



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO
STUDIJŲ PROGRAMOS *Pučiamųjų ir styginių muzika*
(valstybinis kodas – 621W31005)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *Wind and String Music (state code - 621W31005)*
STUDY PROGRAMME
at Klaipėda University

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Pučiamųjų ir styginių muzika</i>
Valstybinis kodas	621W31005
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	Registruota 21-06-2005, ĮSAK No. 1179, Perregistruota 03-05-2010, V-635

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Wind and String Music</i>
State code	621W31005
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	Registered on 21th June 2005, ĮSAK No. 1179, reregistered on 3 rd May 2010, V-635

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The Centre for Quality Assessment in Higher Education

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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.	Quality Assurance Document (Quality Management Certificates) the genesis of which has been included in this report.

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

The Wind and String Music (hereafter – WSM) study programme is implemented in Klaipėda University, the Faculty of Arts which employs artists who are famous in Lithuania and abroad, prepares specialists of all artistic courses, organizes national and international art events.

The Faculty of Arts is one of the University's independent faculties, which started its work in 1971. A total of six departments belong to the Faculty, which trains specialists of performing art, theatre, dance, art, landscape architecture and music pedagogy. Wind and String Music study programme is one of the six specializations from the Performing Arts group.

The Wind and String Music studies are being administrated by the Department of Instrumental Music (DIM) and was founded in 2012 by incorporating different Departments: the Department of Folk music, the Department of Piano, the Department of Jazz. This Department implements earlier mentioned 1st cycle (undergraduate) and 2nd (graduate) cycle study programmes of wind and string music.

According to the people responsible for the programme, the artistic activity of the academic staff teaching in the study programme of the WSM is wide and diverse, which includes arranging solo concerts, leading chamber and symphonic orchestras, arranging concert programmes for ensembles in Lithuania and abroad.

Wind music specialists have been trained in Klaipėda since 1972, and String music specialists - since 1990. More than 400 Wind and String music specialists have graduated and now successfully work as leaders of musical collectives, performers, pedagogues or in responsible cultural administrative jobs.

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 13th 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 of WSM is a second cycle study programme in the area of Creative Art and Design, the group of fields of Art study, the study field of Music and the branch of Music Performing. This degree conforms to Level 7 of the Lithuanian Qualifications Framework and the European Qualifications Framework of lifetime learning, as well as to the 2nd cycle of the European Higher Education Qualifications Framework in the area. According to the Self Evaluation Report (hereafter – SER),, the study programme of WSM is made with reference to the description of general requirements for the Graduate study programmes (MES 22-07- 2005, ISAK No. 1551) and is attributed to the graduate for deepening type of study programme.

Based on the SER, the programme's main aspects are:

- competitiveness with the European higher education system
- high qualification in the major fields (instrument playing, performing abilities, research)
- ability of life long learning
- mobility, connections among students
- reorganization of study programs, based on student-centered learning and competences
- specialized elements of the education (e.g. the possibility to choose second instrument studies, high frequented co-operation with the cultural institutions and schools)

The evaluation team agrees with the programme leaders regarding the intended aims of the study programme, assuming the Faculty wants to train specialists on a high quality level in their main competences as theorists and practitioners (being high educated performers). This is as important for the specialists' who want to develop individual abilities, as well as being a member of a symphonic orchestra (except the guitar). The team also agrees with the aim of the high general competence of the specialists, which eventually results in being highly qualified artist-pedagogues. Assuming that the provided education can give all these competences, the young specialists can easily find their jobs in various orchestras, ensembles and at schools, or they can build an individual solo career. Based on the information gathered from the SER and the interviews during the on-site meeting, the team agrees, that the Faculty seeks to give real-life, necessary competences for the students.

The SER contains information about different learning outcomes, illustrated with tables, presenting the outcomes in:

- knowledge and its application (A1-3)

- research abilities (B1-3)
- special abilities (C1-3)
- social abilities (D1-3)
- personal abilities (E1-3)

Analysing these learning outcomes, it seems to be clear that the Faculty leadership understands that this study programme must be in close connection with the society, as well as the labour market. This is demonstrated by the fact, that in Klaipėda region and in Western Lithuania most of the professional instrumental music specialists are graduated at Klaipėda University.

