving skills which are required in research and (or) innovation in order to develop new knowledge and procedures, and to integrate knowledge from different fields.
6. The reviewers' group recommends that the Department should provide and the university should further search for opportunities to improve students' mobility.

IV. SUMMARY

The second cycle study programme in *Singing* at Klaipėda University is intended for development of graduates' artistic and scientific competencies, high-level professional skills and preparation of students for the professional music performer's career. The concept of the programme is orientated to the preparation of high level professionals for the Western Lithuania region: Klaipėda State Musical Theatre, cultural institutions, formal and non-formal education institutions. The distinctive feature of the programme is its orientation to the specificities of the region and the fostering of cultural traditions and values of Western Lithuania.

The programme teachers make an outstanding contribution to the attractiveness of the programme. The teaching staff has a wide range of experience not only in singing but also in various forms of academic/scientific and artistic/musical activity, with some teachers having experience in all three areas. In addition to that, they are members of various scientific and professional associations, and national and international artistic, scientific and educational projects. Given the nature of the programme, this is a positive aspect of staffing within the department. Teachers are provided with favourable conditions for their professional development and improvement of their qualifications in various seminars, courses, internships, etc., related to the study area (artistic, scientific, educational) of the Master programme *Singing*. In their meetings with staff, the panel was impressed with teachers' enthusiasm and commitment.

Study facilities are good, as are library and software provisions; however, some further work is needed on the acquisition of databases, sheet-music and scores. Besides, it is very important for Master students to get familiarised with more modern literature and acquire the latest knowledge related to future professional activities. Therefore, students should be provided with more possibilities to use modern literature, including literature in English. This would contribute to equipping students with sufficient scientific competencies orientated to EQF level 7 requirements.

Information about the study programme and its changes is provided in different ways. Because of the small student groups it is easy to provide all new information about academic or social support or schedule individual consultation.

The university ensures an adequate level of academic and social support. Students are entitled to social grants and can get financial support from KU by reduced tuition fee if they match corresponding requirements. KU grants scholarships for students for their good academic results or active social activities.

Opportunities for mobility exist, though students need to develop more proactive and intrepid attitudes towards overseas travel and the gaining of foreign experience. Students do not

participate in mobility programmes due to the lack of the foreign language speaking skills or because they are already working in their speciality. The University Administration presented measures that will be taken to enlarge the number of outgoing students.

The panel believes that in general aims and learning outcomes of the study programme correspond to the type of second cycle university studies, are related to acquisition of the Master's degree in music and are in line with its purpose to get prepared for the independent professional activity. Adjusting learning outcomes, programme providers tried to consider students', teachers', social partners' proposals and requirements, which are actually raised in practice, for a professional singer. However, at the same time the panel recommends to seek that all learning outcomes of the programme and study subjects (or their topics) are coherent and logically related.

Although the study programme is oriented to the vocal abilities and the research skills, the reviewers are concerned about absence of links between the final work (creative project) and the research paper. It is absolutely necessary to ensure that the students are equipped with sufficient scientific competencies orientated to EQF level 7 requirements and that this research paper is related to final work (creative project).

Discussions with the administration evidenced the presence of the *Model of Quality Management System of KU* and means of action that help to ensure appropriate quality of higher university education. Evidence was provided illustrating that KU was granted Quality Management Certificates confirming compliance with the requirements of ISO 9001, ISO 1401, OHSAS 18001, SA 8000 - quality, environmental management, occupational safety and health, as well as social responsibility standards. Based on the information provided in the self-evaluation report and received during the site visit, it can be assumed that the quality management system operates efficiently.

There is a strong reciprocal relationship between the University and its stakeholders and it is obvious that staff, students, graduates, and the programme itself, are all highly valued within the community and make an important contribution to musical and cultural life within the Klaipeda region.

Site visit interviews also revealed concerns regarding the national recruitment policy. Due to low numbers of subsidised student places and high tuition fees in the assessed period the number of applications reduced, remaining a challenge for the future. It is hoped that excellent relations with social partners, committed teaching staff combined with creative strategies will stand the test experienced by higher education in Lithuania and other countries.

The reviewers commend the programme in the ways illustrated in the report and are pleased to have gained a positive impression of the study programme *Singing*. They particularly commend it for its strengths in the teaching staff area, programme management and relationships with the social partners and wish success in continuing improvements in other areas, enhancing attractiveness and sustainability of the programme. The panel hope that the recommendations included will make a positive contribution to the ongoing development and growth of the programme.

