



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Marijampolės kolegijos
STUDIJŲ PROGRAMOS
ŠOKIO PEDAGOGIKA (*valstybinis kodas - 653X14008*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF DANCE PEDAGOGY (*state code - 653X14008*)
STUDY PROGRAMME
at Marijampole College

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Šokio pedagogika
Valstybinis kodas	653X14008
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Koleginės
Studijų pakopa	pirma
Studijų forma (trukmė metais)	3 metai nuolatinė, 4 metai ištemptinė
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Meno pedagogikos šokio profesinis bakalauro laipsnis ir pedagogo kvalifikacija
Studijų programos įregistravimo data	2011-12-22 No 1-01-170

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Dance Pedagogy
State code	653X14008
Study area	Social Sciences
Study field	Pedagogy X100
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Teacher Training for Arts, Dance Professional Bachelor's Degree and qualification of teacher
Date of registration of the study programme	22/12/2011 No 1-01-170

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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
	No additional document was provided during and/or after the site-visit

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

Marijampolė College (hereinafter MC) is structured in two Faculties: the Faculty of Education Studies and Social Work and the Faculty of Business and Technologies. And the Faculty of Education Studies is organised into 2 Departments: the Department of Pedagogy, Arts and Social Work and the Department of Law, Management and Communications.

This Bachelor's Study Programme of *Dance Pedagogy* was established by the Faculty of Education Studies and Social Work at MC and administered by the Department of Pedagogy, Arts and Social Work.

There is also a Study Department, International Studies and Communications Department, Project Activities Department, Personnel Department, Finance and Accounting Department, Information Technology Centre, Career Centre, Publishing Centre, Refresher Study Centre, Distance Learning Centre, and a Scientific applied activities Centre.

The graduates are awarded a "Teacher Training for Arts, Dance Professional Bachelor's Degree and Qualification of teacher." In the panorama of Lithuania, there are 8 study programmes in the area of Dance, Dance Pedagogy and Dance Education, from which 4 are addressed to dance pedagogy and education: one Master in Dance Education provided by the Lithuanian University of Educational Sciences and two more Bachelor's programmes: one by the referred University, already accredited for six years, and another one by Vilnius College, accredited for three years and also under assessment at the moment.

External evaluation of the programme is provided for the first time. Programme was launched in the 1st of September 2012. (SKVC Director Order No 1-01-170, 22th December, 2011)

The programme was approved on 22nd December 2011, at the end of the year. Therefore, it started on 1st September 2012.

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 17/12/2015.

1. **Prof. dr. Jesus Maria Sousa (team leader)** *University of Madeira, Full Professor, Portugal.*
2. **Ass. prof. Marit Skreiberg**, *The Norwegian College of dance, Assistant professor, dance and pedagogy, Norway.*
3. **Ms Ann Bens**, *University College Ghent, Head of International office, Belgium.*
4. **Ms Lina Puodžiukaitė-Lanauskienė**, *National M.K. Čiurlionis School of the Arts, Deputy director for ballet, Lithuania.*
5. **Ms Daina Habdankaitė**, *student of Vilnius University Master study programme in Philosophy, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme is relatively new, with the first graduates finishing the school in Spring of 2015. At the time the Self-evaluation Report (hereinafter SER) was done, none of the students had been graduated.

The programme aims and learning outcomes seemed, at a first reading, to raise some doubts about the focus of the study programme: whether a teacher or a dancer (because of the expression of “dance specialist”). But in the meeting with the Self-evaluation Group (hereinafter SEG), it was explained that the study programme aimed at the preparation of a teacher who is specialised in dance. After this explanation, the External Evaluation Team (hereinafter EET) reviewed his first position and read the two aims (SER, p. 6) under a new perspective, thus considering that they are well defined and clear.

And the programme learning outcomes (hereinafter ILOs) match the programme aims, organised in two categories: Special skills and general abilities. To do pedagogical work independently and in a group, to create and lead a dance group, to know the students’ ability to dance, to pass the knowledge about dance and culture, to create favourable learning environment, to develop practical dance skills, to be able to create dances in various dance styles, to do research and prepare research works, etc., are examples of good articulation between the ILOs and the programme aims.

But contrarily to what is written in the SER, about the fact that “the study programme aims and learning outcomes are formulated in accordance with the Dublin descriptors (2004)” (SER, p. 8), or when it says that they “are consistent with the description of Study cycles approved by the Minister of Education and Science Order No...” (id. Ibid.), there is no explicit mention to those categories: *Knowledge and its application* (A); *Research abilities* (B); *Special abilities* (C); *Social abilities* (D); *Personal abilities* (E). The aims and the ILOs should be in accordance with the Dublin’s descriptors determined to all European Union.