As the SER states, the study programme is not a duplication of the other universities' programme. The evaluation team could also verify that the aims and outcomes of the programme correspond with the study type and cycle; they are clearly defined and also publicly available. The title, outcomes and content of the programme accord with one another. It is also worth mentioning that the SER states that stakeholders, students and academic staff are constantly involved in the revision of the aims and the outcomes.

The WSM study programme is separated into instrumental sections, which are forming a kind of unit – the instruments of the symphonic orchestra. During the visit the evaluation team had interesting discussions with the professors and thus it can be confirmed, that the teaching staff is also a real unit (the guitar is an exception, not belonging to the instruments of the symphonic orchestra). They form a co-operating artistic and pedagogical team, because of the natural structure of the instrument group in WSM.

These discussions provided much information about the WSM programme's positive and negative sides, which harmonized with the aims and outcomes of the education. The team of experts understand that there are important difficulties on the way of realizing this study programme to its full potential. The reasons are mainly at National level coming from the present laws and rules of Higher Education (e.g. centralized entrance system, not much state-funded student places, high price of the education for self-paying students, the financial background, etc.). All of the professors really expressed the high level aims in every case and all of the students were aware of these aims and competences to which they also agreed to. Both groups mentioned that the competition is strong with the foreign universities; some of the specialists there want to find their job in the EU after the studies, so it is a strong compulsion to be competitive on the international job market. As we could see, all the professors feel responsibility to really give and develop the necessary competences, and pass the traditional values of music culture to the next generations. In conclusion, although there are some things to improve regarding the study programme most of the problems arise on a national level. The

evaluation team believes that the Faculty is working hard in terms of developing this programme and is doing a very good job.

2.2. Curriculum design

The WSM is a second cycle (Master degree) programme oriented towards both theoretical and instrument majors. The curriculum structure conforms to 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. Also the curriculum structure of the WSM study programme is based on – Klaipėda University Study Regulations (2010).

The duration of the study programme is 2 years (4 semesters) with 120 ECTS. Subjects, that content-wise have to be of a qualitatively higher or innovative scientific level than the subjects of the 1st cycle studies of a respective cognitive field, that serves as their base, shall comprise of 95 ECTS (including the final thesis). For University-prescribed and student-chosen courses, there are 25 ECTS. Also 30 ECTS are dedicated to the writing and defence of the final thesis. Thus the amount of ECTS meets the requirements. The rate of the students' individual work is 77,4%, higher than the requirements. The data provided in the SER demonstrate that the curriculum design for this study programme follows the requirements for a master programme.

The education has special elements in Klaipėda University, differing from the other Higher Education Institutions, where a similar programme is implemented in Lithuania. The KU gives a special possibility for the students to be more competitive on the labour market as the students can study a second instrument or choose conducting.

The structure of the curriculum is based on the needs of the labour market. There is a high rate of individual activities by the students, also it shows, that the students have much possibility to train themselves through the instructions of their professors in theory subjects and in preparing themselves for high quality musical and instrumental abilities. The evaluation team can confirm that the structure of the curriculum design allows the students to accomplish and realize the intended programme aims and learning outcomes, because the subjects correspond with the learning outcomes and thus help realize the program aims.

The study programme consists of two subject groups:

- knowledge deepening subjects (e.g. instrument study, ensemble studies, interpretation, philosophy of music);
- applied subjects (e.g. conducting, instrumentation, second instrument, arrangement).

The evaluation team verified that the “second instrument” as an elective subject is the most important and valuable subject, but all the other elected subjects are also really necessary

fields of the musical education, thus making the students highly trained. The elected studies are all very useful for the students, perhaps this is one of the main strengths of the programme which also differs from similar programmes in other HEI, as previously mentioned.

