



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kolegijos
STUDIJŲ PROGRAMOS
ŠOKIO PEDAGOGIKA (*valstybinis kodas - 653X14006*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF DANCE PEDAGOGY (*state code -653X14006*)
STUDY PROGRAMME
at Vilnius College

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Šokio pedagogika
Valstybinis kodas	653X14006
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Koleginės
Studijų pakopa	pirma
Studijų forma (trukmė metais)	3 metai nuolatinė
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Meno pedagogikos, šokio profesinis bakalauras, pedagogo kvalifikacija
Studijų programos įregistravimo data	2003-02-29 ISAK Nr. 762

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Dance Pedagogy
State code	653X14006
Study area	Social Sciences
Study field	Teachers Training
Type of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full time, 3 years
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor's Degree in Pedagogy of Arts, Dance; Qualification of pedagogue
Date of registration of the study programme	29-05-2003, No. ISAK-762

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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
	The History of the Dance Pedagogy Study Programme

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

Vilnius College (hereinafter VC) is structured in seven faculties: the Faculty of Electronics and Informatics, the Faculty of Economics, the Faculty of Business Management, the Faculty of Health Care, the Faculty of Pedagogy, the Faculty of Agrotechnologies and the Faculty of Arts and Creative Technologies. There is a Sports Centre, a Distance Learning Centre and a Computer Centre.

This Bachelor's Study Programme of *Dance Pedagogy* was established by the Faculty of Arts and Creative Technologies, resulted from a merging of the previous Faculty of Design and Technologies and Faculty of Arts. This Faculty is also responsible for study programmes in the areas of Musical Theatre, Popular Music, Management of Cultural Activity, Apparel Design, Image Design, Coiffure Design, Clothing Technologies and Business.

The Faculty of Arts and Creative Technologies is organised in 5 Departments: Stage Art and Dance Pedagogy, Design, Apparel Production, Rhythmic Music and Management of Cultural Activity. The study programme in analysis is administered by the Department of Stage Art and Dance Pedagogy.

The graduates are awarded a Professional Bachelor's Degree in Pedagogy of Arts, Dance and a qualification of Pedagogue. 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 Educational University of Educational Sciences and two more Bachelor's programmes: one by the referred University, already accredited for six years, and another one by Marijampolė College, which is applying to the accreditation for the first time.

The programme was registered on 1st September 2004 and the previous external assessment was carried out in 2012, accrediting it for 3 years, scoring three evaluation areas with 2 points (Satisfactory), which deserved a particular attention to the changes operated since that time, concerning the experts' recommendations.

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 15/12/2015.

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

Previous evaluation scored this area with 2, claiming for a better balance between theory and practice and alerting for the danger of quality decrease in artistic training, caused by the migration of this study programme from the field of artistic studies to the field of social science education. So particular attention was given to this risk by the External Evaluation Team (hereinafter EET).

The description of the programme complies with the regulations of general and specific requirements for bachelor study programmes (*Description of General Requirements for Degree-awarding Undergraduate and Integrated Study Programmes*) and also with the Lithuanian regulations of pedagogues's training. The programme is developed on a competence and learning outcomes based approach, aiming at the preparation of a highly qualified dance pedagogue able to analyse, plan, manage and evaluate dance education activities at formal and non-formal educational institutions (SER, p. 5), and in compliance with the VK mission concerning the institution's response to the economic and social needs of the country, according to the European standards and in cooperation with the representatives from the business world (SER, p. 6).

These aims, developed in general and professional competences are reflected in the intended learning outcomes of the programme (hereinafter ILO) and also in the subjects' ILOs.

The programme's ILOs are also articulated with the blocks of the *Descriptor of the First Cycle Study Outcomes* (6th level) approved by the Minister of Education and Science of the Republic of Lithuania: *Knowledge and its application* (A); *Competence to carry a research* (B); *Special competence* (C); *Social competence* (D); and *Personal competence* (E).

According to the SER, and in articulation with the "Road Map for Arts Education", the aim is also to prepare students "to critically evaluate the world around them and to actively engage in the various aspects of human existence" (SER p.6). Regarding this ambitious aim, the EET questioned for evidences of a concern to such a broad intention, in the meeting with the members of SEG. Then, they pointed out the general competence n° 3, "Critical evaluation of educational and cultural events", and the corresponding ILO of the study programme n° 3.1, "analyze and argumentatively interpret information related with professional activity and its environment." (SER, p.7), which also appears in the ILOs of the subjects.

In fact, in the course descriptions, the alignment has been made between the study programme's ILOs and the study subjects' ILOs.