Nevertheless the learning outcomes of the subjects are clearly defined, orienting the work of each subject.

The SER justifies the need of this programme, based on research performed by initiative of the teaching staff in 2001, 2004, 2005, 2006, 2008 and 2009, in terms of age and qualifications of currently working dance teachers at school. According to it, there is a great need for dance teachers especially in the Southwest Lithuanian regions and particularly in this area of Lithuania, since graduates from bigger cities do not wish to work in smaller towns and further away from big city centres.

In 2010, only two-thirds of dance teachers in the Southwest region had pedagogic and academic training and almost one-third had less than college education. In addition, great part of the dance teachers in service was at a pre-retirement age, according with the SER (p. 7). So the programme has started to cover the needs of schools and non-formal educational institutions in this area.

This need was confirmed by the principal of the College, in the meeting with the administrative staff, saying that this region is well known by its cultural activity, the organisation of festivals, exhibitions and conferences, the existence of good choreographers, and their willing to maintain a tradition against the desertification of this area by the move towards the big cities. These arguments in addition to the long history of the institution dedicated to the training of primary teachers and particularly dance teachers. It was stressed the lack of qualified teachers in Dance in that area.

The employers in the last meeting with the EET also said that they “could not imagine a kindergarten without songs and dance” and referred that “dance is very popular in Lithuania”.

The SER refers that the aims and the ILOs are also grounded on particular strategic education documents, at international, national and institutional levels, such as those mentioned in p.8. But it should be better substantiated instead of being only listed.

They can easily be seen on the College website, other official web-sites (e.g. AIKOS, CQAHE, etc.). Various promotional materials are introduced during career-days in schools, fairs, study markets, regional newspapers, and local television.

In short, the EET considers that the programme aims and learning outcomes are based on the academic and professional requirements but they are not explicitly consistent with the level of studies and the level of qualifications offered, in accordance with the Dublin's descriptors. They respond to the public needs and the needs of the labour market, although they do not attract so many candidates as they wish. The name of the study programme, its learning outcomes and content offered are compatible with each other.

2.2. Curriculum design

The curriculum design seems to meet needed legal requirements as the programme was developed having in mind various European, Lithuanian and institutional legal documents.

The programme lasts three years for full-time students and four years for part-time students with the workload divided equally for each semester. Both full-time and part-time studies have the same subjects, they are just divided differently.

General subjects occupy 8.3% (15 credits) of studies, pedagogical subjects - 33.3 % (30 credits), professional subjects - 50% (90 credits), optional course units - 8.3% (15 credits) allowing the students to develop additional skills or go deeper into one area of study. It seems it integrates enough credits to prepare students for pedagogical work.

The architecture of this programme also seems to be a bit awkward, following different conceptions in a way that appears as a fragmented curriculum, without a common philosophy. Some subjects are entitled as Basics. For example: "Lithuanian Folk Dance Basics", and "Music Theory Basics". The EET questions: What about the others? Aren't they also basics? Some subjects refer to the Teaching, which is good: to integrate the knowledge of some dance style with the knowledge of how to teach it: "Classical Dance and its Teaching" and "Modern Dance

and its Teaching”. But there is a “Historic Domestic Dance Teaching”. In this case is only Teaching? In the previous subjects there was the name of the dance style “and its Teaching”.

And there is another one entitled “World Peoples Dance Teaching Basics”. In this case, is Basics referred to the Teaching? This is the reason why the EET considers there is a lack of logical coherence in the designation of the subjects.

Most of them are taught only one semester. The EET wonders about the possibility to go deep into a study in just half a year. Only a few subjects are taught in two semesters (foreign language, classical dance and its teaching, and dance composition) and optional dance courses for three semesters guessing that one course is chosen for one semester, since three have to be chosen. There seems to be a lot of different information offered with none being taught for a prolonged time or more in depth.

It was also stressed by the SEG during the meeting that the programme is oriented towards basics of every dance subject and encouraging the students to go deeper into the content on their own. But the EET questions about giving only basic knowledge to prepare a dance teacher.

On the other side, the fact of having varied subjects may also be positive, complementing each other, as they do not repeat themselves. The graduates, when questioned about that absence of logic, showed themselves surprised, because they had in fact, for each subject, the theory, the methodology and the didactics. Do the designations not correspond to what effectively occurs in the lessons?

Other few questions may arise while looking at the sequence of the subjects:

It is strange for the EET that “Dance Composition” is earlier than “Modern dance and its Teaching” and “Sports dance”, whereas in “Modern dance and its Teaching” there are subjects such as “Space, rhythm and tempo, energy of movement and dynamics of modern dance, qualitative characteristics of rhythm and tempo”, which might benefit the subject of “Dance Composition”. Also, only after knowing the dance styles, it would be easier to choose to compose dances in the desired style.