The evaluation team believes that there is no repetition with the first cycle programmes in performance art, thus the content of WSM is at masters level. The rate of the main subjects along with the elective subjects seems to be practical, giving the possibility for the students for the individual work and the final work, too (SER, Table 5). The experts could verify that the current curriculum structure is suitable to produce the wished competences, as the SER (Table 6) shows. However observing the study programme from semester to semester, the evaluation team found some information, which raised some issues among the experts, e.g. Instrument study 1., 2., are in the first and second semesters, but Artistic project (preparation for final work) is in the 3rd semester, and Final work in the last semester. This tells us, that the last whole academic year of the studies is mainly focused for the final work's preparation. The team's opinion is that this is too long time for that task, to prepare the final concert's performing material, thus it could be revised. Also it is worth mentioning that the knowledge of English language, as the international language of the European society (or all over the world), the language education must be integrated more strongly in the curriculum.

2.3. Teaching staff

The academic staff is highly qualified in their artistic quality and pedagogic abilities, despite the fact that it is a small group (3 full professors, 8 associated professors and 2 lecturers.). Their average age is 55 years (1 is between 31-40, 2 are between 41-50, 4 are between 51-60, 3 are between 61-70, 1 is between 71-80). There are three full professors and the rest of the staff has the title of associated professor, thus it meets the general requirements for the master programme. In terms of teachers who have PhD, the amount is rather low, but this is not a mandatory requirement for academics that specialize in music study fields. According to the National requirements it is necessary for them to be established artists. Thus the review team could also verify the scientific and performing activities of the staff show us a powerful team of teachers who are also strong performers, thus they can be clearly considered as established artists. Nevertheless the experts would recommend both The Faculty and Klaipėda University administration to motivate and support the teaching staff members to obtain their PhD degree for a stronger position in the future. Also the turnover of the teaching staff hints of a possible issue for the future, as currently there are very few members of the younger generation. Based on the SER and the information gathered during the on-site visit, the evaluation team can confirm that the teaching staff is indeed taking part individually in scientific researches.

The main fields of the academic development strategy consist of pedagogic qualifications (e.g. researches in methodology, taking part in foreign and domestic conferences), practical work experience and taking part in society's life (e.g. constant orchestral work, theatre performances, co-operation with music schools), active artistic and pedagogic activity of the lecturers (e.g. using the personal experiences in music performing, searching music pedagogy, etc.). The evaluation team can confirm that this strategy is very successfully implemented.

The students' relation with their professors is personal, a close connection could be felt, because the nature of instrumental studies requires the teacher and student to trust each other, so most of the results of the students' studies is a real co-operation between the professors and their students. The meeting with the students certified this statement in reality.

The meeting with the staff showed us, that all the members are mentally on high artistic level, they are strongly helpful to the students. The list of visiting professors is rich, and shows, that the Faculty is open to international music education, and quality. The Faculty wants to develop the qualification level of the professors, which is strongly supported. It would be necessary, in order to the rate of the younger and older professors, lecturers could be more balanced, looking for the future and overtake the dangerous situation, which can arrive, when the older generation's members stop working for health or any other reason in the same time. For solving this problem, a strategy plan is needed for human resources at the Faculty. Though during the meeting with the staff members, the experts group could learn, that the labour laws in Lithuania are different from most of the other EU countries, so it is understandable, that the experts only can advise to keep the exact balance between the age groups. In conclusion: the expert team found a strong company of professors and other teachers. Given the high average age of the group caused by the consequences of Lithuanian legislature on the basis of which KU functions, it is fully understandable that the number of them who hold a PhD is small, simply because in the time they were trained and educated, the PhD-system was for them not in operation.

The team is full of confidence that KU and the FoA is aware of the situation and is in the position to both rejuvenate the teaching staff and implement thorough activities in the domain of research in and through musical practice, also among professors and other teachers. Thus the teaching staff is considered to be very good.

2.4. Facilities and learning resources

The Facilities are quite important for the music study programmes, as all the conditions for the education determine quality. The facilities itself are appropriate in size and quality for the implementation of this programme. As the team saw, the building itself is big enough for the

Faculty's education. It has a large concert hall which is a good place for the concerts and the performing concerts of the students, equipped with two grand pianos and an organ. The team had the opportunity to see the performances of students from various specializations (including WSM) and we can confirm the quality of the hall. The number of the classes for the general education and the individual work seems to be enough for the amount of students in the programme. There is also a conference hall of the University which is part of the Faculty's infrastructure.