The need of this programme was justified presenting the new concept of artistic education and education through dance, with a particular mention to the law on the "Concept of Non-formal Education of Children" and a special reference on arts education curricula and methods appealing for "creativity-linked aptitudes" (SER, p.6). In the meeting with the SEG, it was referred the importance of this study programme due to the history and long tradition of Dance Pedagogy since 1958. A short written document about *The History of the Dance Pedagogy Study Programme* was provided to the EET, after the cited meeting.

The programme aims and ILOs are publicly accessible in the Association of Dance Teachers' website, the College and the Faculty's websites, study fairs, Open Door Days, and in different types of advertising booklets.

They are also well grounded: the SER mentions particular strategic education documents, which demanded changes to the study programme (SER, p.6).

But the name of the specialization of Choreography for the Disabled is not adequate to the set of subjects that only deal with Wheelchair Dance. And it is not very respectful/inclusive to put only learning outcomes related to the disabled people in the branch of Wheelchair Dance (as a reaction to the previous evaluation), because these should be present in all the branches, having in mind the profile of an inclusive teacher for all education (<https://www.european-agency.org/agency-projects/Teacher-Education-for-Inclusion/profile>).

In short, the EET consider the programme aims and learning outcomes are in general well defined and publicly accessible, based on academic requirements, public needs and the needs of the labour market and consistent with the type and level of studies offered; the name of the study programme, its learning outcomes and content offered are compatible with each other, except for the specialization of Choreography for the Disabled: in this case the name of this branch is not adequate. Moreover the ILOs related with the “inclusion” should be transversal to all branches, and not only worked in this one.

2.2. Curriculum design

Previous evaluation also scored this area with 2, drawing the attention to the so-called branch in choreography for the disabled, emerging at that time. Consequently the EET analyzed this area carefully.

The curriculum design, organised for a full-time programme, meets legal requirements for first level study programmes for higher education in the Republic of Lithuania.

The volume of studies accounts for 180 ECTS:

General subjects - 15 ECTS;

Pedagogical subjects – 60 ECTS, including pedagogical practice with 30 ECTS;

Dance subjects – 90 ECTS, including specialization subjects with 18 ECTS;

Free elective subjects – 15 ECTS.

There are optional subjects for specialization in the same field and free elective subjects. For the development of specialization, the students choose 1 specialisation out of 3 offered which constitute 18 credits, while 15 credits are allocated as free elective subjects. The 3 branches are:

Lithuanian National Stage Dance Choreography, Contemporary Dance Choreography and Choreography for the Disabled.

All three branches are allotted sufficient time within the curriculum in order to achieve their specialist aims in sufficient depth and at a satisfactory standard. Regarding the description of the learning outcomes of Choreography of the Disabled, this branch is focused on the choreography of wheelchair users. It sounds not very inclusive to introduce in the subject learning outcomes that a *variety of disabilities* (subject description p.133, p.135) are addressed, without extending the learning outcomes to a variety of dancers who are able-bodied dancers.

The students can choose free elective subjects out of 20 subjects offered on the list of the VK educational offer. Concerning the curriculum design, in the meeting with the SEG, the EET questioned about the constraint for the students to choose optional subjects only from the list provided by the Faculty, which was presented as a weakness by the SER itself (p.15). Expanding the optional list to other faculties in the social field, it might contribute to prepare students to “*critically evaluate the world around them and to actively engage in the various aspects of human existence*” (SER, p.6). Moreover there could be an opportunity for the specialization in Choreography for the Disabled to make cooperation agreements with a bachelor programme in Special Education, so that students might choose from those study subjects too. The teachers in that meeting said that, according to future plans of replacement of other Faculties closer to this one this will be a reality, but now the students have difficulties to attend those study subjects due to the present geographical distance, confirmed by the folder on the Vilniaus Kolegija, University of Applied Sciences, offered to each EET member in the end of the visit.

According to the SER, the curriculum was designed aiming for the integration of cognition and creativity, when it says that the elected approach is that

dance education is implemented through expression of movement and cognition of dance culture. These two sides of education cohere with each another and enable to satisfy innate needs of cognition and creativity, provides with an opportunity to participate in social cultural life (SER, p.11).

The pedagogical dimension of the programme is reflected in basic subjects in Pedagogy and Psychology (9 ECTS) and Methodology of Education through Dance I, II and III, and Didactics of Dance Expression (12 ECTS). It was confirmed by the teachers that there is a tight relation between pedagogy and dance related subjects in terms of content and methods applied. For

instance, the subject of Philosophy of Education covers the topic of generation gaps which correlates with an optional subject on young children dance or another subject, namely, Contemporary dance where students learn how to teach to various age groups.

The practice activities of 30 ECTS cover 20 weeks and are divided into: 1) Cognitive practice – 3 ECTS; 2) Training practice I, II and III – 18 ECTS; 3) Pedagogical practice – 6 ECTS; and 4) an alternative practice of *National Dance*, *Contemporary Dance*, *Choreography for the Disabled* – 3 ECTS, which presents a well-thought evolution of practice experience.