The subject “History of Culture and Art of Dance” covers the time frame only up to the end of XX century, whereas it would be great to introduce the students into today’s world. The only two dance forms discussed in this subject are Classical Ballet and Lithuanian Folk dance. Some history of the Modern dance is given in the course subject “Modern dance and its Teaching” and

some dance history is given in the subject “Fashion dance”, however there is no history for example for “Sport Dances”. It would be great if the subject “History of Culture and Art of Dance” would become an overarching umbrella, including more dance styles not only for the students to learn different histories of different dance forms, but also to start to understand how each dance form influences one another (the dance forms in XXI century have a tendency to merge, connect and collaborate with one another).

In short, the EET consider that the curriculum design meets legal requirements, but there is a lack of logic sequence in the subjects and of coherence in their designations; the EET also consider that every subject should be situated within a broader international field of knowledge about dance studies, revealing a critical approach to content and delivery. The themes are not repetitive, the content of the subjects is consistent with the type and level of the studies, but the concepts and related terminology should be revised and updated, as said in the meeting with the teaching staff. Their methods are appropriate and diversified, and the scope of the programme is sufficient to ensure the intended learning outcomes.

2.3. Teaching staff

The staff of the programme meets all needed legal requirements - 80% of teachers have a Master's degree, two teachers have completed a second Master's degree, and three teachers have a PhD. 14 teachers working in the programme are lecturers, two docents, 3 assistants.

The average age of the teachers is above 50 (13), with only 5 teachers being between 40 and 50, and one is 27 years of age. From these numbers it looks that the turnover is not very high and may pose a risk in the future. Also, it looks that there are 11 students in the full-time programme and 7 students in the part-time programme and 19 teachers. Even though it is nice to have that many teachers for such a small amount of students, the question remains - how to pay the teachers adequately? And how can the programme be financed adequately with such a small amount of students?

Most of the teachers seem to have scientific activity and some professional activity as well. However, most of the teachers have their degree in pedagogy, which is good, but not so many have professional experience in dance or professional dance training (which could be a plus for teaching subjects in dance), despite being active in practical work.

There seems to be a slight problem not many teachers knowing foreign languages well, which makes international exchanges and travel harder. According to the SER, only 4 out of 19 teachers have gone abroad through Erasmus mobility programme. But those 4 were very participative: one of them participated in 4 Erasmus Intensive Programmes in Turkey, Great Britain, USA and Portugal. And another one participated in 5 Erasmus Intensive Programmes in Turkey, Spain, Lithuania, Latvia and Portugal. The other 2 participated in internship under the Erasmus STT. In the meeting with the teachers of the programme, it was said that after the writing of the SER, some others went abroad to Switzerland, Holland and other countries under international projects.

A bilateral agreement on cooperation was signed in December 2013, with the Latvian Riga Teacher Training and Educational Management Academy, Higher School of Baltic countries training dance teachers. The signed contract provided possibilities for cooperation, visits, student practice opportunities, dance programme artistic exchanges, and other issues linked to study programme implementation. In the visit to the premises, the EET could see some photos of the celebration of this agreement and the following activities.

Under the Erasmus teacher mobility programme Latvian students were taught folklore dance by the programme "Dance visualization in the intercultural environment, the essence of traditions and cultural heritage."

However there has not been a teacher coming to Marijampole College through Erasmus exchange programme. The programme could be more enriched with other views and perspectives from other Western countries with long traditions of modern, classical, sports dances and new educational approaches. It could also be possible to arrange exchanges and sharing of information with other Lithuanian Universities, where to find dance specialists, as for example, from the Lithuanian Music and Theatre Academy.

As strong sides of the teaching staff, the SER points out the "big pedagogical and practical experience in subject field", in compliance with the legal requirements, and the organisation of "various activities associated with the programme". On the other hand, there seems to be weaknesses "a small number of teachers engaged in applied scientific research or being fluent in a foreign language" (SER, p.18), which, at this time may pose a problem in acquiring the newest information.

In short, the EET consider that the study programme is provided by staff with an appropriate profile in compliance with the legal requirements, that the number and the qualifications of the teaching staff are adequate to ensure learning outcomes, despite being a bit unbalanced between pedagogues and artists, that the turnover is low, that the institution is starting to create conditions for the professional development of the teaching staff with the celebration of cooperation agreements, and that the teaching staff of the programme are partly involved in international mobility concerned with the study programme.

2.4. Facilities and learning resources

There seems to be enough premises to run the programme.