The meeting with the staff members was also informative in this case, because the faculty has no quality wind and string instruments for rent. Most of the students have their own instruments, but this kind of music education needs high quality instruments to demonstrate to the students, how a high quality instruments should sound. The experts would recommend considering the possibility to buy new and good quality instruments for the educational background. Of course it may be a long term goal considering the financial background of the Faculty. Currently it is not clear whether all of the students have high quality individual instruments.

According to the SER - there are 5 reading rooms for targeted teachers' and students' work in the library, the opening hours of the library and reading rooms are also adapted to the needs of the students.

The library has much material for the implementation of this programme - books, encyclopaedias; the students can also use several databases (e.g. Muse Score, Music Might, etc.). During the examination of the facilities, the experts did not have an opportunity to see original, modern editions of sheet music, which could be rented by the students, thus it would be very important to have them in order for the study process to be more efficient. Nowadays the result of research helps us to print new editions.

The IT background gives the possibility for students to collect the necessary information in musical practice in connection with arts, music, science, culture, etc. in a modern way. Thus as previously mentioned, the domestic and international online databases can be used by the students. At the library students and teachers of the programme can use subscribed periodicals in the Lithuanian and in foreign languages. The Faculty also provides help by training the students to find the right information they need for their work. The team would like to mention that the audio-visual infrastructure must be further developed in the future both in terms of quantity and quality.

Over the period of 2010-2014 the update of facilities took place with the support of EU funding. The SER contains the full list of the updated elements - classrooms, equipment, lighting, some instruments, sound systems, etc.

Considering the improvements made by the Faculty, the evaluation team agrees with the future planned actions for improvement stated in the SER (page 23) which include fully exploiting the opportunities provided by databases, engaging in the development of projects and upgrading the infrastructure.

2.5. Study process and students' performance assessment

The team of experts consider that the study process is being implemented decently by the members of the Faculty. However there are some important issues that must be resolved.

First of all the general admission requirements are standard as elsewhere – an applicant, who has Bachelor's degree in Music, can apply to WSM study programme. Admission requirements are different for candidates who graduated in the year of applying and studied the equivalent study programme in the KU - they do not take an entrance exam. Other applicants, who graduated earlier or graduated from other universities, have to take an entrance exam. Thus the entrance system asks a high quality from the appliers, which is absolutely supported and necessary. At the same time, the system is against the real competition between the students. Due to the centralized entrance examination system, the Faculty gets the students from the central exam, and cannot enter competitive result into the education, if the talent level is not on the required quality. The real solution would be getting the right for independent entrance exams in the longer future.

The SER showed that the number of applications (during the period 2010-2014) have a slowly decreasing trend. It was mentioned that candidates, who do not get a state financed place, usually cannot afford to study in this programme. The Faculty efforts to systematic increase the enrolment rate is praiseworthy (responsible people for this process were identified). However, it is recommended to rethink how to attract more talented undergraduates, because the average competition score is not very high. The number of dropouts is different and not shows a tendency. As in other countries in Eastern-Europe, the financial background is not generous, so it is matter hard to support the studies by up-to-date technical, instrumental background. Even so, it is a continuous task for the Faculty to find domestic possibilities for support and prepare EU applications to solve this problem. The number of the financed students is quite small and the tuition fee is too high for a student, who did not win the state support and has to privately finance the studies.

The second major issue the evaluation team would address are the final works. Looking at the final works of the studies, the students have to present two activities at the end of their studies - performing a recital and preparing a final thesis. Listening to some of the final music productions of the students, the performances were not on particularly high level, but showed a

responsible representation of the work of the professors and the students. However the final thesis showed more problems. First of all the English summaries were short and sometimes not correct, and the themes of them should be more serious and problematic or “heavier”, like the final work of a real master degree. It is also questionable how the foreign language education goes on, how can the students study music in English or in other foreign languages. The evaluation team had a feeling that the students do not emphasize the importance of preparing the final thesis, while they tend to consider themselves as musicians at first and not scientists. The evaluation team does not agree with this position, because the master degree means a high quality artistic and intellectual level. Thus the programme managers must address this issue and find ways to solve it, while the teaching staff must demonstrate the high importance of the final thesis to the students. The questionable quality of research papers also raises questions regarding the students’ assessment process, whether it is in place or not. Based on these remarks, the experts can state that the final thesis hardly corresponds to level 7 requirements of the European Qualifications Framework (EQF) and consequently could not be equate to a research paper of second cycle studies. The final project consisting of two parts - performance and research papers – should be positioned with equal importance.