A sufficient amount of credits is reserved to prepare students for evidence based research, but the only research subject appears only in the last semester under the name of Final Thesis (SER, p.14) with the following explanation “*After having accomplished all the subjects of the study programme, a student arranges a scientific and research based self-study project*” (SER, p.15). But the research competences started to be worked from the very beginning in certain subjects.

Students are exposed to a sufficient theoretical body of knowledge. From the study plan, the EET can conclude that the subjects in general are gradually distributed throughout the academic year, which enables students to develop skills for practical activities.

The study plan and subject descriptions reflect compliance between contact hours in the classrooms (average 46 %) with students’ self-study hours (average 54 %).

After reading the course descriptions, the EET concludes that there is no overlap in the course content. The nature and content of the courses is consistent with the level of studies. The content and methods of the courses are appropriate for achieving the ILOs of the programme in general.

Moreover, foreign language sources are not often used in the course descriptions. But the combining and grouping of some related subjects to foster the international and domestic mobility of students is highly appreciated.

In short, the EET consider that the curriculum design meets legal requirements, with a logical sequence in the subjects which are spread evenly. The themes are not repetitive, the content of the subjects is consistent with the type and level of the studies, but a special attention should be drawn to the issue of inclusion which should be worked in the subjects, in a transversal way. The

methods used are appropriate and diversified, and the scope of the programme is sufficient to ensure the intended learning outcomes.

2.3. Teaching staff

This area also deserved a score of 2, with strong recommendations on the development of teaching staff in terms of research qualifications and possible inputs from incoming lecturers and scholars from abroad. In the present evaluation, the EET considers the following, having in account those recommendations:

Academic staff is recruited by participating in a public competition considering their basic education and the relation with the taught subject, experience of practical work, scientific degree and academic rank. This recruitment procedure is regulated by the *Description of Attestation Procedure for Recruiting the Teachers to VK* and the *Description of Qualifying Requirements for the Teachers at VK*. Three (instead of two reported in the SER) of 16 teachers are associate professors. There is a good balance between the dance teachers, on one side, and artists, on the other side, working in the Programme.

The average age of academic staff is 45,7 years, while the average pedagogical work experience of the staff is about 22 years. All staff have more than 5 years of practical experience of the taught subject and also related with the pedagogical component. The SER affirms that the staff creates a “*friendly environment to implement the Programme*” (p.15). The EET had the opportunity to contact with other departments during the visit to the premises and could confirm the synergies created through the good interaction established with the staff of other scientific areas.

Some teachers work in the fields of their profession, in parallel to the lectures in College. The strong links with the profession makes easier the articulation between theory and practice, giving students the opportunity to train in real working environment.

The workload of the teachers is measured in tenure track. Full time teachers have to perform 1520 hours per academic year of tenure in total, from which contact time makes from 720 to 760 hours a year. The other 760 to 800 hours are appointed to methodical, scientific and professional art activity.

The student/teacher ratio during different forms of activity is approved by *Description of the VK Teachers' Workload Composition and Accounting* which regulates pedagogical workload, scope and procedure of accounting at VK. The ratio of the students and teachers of the Programme is optimal during the study courses and practice activities. Around 19 students are enrolled every year, making a total of 47 students. On the other hand some subjects are shared with students from Popular Music study programme, thus optimizing the resources.

The staff turnover is not significant. This is explained by the structure of responsibilities and the specific age groups. The SER states that VK creates "*favourable conditions to organize a process of professional qualification improvement and requalification, providing with the opportunities to participate in applied research activity*" (SER, p.17). In fact, teachers participate in conferences, seminars, courses, internships and qualification improvement courses in Lithuania and foreign countries, such as Germany, Estonia, Russia, and Denmark. They also participate in Erasmus mobility programmes. It is clear, after reading the SER, that most of the teachers are active professionals, who participate mostly in scientific and professional art activity at national level.

Since 2013, the Faculty has been organising the International Pedagogical Week during which foreign teachers (from Belarus, Estonia, Germany, Finland and Portugal) have given practical classes and lectures to the students of this Programme. The organization of this event is a good practice to foster international mobility and provide the conditions for the recommended inputs from incoming lecturers and scholars from abroad.

Teachers have to be assessed every five years, based on a self-evaluation report on pedagogical-scientific and research performance.

Teachers of the Programme have close relations with the Association of Dance Teachers, publishing together and creating teaching-learning tools. Their publications are related with the subjects they teach.