The college classrooms are appropriately equipped (with video projectors and computers) and have a sufficient number of places for students. The classrooms necessary for studies are located in the central building, which has been renovated. All classrooms are fit for about 30 students and lectures auditoriums have 60 and 50 working places.

For the implementation of Dance Pedagogy study programme the students can count upon the so-called *Arts and image creation studio*, with twelve training places, where Dance Description, Dance Didactics, Culture and Dance History, Ethnoculture, Events and Art Projects, and other theoretical lectures take place.

In a separate sports complex there is a choreography hall, and a methodology classroom. All dance lessons are organized in the choreography hall. But that building where the Dance Studio is located has not the better conditions (cold and with unlevelled floor in the corridors) for the access to it. If the programme plans to have more students in the future, it would be great to add one more dance studio.

The Information Technology Centre has five computer classrooms with 16 to 19 working places. College computers are connected to a local network and connected to the Lithuanian education and studies institutions network LITNET. Internet services for students and teachers are free of charge. Moodle is used and in 2012, "Eduroam" was launched.

Students and teachers have access to portable computers and video projectors, video cameras, cameras, scanners, printers and interactive whiteboard. Copying and printing services are provided to students and teachers.

Specialized classrooms are provided with necessary study literature and didactic material. There are mirrors in the choreography hall, suitable floor, the piano, the accordion, permanently built new music centre, two new boards for dance description studies, overhead projector, multimedia, computer, CD music collections, DVD dance performances, dance specialization final thesis examples, methodological descriptions of the thesis, and other course materials.

There is a costume wardrobe and a place for keeping folk music instruments. And there is a wide Sports hall.

The premises comply with the requirements for labour safety, health and hygiene norms.

The Library is equipped with a sufficient number of literature in the field of study, with some foreign language books and magazines, but more literature should be added in this area (at least one dance magazine regularly ordered with all the latest dance news, such as "Dance teacher", for example). The students can also use electronic academic libraries for literature search. Departments collect information about new publications published at higher schools and other publishers to make literature lists to be sent to the Library so that teaching materials may be ordered according to the teachers' recommendations.

The library has joined academic libraries network, and ALEPH programme is implemented.

For possible teaching practices there is a number of schools and non-formal education environments where students are welcomed not only in Marijampole but also in other cities (Taurage, Kaunas, etc.). Part time students opt for self-practice areas, but they are also the ones who already have jobs and seek more knowledge. Professional practices are carried out by signing a cooperation agreement with the selected practice bases.

In short, the EET consider that the premises for the studies are sufficient in their size and quality, except for the building where Dance Studio is located; that the facilities, teaching and learning equipment, learning resources, such as methodological aids, textbooks, books, periodical publications and databases are also sufficient, but there is a lack of more foreign language literature to reach an international standard in the field of dance pedagogy and a lack of contemporary literature in the field of education. The institution has adequate arrangements for students' practice.

2.5. Study process and students' performance assessment

The admissions requirements seem to be created observing the legal requirements from the Ministry of Education and Science and other legal acts. There is a 0.6 coefficient given to dance exam which shows the importance of professional dance training (0.2 for Lithuanian language and literature maturity exam grade, 0.2 for foreign language annual grade).

Dance pedagogy entrance exam consists of tasks testing music and dance skills. Most of the students present in the meeting organised for them were already dance specialists before entering the programme. They perform or/and teach somewhere. The second year students are part-time, while the third year students are full-time. They underlined the constant availability of their teachers to reschedule their lessons according to the interests and possibilities of the students. As confirmed by the students, the teachers are willingly using Skype and Moodle for teaching and information storage purposes.

They refer the support received from the teachers, qualifying them as „perfect teachers“.

The number of entering students is not high. In 2015, five students registered their names to Dance pedagogy study programme at MC and only four took entrance examination. For this reason it is preferable not to aim at having this course every year.

The students seem to be encouraged and to some extent do participate in research, artistic and college organised activities, according to the students' opinion in the meeting with the EET. No one has participated in exchange programmes, not because they did not know about them, but due to their professional activities and area of residence, as told in the meeting with the students.

Information to the students is provided via different sources - during the introductory subjects, talks with vice-dean, faculty, by using timetables, college website, bulletin boards, newspapers, etc. Group meetings with the faculty and students are also planned, although most students like to consult with the teacher on a one-on-one basis. Psychological help is available upon request.

There are clear guidelines to receive study grants, requirements to re-study the subject or retake the exam.

The assessment system seems to be clear - students take tests (in oral, written form or as practical work) every semester. Midterm evaluations consist of seminars, workshops, projects, other creative tasks. Self-study task assessment is also part of a cumulative score. The final assessment is calculated using a formula, where 40% is given for intermediate tests average and 60% to exam or project work. There are clear regulations for giving tests and exams (they are given only upon completion of all the study material and projects of the course) and exam schedule has to be posted publicly no later than a week prior to the exam. Part-time studies assessment is similar to full-time.