V. GENERAL ASSESSMENT

The study programme Singing (state code – 621W31003) at Klaipėda University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	4
	Total:	19

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

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

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

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

Grupės vadovas: Team leader:	Prof. dr. Frans de Ruiter
Grupės nariai: Team members:	Prof. dr. habil. Mihaly Duffek
	Dr. Terence Clifford-Amos
	Ass. prof. dr. Rolands Kronlaks
	Prof. dr. Diana Strakšienė
	Aušrinė Nenortaitė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
DAINAVIMAS (VALSTYBINIS KODAS – 621W31003)
2015-08-04 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-226 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Dainavimas* (valstybinis kodas – 621W31003) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	4
	Iš viso:	19

* 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

Klaipėdos universitete vykdoma antrosios pakopos studijų programa *Dainavimas* siekiama ugdyti absolventų meno ir mokslo kompetencijas, aukšto lygio profesinius įgūdžius ir rengti studentus profesionalaus muzikos atlikėjo karjerai. Programos koncepcija orientuota į aukšto lygio profesionalų rengimą Vakarų Lietuvos regionui: Klaipėdos valstybiniam muzikiniam teatrui, kultūros institucijoms, formaliojo ir neformaliojo ugdymo įstaigoms. Programos skiriamasis bruožas – orientacija į regiono ypatumus ir Vakarų Lietuvos kultūros tradicijų ir vertybių puoselėjimą.

Programos dėstytojų indėlis į programos patrauklumą – išskirtinis. Dėstytojai turi plačią ne tik dainavimo, bet ir įvairių formų akademinės mokslinės ir meninės muzikinės veiklos patirtį, o kai kurie įgiję patirties visose trijose srityse. Be to, jie yra įvairių mokslo ir profesinių asociacijų, nacionalinių ir tarptautinių meno, mokslo ir švietimo projektų nariai. Atsižvelgiant į programos pobūdį, tai yra teigiamas personalo aspektas katedroje. Dėstytojams sudarytos palankios profesinio tobulėjimo ir kvalifikacijos didinimo sąlygos – jie dalyvauja įvairiuose seminaruose, kursuose, stažuotėse ir t. t., susijusiose su antrosios pakopos studijų programos *Dainavimas* studijų sritimi (menu, moksliniais tyrimais, ugdymu). Per susitikimus su darbuotojais ekspertų grupė buvo sužavėta dėstytojų entuziazmo ir atsidavimo.

Studijų patalpos geros, biblioteka aprūpinta, yra reikiama programinė įranga. Tačiau dar reikia stengtis įsigyti duomenų bazių, natų ir partitūrų. Be to, antrosios pakopos studijų studentams labai svarbu susipažinti su šiuolaikiškesne literatūra ir įgyti naujausių žinių, susijusių su būsima profesine veikla. Todėl studentams turėtų būti suteikta daugiau galimybių naudotis šiuolaikine literatūra, įskaitant literatūrą anglų kalba. Tai padėtų ugdyti tinkamą studentų mokslinę kompetenciją pagal EKS 7 lygio reikalavimus.

Informacija apie studijų programą ir jos pokyčius pateikiama įvairiais būdais. Studentų grupės mažos, todėl lengva pateikti naujausią informaciją apie akademinę ar socialinę paramą ir individualių konsultacijų grafikus.

Universitetas užtikrina pakankamą akademinę ir socialinę paramą. Studentai turi teisę į socialines išmokas, gali gauti finansinę paramą iš KU – mokėti sumažintą mokestį už studijas, jei atitinka nustatytus reikalavimus. KU teikia studentams stipendijas už gerus akademinis pasiekimus ar aktyvią socialinę veiklą.

Judumo galimybių yra, bet studentai turi būti iniciatyvesni ir nebijoti vykti į užsienio keliones ir įgyti patirties užsienyje. Studentai judumo programose nedalyvauja dėl užsienio kalbos kalbėjimo įgūdžių trūkumo arba todėl, kad jau dirba pagal specialybę. Universiteto administracija pristatė priemones, kurių bus imtasi siekiant padidinti išvykstančių studentų skaičių.

Ekspertų grupės manymu, iš esmės studijų programos tikslai ir studijų rezultatai atitinka antrosios pakopos universitetinių studijų rūšį, yra susiję su muzikos magistro laipsnio įgijimu ir atspindi tikslą rengti savarankiškai profesionaliai veiklai. Tikslindami studijų rezultatus programos vykdytojai bandė atsižvelgti į studentų, dėstytojų, socialinių partnerių pasiūlymus ir profesionaliam dainininkui praktikoje keliamus reikalavimus. Tačiau ekspertų grupė rekomenduoja siekti, kad visi programos ir studijų dalykų (ar jų temų) studijų rezultatų būtų nuoseklūs ir logiškai susiję.

Nors studijų programa orientuota į vokalinių gebėjimų ir mokslinių tyrimų įgūdžių ugdymą, ekspertams kelia nerimą tai, kad nėra ryšio tarp baigiamojo darbo (kūrybos projekto) ir mokslinių tyrimų darbo. Tiesiog būtina užtikrinti, kad studentai įgytų pakankamai mokslinių kompetencijų, orientuotų į EKS 7 lygmens reikalavimus, ir kad tiriamasis darbas būtų susietas su baigiamuoju darbu (kūrybiniu projektu).