Another sensitive problem is the absence of “critical mass” of the students. WSM programme has a very important training aim: to give the students all of the abilities that are necessary to be members of ensembles, orchestras. The SER stated that Wind and String Music study programme students do attend various concerts, events, competitions. Also the results of competition are constantly published on the University website and other sources. Thus it was a surprising fact, that the Faculty has no student symphonic orchestra, which could give the possibility of achieving the abilities necessary for the students to be an orchestra member in their future job. However it is the students’ number that is the reason behind this situation. Of course, chamber music duets, trios, quartets and other chamber formations exist during the study process, but chamber music is not equivalent with orchestral practice. To take part in the work of a professional symphonic orchestra outside the University (as the Faculty solved this problem) is different than to teach the students from rehearsal to rehearsal for orchestral abilities. So, the central problem is – how to increase the student number in the next years in WSM studies. It should be taken into account that key points are the question of capacity, financial conditions, the labour market’s need, the question of the faculty’s attractiveness in student marketing, and finally the question of the strategy plan of the Faculty and the University.

The feedback system seems adequate enough, as there are various types of feedback provided to students (surveys, discussions, etc.). It is recommended to always gather feedback from students in that way lecturers can improve educational competencies and react to students’

suggestions. The assessment system leans on principles of validity, reliability, clarity and usefulness. Information about individual work assignments, deadlines and their impacts on the final grade is provided in the description of subject and also in the first lecture. Thus the assessment system is clear and the students are aware of it.

There are possibilities to participate in mobility programmes, but students do not use them. Measures to promote the mobility are taken, but it is recommended to talk with students of this study programme individually and encourage them to use mobility possibilities.

It is also worth noting, that there were no graduates of this programme attending the on-site meeting, thus the team did not get an opportunity to discuss these important issues with them. During the next few years the Faculty must create a strong development plan for the complex problems that have arisen in the study process.

2.6. Programme management

We could read in the SER precise information about quality assurance, about the rules of the University, the aims of the leadership. The evaluation team also received documents certifying the control of the education's quality. There are responsible committees for this activity (Study Programme Committee), which formally verify the strong side of the education. The programme management offers great help both for the teaching staff and the students. The experts understand that the quality of the education has objective and subjective elements: the objective part is the well organized and documented education which is in plans and in practice. The subjective element of quality assurance is the productions of the students, their concerts during every semester and at the end of the studies. This is the common co-operative work of the professors and students, so music education is a special field, where the quality can be heard. The team of experts found, that the programme management consists of the programme leaders, the colleagues in administration staff, and finally the professors, because their personal contacts with the students is a necessary element of program managing. During the visit, the team could see that the management works well together with all the parties involved. However as there were no graduates present during the on-site meeting, it could not be clarified how much are they involved in the implementation of their programme.

The University ensures an adequate level of academic and social support. At the studies beginning students are introduced to the study process. Due the small number of students in the group it is easy to consult them and discuss problems. Information about the study programme and changes in it can be found in various sources. In addition, there are consulting hours when lecturers advise students on this kind of issues. Students, who show good academic results or (and) positively participate in social activities are encouraged by various scholarships. Social

support is also provided to students that are from social families. Psychological support is also available. The University supports students, who are from socially supported families or orphans by reducing their tuition fees up to 100 %, and students with good academic results by reducing their tuition fees up to 75 %. Students can counsel their career issues in the Career Centre which provides information about career opportunities. All information about available support is publicly available in the University website.

The students' practice is being organised well, as they are going to institutions, where former students of the university clearly understand the situations of the present ones and tend to help the students in terms of personal and professional activities. The Faculty of Arts gives great help by this way to the students. Trilateral agreements give a safe background for this important training element as well.

It is stated in the SER that the stakeholders were involved in the development of the programme learning outcomes. Nevertheless the evaluation team considers that the Lithuanian stakeholder's could be more involved in terms of the programme's future implementation and improvement process (like the other master programmes). Thus a better collaboration with the stakeholders may result in opportunities to seek for more active student involvement in international and national projects of art and education.