The final outcomes of the programme, in terms of Professional Bachelor's final thesis and Pedagogy Studies Final Thesis, is a good combination between research and practice.

There are many sports and arts groups, various studios. There are also trips to music concerts and art exhibitions planned and other recreational events are also planned.

The graduates are all working according to their speciality: one in the cultural centre of Lazdijai town, one as dance teacher in a gymnasium, another one as a dance teacher at a basic school, another one as a senior dance teacher and two at a dance studio created by them.

In summary, the EET consider that the admission requirements are well founded and explained, that students are encouraged to participate in applied research activities, that students have possibilities to participate in student mobility programmes, but do not participate in them, that the higher education institution ensures an adequate level of academic and social support, and that the assessment system of students' performance is clear, adequate and publicly available.

2.6. Programme management

The administration and quality of the Study Programme of Dance Pedagogy are assured by different levels of quality control: the College, the Faculty, the Department and the Committee of the Study Programme. And the management and the study quality assurance of Dance Pedagogy are regulated by documents mentioned in the SER (p. 28).

The EET confirms some weaknesses, in line with what the SER wrote about the lack of knowledge on internal quality assurance mechanisms, lack of experience with innovative quality

management systems and lack of familiarity with the basics of practical implementation of the requirements of international standards (SER, p. 30).

There should be training sessions for the SEG on how to write the SER and to the teachers on how to define learning outcomes according to the Dublin's Descriptors.

But anyway, a certified quality management system created conditions to make all college departments follow the same standards, analysing various parameters of study quality: study programmes, student progress and achievement, quality of teaching, organization of studies, methodological material development, material base development, employment of graduates, etc. And the periodicity of surveys was determined (once a year, at the end of the year, after each practice, after each semester, etc., according to what is being assessed). This was a good starting point.

They already have cooperation with Vilnius College, Žemaitija College, LEU, Siauliai and Riga Universities, but the management should push up teachers and students to participate more in international mobility programmes, raising funds and making them see the advantages of the internationalization.

The Committee of the Study Programme integrates 10 members. The Chairperson, Nijolė Vasylienė, has an adequate scientific and artistic profile to lead the group: she is a lecturer and a choreographer.

The Committee also integrates the Dean and the Vice-Dean of the Faculty of Education Studies and Social Work, a stakeholder (the director of Marijampolė Music School), and a student of Dance Pedagogy.

Teachers have stressed that the Committee is regularly called and that they can discuss their work regarding subjects and student feedback there. The teachers have also confirmed that they coordinate the content of their subjects between themselves, often cooperate when it comes to supplementing the subject material with additional knowledge from other field. The fact that no subjects overlap and the structure of final thesis illustrate the good balance of practical and theoretical aspects as well as dance and pedagogy related subjects.

The internal quality assessment was carried out listening to the students, the teachers and the social partners. They all confirm this in the various meetings with the EET. Students' opinion surveys are carried out after each semester; social partners are surveyed once a year (usually at the end of the academic year); teachers participate in discussions about evaluation of individual progress of students, themes of study subjects, and activities of quality assessment and improvement of the Study Programme.

In short, the EET consider it was created a functional internal QA system, but it should be better developed for the assessment of the programme; the responsibilities for decisions and monitoring of the implementation of the programme are well allocated; the information and data on the implementation of the programme are regularly collected but have to be analysed in order to take proactive measures for the human resources management, related to teacher turnover, teacher and student mobility and teacher's training; the internal evaluation processes involve stakeholders and students.

III. RECOMMENDATIONS

1. To define the ILOs, expliciting the level of studies and qualifications having the Dublin's descriptors, as reference and to substantiate the aims and learning outcomes, establishing a clear link between them and the strategic education documents at international, national and institutional levels.
2. To balance the ratio of teachers and students, opening the study programme every two years, and working closer with the social partners, alumni and schools, music schools and non-formal education groups in the area, to find ways to attract students into the programme.
3. To have a work group responsible for redesigning the sequence of the subjects in order to make the curriculum design more tight and coherent, labelling the subjects more appropriately, corresponding titles to what is really taught in the subjects, updating some concepts and terminology, with the support from other universities, like LEU, or from Music and Theatre Academy for the changes to be operated in the programme.
4. To situate the contents within a broader international field of knowledge about dance studies, investing on the acquisition of more recent and foreign language literature in the field of dance pedagogy in order to follow what is happening in the World of dance education.
5. To raise the level of teaching staff's publications and research taking them into a high standard international dimension through active research leaves after some years of teaching.
6. To balance between more academic and artistic profiles of the teaching staff, recruiting young teachers, probably from their smart graduates, in order to take the most from the older generation which has value and unparalleled expertise, without any gap between faculty's generations.
7. To improve the conditions in the building where Dance Studio is located, making it more comfortable, warm, with regular floor and with more space.