Diskusijose su administracija paaiškėjo, kad KU turi kokybės vadybos sistemos modelį ir priemones, o tai padeda užtikrinti tinkamą aukštojo universitetinio išsilavinimo kokybę. Pateikta įrodymų, kad KU suteikti kokybės vadybos pažymėjimai, patvirtinantys atitiktį ISO 9001, ISO 1401, OHSAS 18001, SA 8000 kokybės, aplinkosaugos vadybos, darbuotojų saugos ir sveikatos reikalavimams, taip pat socialinės atsakomybės standartams. Remiantis

savianalizės suvestinėje pateikta ir per vizitą gauta informacija, galima daryti prielaidą, kad kokybės valdymo sistema yra veiksminga. Universiteto ir jos dalininkų ryšys yra stiprus ir akivaizdu, kad bendruomenė labai teigiamai vertina dėstytojus, studentus, absolventus ir pačią programą, reikšmingai prisidedančius prie muzikinio ir kultūrinio gyvenimo Klaipėdos regione. Pokalbiuose per vizitą atsiskleidė susirūpinimas dėl šalies priėmimo į studijas politikos. Dėl sumažėjusio subsidijuojamų studijų vietų skaičiaus ir didelio mokesčio už mokslą vertinamuoju laikotarpiu sumažėjo stojančiųjų skaičius, o tai – iššūkis dėl ateities. Tikimasi, kad puikūs santykiai su socialiniais partneriais, atsidavusių dėstytojų kartu sukurtos kūrybinės strategijos išlaikys bandymą, su kuriuo susiduria aukštasis mokslas Lietuvoje ir kitose šalyse. Ekspertai gerai vertina studijų programą *Dainavimas*, kaip nurodyta vertinimo išvadose, ir patvirtina, kad ji sudarė gerą įspūdį. Ypač norima pagirti už stiprybes, kurios nustatytos dėstytojų, programos vadybos ir santykių su socialiniais partneriais srityse, ir palinkėti sėkmės tobulinant kitas sritis, didinant programos patrauklumą ir tvarumą. Ekspertų grupė tiki, kad pateiktos rekomendacijos turės teigiamą poveikį gerinant ir plėtojant programą.

<...>

III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja studijų programos komitetui persvarstyti studijų programos studijų rezultatų formuluotę, kad jie būtų glaustesni ir objektyvesni, išmatuojami ir įgyvendinami, susiejant su konkrečiais studijų programos dalykais (ir jų temomis).
2. Ekspertų grupė rekomenduoja apsvarstyti teorinių studijų dalykų pagrindinių literatūros šaltinių atnaujinimą, kad studentai galėtų susipažinti su šiuolaikiškesne literatūra, įskaitant literatūrą anglų kalba, ir įgyti naujausių žinių, susijusių su būsima profesine veikla. Taip pat reikėtų imtis priemonių pagerinti atitinkamų duomenų bazių, natų ir partitūrų fondą. Reikia atnaujinti savarankiškam darbui skirtas patalpas ir instrumentus, kad jie būtų tinkamos kokybės.
3. Įvairus repertuaras ir žanrai yra daugiau nei tiesiog kito kūrinio dainavimas. Rekomenduojama į repertuarą įtraukti daugiau XX ir XXI amžiaus kūrinių, taip pat skatinti įvairesnį solo, ansamblio ir choro repertuaro atlikimą. Siūloma daugiau dėmesio skirti užsienio kalboms, ypač italų (taip pat prancūzų ir kitoms standartinio operos repertuaro kalboms).
4. Ekspertai rekomenduoja imtis konkrečių veiksmų ryšiui tarp studijų programos baigiamojo darbo (kūrybinio projekto) ir mokslinių tyrimų darbo (kursinio darbo) užtikrinti.
5. Būtina užtikrinti, kad magistrantų mokslinių tyrimų darbai atitiktų Magistrantūros studijų programų bendrųjų reikalavimų aprašo (2010) 21 punktą, kuriame pabrėžiamas studentų gebėjimas susieti baigiamąjį kūrybinį projektą su mokslinių tyrimų darbu, ir Europos kvalifikacijų sąrangos (EKS) 7 lygio reikalavimus. Tai leistų akcentuoti studentų specialiuosius

problemų sprendimo įgūdžius, kurių reikia atliekant tiriamąjį darbą ir (arba) taikant naujoves, siekiant įgyti naujų žinių ir kurti procedūras, integruoti skirtingų sričių žinias.

6. Ekspertų grupė rekomenduoja katedrai sudaryti sąlygas, o universitetui toliau ieškoti galimybių gerinti studentų judumą.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)