Nevertheless it should be commended that the social partners are indeed involved with this programme from a cultural context. For example, the mayor of Klaipeda city and directors of cultural institutions of Klaipeda city and region confirmed active ongoing collaboration with the university organizing joint activities and various events (artistic projects, workshops, concerts, competitions, etc.), collaborating during students' practices and participating in the activities of final thesis (creative project) defence committees. This aspect applies to a number of master programmes, including the Wind and Strings music. Although the evaluation team did not meet any graduates during the on-site meeting, the SER provides information that the graduates are contacted on a regular basis in order for them to provide feedback about the study programme.

The management has an important task, monitoring the quality of the studies. This work is continuous, and the permanent control gives the results through a systematic analysis. As stated in the SER (page 28) the main points that are constantly being monitored by the Faculty are these admission scores and their relationship with the indicators of the student academic record; exam session grades and the dynamics of student's academic record; the assessment of the study process (student's questionnaires); grades for the final works and graduate employment records and careers.

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

Taking in mind all these facts, it clearly shows that the Faculty and the whole Klaipėda University keep a very important position regarding the question of education quality assurance. There are some things that could be improved in the future, however they are considered as minor ones by the experts, in compare to the main aspects of the programme management, which are indeed implemented on a high level.

III. RECOMMENDATIONS

1. Make steps to increase the total number of students for the WSM programme. It could be useful rethinking all of the programme parameters and the real possibilities.
2. It is recommended to buy new quality instruments for the instrumental background of the education as it is not sure, that all of the students have high quality private instruments.
3. One of the most sensitive tasks is to make the balance in the teaching staff age groups for a continuous turnover. It is suggested to prepare a plan for human resources of the education in order to guarantee a safe future.
4. Based on the possibilities and the number of students, it is necessary to create bigger chamber groups in order to teach the abilities of being orchestra members as a job after graduation (e.g. orchestra of the bachelor students of WSM).
5. It is suggested to review the curriculum's structure and discuss a possibility to provide shorter time for the preparation of the final concert and extending the time for instrument study. The reason of the suggestion is, that the semesters of the instrumental studies could be more productive, developing the repertoire with new pieces.
6. The library would need fresh, brand new editions of sheet music. This is an important "innovation" of the musical studies.
7. The knowledge of English language, as the international language of the European society, and the language education must be emphasized stronger in the curriculum.

8. Admission of Master-students is a sensitive point of the high quality. It is recommended to require the same entrance exam level both from the inside BA graduated students and from the outside appliers. This can generate a healthy competition.

9. As the final thesis is an important kind of scientific/theoretic result of the university studies, the quality must be higher. The experts' recommend summarizing it with a scientific conclusion, which presents brand new results of research, or new context of a known problem, new answers. The English summary must be longer than currently is the practice.

IV. SUMMARY

The background of the WSM master studies is based on a big, integrated University. This is an important center of West Lithuanian region in music life. The whole organization of the KU, FA and DIM helps to continue systematic higher education. The graduated students (now over 400) are working in several musical and cultural institutions, schools, theatres, orchestras in Klaipeda region.

The program aims and learning outcomes are very good and it is evident that the aims of the WSM programme and learning outcomes are accurately based on the academic and/or professional requirements, public needs and the needs of the labour market. Based on the learning outcomes the graduates will have enough theoretical and practical knowledge in terms of music.

The curriculum design contains all of the training elements, which are needed for the knowledge and abilities. That is a positive element, that the education gives the possibility for the students to develop themselves by their individual work. Nevertheless the experts would recommend to consider the importance of the Second instrument elective subject and also reviewing the time balance between the final concert and instrument study.

The programme's teaching staff consists of 11 professors, associated professors and lecturers. The average age of them is 55 years. The Faculty has to push more of them to get doctoral degrees and has to take care of age balance, helping younger teachers to be the member of the teaching staff. The professors take part in research programs and also the Faculty gives the possibility to develop the international contacts by inviting guest professors.