8. To invest on wider international orientation, with students' mobility, networks, guest lecturers, funding for research from international sources, etc., starting with foreign language studies so that teachers and students could be more active in the international field (conferences, seminars, exchange programmes, etc.). As students are not able to leave for a long term, there could be the possibility to stimulate students' short mobility, validating the participation at summer schools or short exchanges with partner institutions, for example.
9. To improve theoretical and methodological substantiation of final theses.
10. To invest on teachers' training and update in their fields of knowledge and in the preparation of the Self-evaluation Report.

IV. SUMMARY

Considering that this is the first time the study programme is applying for the external assessment, the EET have the opinion that it has conditions to go on, according to our recommendations and summarised conclusions organised by each area.

The programme aims and learning outcomes are based on the academic and professional requirements but they are not explicitly consistent with the level of studies and the level of qualifications offered, having the Dublin's descriptors as reference. They respond to the public needs and the needs of the labour market, although they do not attract so many candidates as they wish. Moreover there is a lack of substantiation on strategic education documents at international, national and institutional levels, because the documents are only listed. The name of the study programme, its learning outcomes and content offered are compatible with each other.

The curriculum design meets legal requirements, but there is a lack of logical sequence in the subjects and of coherence in their designations. The EET also consider that every subject should be situated within a broader international field of knowledge about dance studies, revealing a critical approach to content and delivery. The themes are not repetitive, the content of the subjects is consistent with the type and level of the studies, but the concepts and related terminology should be revised and updated, as said in the meeting with the teaching staff. There is an adequate proportion of contact versus independent hours of work. Their methods are appropriate and diversified, and the scope of the programme is sufficient to ensure the intended learning outcomes but more recent and foreign authors and references should be used in the subjects.

The study programme is provided by staff with an appropriate profile in compliance with the legal requirements. The number and the qualifications of the teaching staff are adequate to ensure learning outcomes, despite being a bit unbalanced between pedagogues and artists, and with a low turnover. Some teachers are very active in international mobility concerned with the study programme, but there is still lack of a high standard international dimension in publications and research, through the celebration of more cooperation agreements with foreign HEI.

The premises for the studies are sufficient in their size and quality, except for the building where Dance Studio is located, which could be more comfortable, warm, with regular floor and with more space. The classrooms in the main building have good conditions, the facilities, teaching

and learning equipment, learning resources, such as methodological aids, textbooks, books, periodical publications and databases are also sufficient, but there is a lack of more foreign language literature to reach an international standard in the field of dance pedagogy and a lack of contemporary literature in the field of education. The institution is provided with wireless internet, data show projectors, interactive boards, home access to library network and different data bases and has adequate arrangements for students' practice.

The admission requirements are well founded and explained, students are encouraged to participate in applied research activities, having possibilities to participate in student mobility programmes, but they do not participate in them, and there is no evidence of the participation of foreign students in this study programme. The higher education institution ensures an adequate level of academic and social support, and the assessment system of students' performance is clear, adequate and publicly available. There is an open dialogue between teachers and students, prevailing a good environment for the study process.

It was created a functional internal QA system, but it should be better developed for the assessment of the programme. The responsibilities for decisions and monitoring of the implementation of the programme are well allocated. Social partners are included for the improvement of the programme existing a strong cooperation with employers and professional associations. The information and data on the implementation of the programme are regularly collected, but they have to be analysed in order to take proactive measures for the human resources management, related to teacher turnover, teacher and student mobility and teacher's training on their own scientific area and on how to write a SER. There is a lack of wider international orientation (students' mobility, networks, guest lecturers, funding for research from international sources), and a lack of encouragement for teachers to take active research leaves after some years of teaching.

Taking into account the recommendations of the EET and the summary about main positive and negative quality aspects of each programme evaluation area, the following table turns the qualitative descriptions into quantitative scores, as the final table presents.

V. GENERAL ASSESSMENT

The study programme *Dance Pedagogy* (state code – 653X14008) at Marijampole College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

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

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

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

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

Grupės vadovas: Team leader:	Prof. dr. Jesus Maria Sousa
Grupės nariai: Team members:	Ass. prof. Marit Skreiberg
	Ms Ann Bens
	Ms Lina Puodžiukaitė-Lanauskienė
	Ms Daina Habdankaitė

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V. APIBENDRINAMASIS ĮVERTINIMAS

Marijampolės kolegijos studijų programa *Šokio pedagogika* (valstybinis kodas – 653X14008) vertinama **teigiamai**.

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

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Atsižvelgiant į tai, kad ši programa buvo pirmą kartą teikiama išoriniam vertinimui, ekspertų grupė mano, kad programą galima ir toliau vykdyti, atsižvelgiant į rekomendacijas ir kiekvienoje srityje padarytas išvadas.

Programos tikslai ir studijų rezultatai grindžiami akademiniiais ir profesiniais reikalavimais, bet jie ne visiškai atitinka studijų lygį ir suteikiamos kvalifikacijos lygį, atsižvelgiant į nurodomą Dublino aprašuose. Jie atitinka visuomenės ir darbo rinkos poreikius, nors studijų programa ir nepritraukia tiek daug norinčiųjų studijuoti, kiek pageidaujama. Be to, trūksta strateginio švietimo dokumentų pagrindimo tarptautiniu, nacionaliniu ir instituciniu lygmeniu, nes šie dokumentai yra tik išvardyti. Studijų programos pavadinimas, jos studijų rezultatai ir teikiamas turinys suderinami tarpusavyje.

Programos sandara atitinka teisinius reikalavimus, tačiau dalykams trūksta loginės sekos ir ryšio su jų pavadinimais. Ekspertų grupė taip pat mano, kad kiekvienas studijų dalykas turėtų būti siejamas su platesnėmis tarptautinėmis žiniomis apie šokio studijas, parodantis kritinį požiūrį į turinį ir teikimą. Temos nesikartoja, dalykų turinys atitinka studijų tipą ir lygį, bet, kaip jau buvo minėta susitikime su dėstytojais, reikėtų peržiūrėti ir atnaujinti sąvokas ir susijusius terminus. Kontaktinio ir savarankiško darbo valandos paskirstytos tolygiai. Jų metodai yra tinkami ir diversifikuoti, o programos apimtis yra pakankama numatomiems studijų rezultatams užtikrinti, bet studijų dalykams reikėtų naudoti naujesnę ir užsienio autorių medžiagą.

Studijų programą teikia personalas su atitinkamu profiliu, atitinkančiu teisinius reikalavimus. Dėstytojų skaičius ir kvalifikacija yra pakankama numatomiems studijų rezultatams užtikrinti, nepaisant nedidelio disbalanso tarp pedagogų bei menininkų ir jų mažos kaitos. Kai kurie dėstytojai aktyviai dalyvauja tarptautinėse su studijų programa susijusiose judumo programose, tačiau vis dar trūksta aukšto tarptautinio lygio publikacijų ir mokslinių tyrimų, vykdomų pagal bendradarbiavimo sutartis su užsienio aukštojo mokslo institucijomis.

Studijų patalpų dydis ir kokybė yra pakankama, išskyrus pastatą, kuriame įrengta šokių studija, kuri galėtų būti patogesnė, šiltesnė, įrengiant jame tinkamas grindis ir sukuriant daugiau erdvės. Auditorijos pagrindiniame pastate yra geros būklės, taip pat pakanka materialųjų išteklių, dėstymo ir mokymosi įrangos, mokymosi išteklių, pavyzdžiui, metodologinės pagalbos, vadovėlių, knygų, periodinių leidinių ir duomenų bazių. Tačiau trūksta daugiau literatūros užsienio kalba, kad būtų pasiektas tarptautinis šokio pedagogikos standartas, ir šiuolaikinės literatūros švietimo temomis. Įstaigoje veikia belaidis internetas, ji turi projektorių, sąveikiųjų lentų, studentams suteikiama prieiga iš namų prie bibliotekos tinklo ir įvairių duomenų bazių, taip pat yra atitinkamai suorganizuota studentų praktika.

Priėmimo reikalavimai yra gerai pagrįsti ir paaiškinti. Nors studentai skatinami dalyvauti taikomųjų mokslinių tyrimų veikloje ir jiems suteikiamos galimybės dalyvauti studentų judumo programose, jie jose nedalyvauja. Taip pat nėra duomenų, kad šioje studijų programoje dalyvautų studentų iš užsienio. Aukštojo mokslo institucija užtikrina atitinkamą akademinės ir socialinės paramos lygį ir kad studentų darbo vertinimas būtų aiškus, adekvatus bei viešai prieinamas. Tarp dėstytojų ir studentų vyksta atviras dialogas, sukuriantis teigiamą aplinką studijų procesui vykdyti.