The team of experts agree that the facilities consist of all the necessary conditions for the education. First of all there are enough lecture rooms taking in mind the number of students, there are good IT possibilities, the databases in the library and the classes for education and concert hall are good for resultable education. Nevertheless more modern sheet music education

would be necessary and also the Faculty should distribute their funds in order to buy new high quality instruments for instrumental education purposes.

The general implementation of the study process is on a decent level – considering the social and academic support, the assessment and feedback systems. Nevertheless there are certain important factors that should be resolved concerning the study process. One of them refers to the student admission procedure – although it is being implemented according to National laws, there should be a discussion of changing the centralized system in order to produce a competitive result in this education in terms of quality talents. Another major point which should be resolved is the research part of the Final work. While the artistic performance part is regulated in an adequate way, the research papers should be much improved in order to reach the necessary level of a masters' programme.

The evaluation team sees the programme management area as very well organized in terms of process and documentation. The University administration has a Model of Quality Management System of KU and other means of action that help to ensure appropriate quality of higher university education. The social support and practise for the students is well organized too. In conclusion – the evaluation team believes that all of these recommendations stated in the report will be taken into account by the programme management and that the changes will begin soon.

V. GENERAL ASSESSMENT

The study programme Wind and String Music (state code – 621W31005) 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	4
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:	20

*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
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	Ms. Aušrinė Nenortaitė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
PUČIAMŲJŲ IR STYGINIŲ MUZIKA (VALSTYBINIS KODAS – 621W31005)
2015-08-04 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-227 IŠRAŠAS**

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V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Pučiamųjų ir styginių muzika* (valstybinis kodas – 621W31005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	4
	Iš viso:	20

* 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

Antrosios pakopos studijų programa *Pučiamųjų ir styginių muzika* vykdoma dideliame integruotame universitete. Tai svarbus muzikinio gyvenimo centras Vakarų Lietuvos regione. Tiek Klaipėdos universitetas, tiek Menų fakultetas ir Instrumentinės muzikos katedra bendrai padeda siekti sistemingo aukštojo išsilavinimo. Studijas baigę studentai (dabar – daugiau kaip 400) dirba muzikos ir kultūros įstaigose, mokyklose, teatruose ir orkestruose Klaipėdos regione.

Studijų programos tikslai ir studijų rezultatai labai tinkami. Akivaizdu, kad studijų programos *Pučiamųjų ir styginių muzika* tikslai ir studijų rezultatai aiškiai grindžiami akademiniiais ir (arba) profesiniais reikalavimais, visuomenės ir darbo rinkos poreikiais. Remiantis studijų rezultatais, absolventai turės pakankamai teorinių ir praktinių muzikos srities žinių.

Studijų programos sandara apima visus mokymo elementus, kurie būtini žinioms ir gebėjimams įgyti. Teigiamas dalykas yra tai, kad išsilavinimas studentams suteikia galimybę tobulėti patiems dirbant savarankiškai. Vis dėlto ekspertai rekomenduoja apsvarstyti antro

instrumento pasirenkamojo dalyko svarbą, taip pat persvarstyti baigiamojo koncerto ir instrumentinių studijų laiko santykį.

Programos dėstytojų kolektyvą sudaro 11 profesorių, docentų ir lektorių. Jų amžiaus vidurkis – 55 metai. Fakultetas turėtų labiau skatinti dėstytojus siekti daktaro laipsnio ir rūpintis, kad būtų išlaikoma amžiaus pusiausvyra, padėti jaunesniems dėstytojams tapti pedagoginio personalo nariais. Profesoriai dalyvauja mokslinių tyrimų programose; fakultetas suteikia galimybę plėtoti tarptautinius ryšius pasikviesdamas profesorius iš užsienio.

Ekspertų grupė sutinka, kad materialioji bazė sudaro visas būtinas sąlygas siekti išsilavinimo. Atsižvelgiant į studentų skaičių, auditorijų, skirtų paskaitoms, pakanka, yra geros IT galimybės, bibliotekoje prieinamos duomenų bazės, patalpos studijoms ir koncertų salė tinkamos studijų rezultatams siekti. Vis dėlto reikėtų atnaujinti natas, kad šis ugdymas taptų šiuolaikiškesnis, o fakultetas turėtų skirti lėšų naujiems aukštos kokybės instrumentams įsigyti.