Buvo sukurta funkcinė vidinė klausimų ir atsakymų sistema, bet ją derėtų labiau išstbulinti programos vertinimui. Gerai paskirstyta atsakomybė už programos įgyvendinimo sprendimus ir stebėseną. Socialiniai partneriai dalyvauja tobulinant studijų programą – glaudžiai bendradarbiaujama su darbdaviais ir profesinėmis asociacijomis. Reguliariai renkama informacija bei duomenys apie programos įgyvendinimą, tačiau juos reikia išanalizuoti norint imtis aktyvių priemonių, susijusių su žmogiškųjų išteklių valdymu, dėstytojų kaita, dėstytojų ir studentų judumu ir dėstytojų mokymu jų mokslinėje srityje bei savianalizės suvestinės rašymu. Reikia didinti studijų programos tarptautiškumą (skatinti studentų judumą, bendradarbiavimą tarptautiniu lygmeniu, kviesti dėstytojus iš užsienio, mokslinius tyrimus finansuoti iš tarptautinių šaltinių) ir skatinti dėstytojus po kelerių dėstytojų metų aktyviai dalyvauti stažuotėse.

Atsižvelgiant į ekspertų grupės rekomendacijas ir santrauką apie teigiamus ir neigiamus kiekvienos programos vertinimo srities kokybės aspektus, toliau pateikiamoje lentelėje kokybiniai aprašymai išreiškiami kiekybiniais balais.

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III. REKOMENDACIJOS

1. Apibrėžti numatomus studijų rezultatus aiškiai nustatant studijų ir kvalifikacijų lygį, kaip informacijos šaltiniu naudojantis Dublino aprašais, ir pagrįsti tikslus bei studijų rezultatus nustatant aiškų ryšį tarp jų ir strateginių švietimo dokumentų tarptautiniu, nacionaliniu ir instituciniu lygiu.
2. Subalansuoti dėstytojų ir studentų santykį, priėmimą į studijų programą vykdyti kas dvejus metus, glaudžiau dirbti su socialiniais partneriais, absolventais ir mokyklomis, muzikos mokyklomis bei šioje srityje veikiančiomis neformaliojo švietimo grupėmis, rasti būdų, kaip į studijų programą pritraukti daugiau studentų.
3. Sukurti darbo grupę, kuri būtų atsakinga už studijų dalykų sekos pertvarkymą, kad studijų turinys būtų glaustesnis bei rišlesnis, tinkamiau pavadinti dalykus, kad jų pavadinimai atitiktų dalykų aprašymus, bendradarbiaujant su kitais universitetais, pavyzdžiui, Lietuvos Edukologijos universitetu arba Muzikos ir teatro akademijai, atnaujinti kai kurias sąvokas ir terminus, kad programoje būtų galima įgyvendinti pokyčius.

4. Turinį papildyti platesnėmis tarptautinėmis žiniomis apie šokio studijas, įsigyti naujesnės literatūros užsienio kalbomis apie šokio pedagogiką, kad būtų galima sekti pasaulinės šokio pedagogikos naujienas.
5. Siekti, kad dėstytojų leidinių ir mokslinių tyrimų lygis atitiktų aukštus tarptautinius standartus, po kelerių dėstytojų išleisti dėstytojus į stažuotes.
6. Užtikrinti geresnę pusiausvyrą tarp akademinės ir meninės pakraipos dėstytojų, įdarbinti jaunų dėstytojų – jais galėtų būti pažangūs absolventai, kad būtų perimta vyresnės kartos vertinga patirtis ir sukauptos žinios ir kad tarp fakulteto dėstytojų kartų nebūtų atotrūkio.
7. Gerinti sąlygas pastate, kuriame įrengta šokių studija, darant jį patogesnę, šiltesnę, įrengiant jame tinkamas grindis ir sukuriant daugiau erdvės.
8. Daugiau dėmesio skirti tarptautiškumui, skatinant studentų judumą, kuriant tinklus, priimant kviestinius dėstytojus, iš tarptautinių šaltinių finansuojant mokslinius tyrimus ir kt. Pradžiai reikėtų organizuoti dėstytojų ir studentų užsienio kalbos mokymą, kad jie galėtų aktyviau veikti tarptautinėje srityje (dalyvauti konferencijose, seminaruose, mainų programose ir kt.). Kadangi studentai negali išvykti ilgam laikui, suteikti studentams galimybę išvykti trumpam laikui, skatinti juos dalyvauti vasaros mokyklose ar trumpalaikėse mainų programose, pavyzdžiui, su partnerių institucijomis.
9. Gerinti baigiamųjų darbų teorinį ir metodinį pagrindimą.
10. Investuoti į dėstytojų mokymą ir informavimą jų kompetencijos srityje, taip pat į savianalizės suvestinės rengimą.

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