Bendras studijų eigos įgyvendinimas, kalbant apie socialinę ir akademinę paramą, pasiekimų vertinimą ir grįžtamojo ryšio sistemas, tinkamas. Vis dėlto yra tam tikrų svarbių su studijų procesu susijusių klausimų, kuriuos reikėtų spręsti. Vienas iš jų susijęs su studentų priėmimo tvarka. Nors ji įgyvendinama pagal šalies įstatymus, reikėtų aptarti centralizuotos sistemos pakeitimą, siekiant šiose studijose užtikrinti didesnę „kokybiškų“ talentų parengimo konkurenciją. Kitas svarbus sprendtinas klausimas – baigiamojo darbo tiriamoji dalis. Meninio pasirodymo dalis reglamentuojama tinkamai, tačiau tiriamieji darbai turėtų būti kur kas geresnės kokybės, norint pasiekti reikiamą antrosios pakopos studijų programos lygį.

Ekspertų grupės manymu, programos vadyba studijų proceso ir dokumentacijos prasme organizuota gerai. Universiteto administracija turi KU kokybės valdymo sistemos modelį ir kitas veiklos priemones, padedančias užtikrinti tinkamą aukštojo universitetinio išsilavinimo kokybę. Studentams teikiama socialinė parama ir praktika organizuota gerai. Ekspertų grupė tiki, kad programos vadovybė atsižvelgs į visas šiose vertinimo išvadose pateiktas rekomendacijas ir netrukus prasidės pokyčiai.

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III. REKOMENDACIJOS

1. Imtis veiksmų, siekiant padidinti bendrą studijų programos *Pučiamųjų ir styginių muzika* studentų skaičių. Gali būti naudinga persvarstyti visus programos parametrus ir realias galimybes.
2. Įsigyti naujų kokybiškų instrumentų, kurie leistų užtikrintų instrumentinės muzikos pagrindų įgijimą, nes yra abejonių, ar visi studentai turi aukštos kokybės asmeninius instrumentus.
3. Vienas iš jautriausių uždavinių – išlaikyti dėstytojų amžiaus grupių pusiausvyrą, siekiant užtikrinti nuolatinę kaitą. Parengti žmogiškųjų išteklių ugdymo planą saugiai ateičiai užtikrinti.

4. Atsižvelgiant į galimybes ir studentų skaičių, kurti didesnes kamerines grupes, siekiant išugdyti gebėjimus būti orkestro nariu, nes tai (pvz., pučiamųjų ir styginių muzikos bakalauro orkestras) gali būti darbo vieta baigus studijas.
5. Peržiūrėti studijų turinio struktūrą ir aptarti galimybę skirti mažiau laiko baigiamojo koncerto rengimui, bet pratęsti instrumentines studijas. Šio pasiūlymo priežastis – instrumentų studijų semestrai galėtų būti produktyvesni ir repertuaras galėtų būti kuriamas įtraukiant naujų kūrinių.
6. Atnaujinti bibliotekos fondą pačiomis naujausiomis natomis. Tai svarbus muzikos studijų inovatyvumo aspektas.
7. Studijų turinyje labiau akcentuoti anglų kalbos, kaip tarptautinės Europos visuomenės kalbos, žinias ir mokymą.
8. Studentų priėmimo į antrosios pakopos studijas klausimas yra jautrus ir susijęs su aukšta kokybe. Rekomenduojama tą patį stojamojo egzamino lygį numatyti tiek šioje institucijoje baigusiems pirmosios pakopos studijas studentams, tiek stojantiejiems iš išorės. Tai padėtų sukurti sveiką konkurenciją.
9. Baigiamasis darbas yra svarbus universitetinių studijų mokslinis ir teorinis rezultatas, todėl jo kokybė turi būti aukštesnė. Ekspertai rekomenduoja baigiamąjį darbą apibendrinti parengiant mokslinių tyrimų išvadą, kurioje būtų pristatomi visiškai nauji mokslinių tyrimų rezultatai arba žinomai problemai suteikiamas naujas kontekstas ir pateikiami nauji atsakymai į probleminius klausimus. Santrauka anglų kalba turėtų būti ilgesnė nei šiuo metu.

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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)