Artistic-creative works have been presented in prestigious public environments, such as: the Lithuanian National Opera and Ballet Theatre, Vilnius City Hall, Arts Printing House, Amber Museum, the halls of cultural centres in Lithuania and other places.

70% of the teachers of the study field subjects actively develop artistic activity, 42,6% of which are professional performers, and/or create choreography, or manage dance collectives.

The Ministry of Culture has invited a teacher of this programme to be a member of expertise committee at Dalia Tamulevičiūtė prize award ceremony.

In short, the EET consider that the study programme is provided by staff with an appropriate profile in compliance with the legal requirements, and that the number and the qualifications of the teaching staff are adequate to ensure learning outcomes, with a good balance between more academic and artistic profiles; the teachers involved in the study programme seem to keep deepening their expertise and build up knowledge in their interest areas through research and publications. Workloads are well designed in order to provide time for active participation in research and project development.

2.4. Facilities and learning resources

As a consequence of the project “Modernisation of Infrastructure of Artistic and Technological Study Field at VK” that was running from 2011 to 2013, the EET visited very nice and performant premises, well decorated and newly equipped rooms for studies, studios, training centres, dance hall, concert hall, specialized IT rooms, library with reading room facility. The facilities are available for students for independent activities, and assistive technology and hygiene rooms were thought for disabled people. While visiting the building, the EET perceived a lively and motivating environment which provided good learning conditions.

The EET was informed during the visit that there are plans to go on with the renovation of the facilities.

The practice places meet the requirements of the Programme: the dance hall was adapted to perform dance, with a special floor covering, mirrors, and wall supports, there are musical instruments, technical equipment, and acoustic conditions. Special wheelchairs are used during *Choreography for the Disabled* specialization. The premises meet hygiene and safety at work requirements.

Specific software is also available: *Sibelijus, Cubase Studio, TC Electronic. SPSS 22*. Stationary multimedia can be used during theoretical classes. The administrative board of the Faculty intends to supply dance/theatre halls with demonstrative equipment. The teachers and the students have the possibility to use all technical equipment. Wireless internet access is available at the Faculty. There are copying machines and printers to be used by the students

The External Evaluation Team also visited the Library. VK Library includes the Central Library and all faculty libraries. At the end of 2014 about 3620 € were allocated to subscribe eBooks. The Library has subscribed eBooks of 441 titles from which some are available to use via public domain eBooks.

The libraries of the faculties order periodicals which are coherent with the study programmes. The Library of the Faculty has 47 working places from which 9 are computerized. The SER says that computers have free access to internet and are provided with the necessary software. The library has recently implemented Aleph Integrated Library system ALEPH 500. The VK Library subscribes to all Lithuanian academic journals and the main international periodicals and databases. The Library has subscribed 6 volumes of dance pedagogy. The databases are available from the VK computer network.

The Library of the Faculty of Arts and Creative Technologies subscribes newspapers and magazines of 47 titles from which 17 are in foreign language.

The students and teachers have access to the online (subscription-only) databases from home as well. The opening hours are observed as user friendly.

The Library is well equipped with some recent literature in the field of study, with a reasonable number of foreign language books and magazines. Nevertheless, there is still a lack of more foreign language literature to reach an international standard in the field of dance pedagogy.

The Library staff seems to be competent, flexible and service oriented.

The SER refers that Moodle is used as a common learning tool, but the students in the meeting said they do not use it.

Pedagogical practice is organized in primary and basic schools in Vilnius city and institutions of non-formal education.

In short, the EET consider that the premises for the studies are in the right track both in their size and quality, and that the facilities, teaching and learning equipment, learning resources, such as methodological aids, textbooks, books, periodical publications and databases are also adequate. Despite seeing that an effort has been done to substantiate this field with the latest achievements in science and arts, the EET consider that this was the first step to be developed with more bibliographical acquisitions. And the institution has adequate arrangements for students' practice.

2.5. Study process and students' performance assessment

The rules of student admission are drawn up according to a range of regulations that have been summed up in the SER. Information about the admission and its procedure is described on the VK website. The general admission is organized in accordance with the general conditions for students' admission to college studies (*the Description of the Order of the List of Best Secondary School Graduates*), implemented in two stages: main admission according to general application to all higher education institutions and additional admission in the sites to study with own funds.

The results of the secondary education programme and maturity exams of the entrants who wish to enrol in the chosen study programme at higher education institution are evaluated following the criteria defined by the Ministry of Education and Science of the Republic of Lithuania. The admissions requirements for this programme seem to observe the legal requirements from the Ministry of Education and Science and other legal acts. There is a 0.6 coefficient given to music and dance abilities audition exam which shows the importance of professional dance training (0.2 for Lithuanian language and literature maturity exam grade, 0.2 for any other subject grade).

Since 2010 candidates to pedagogical field study programmes have to pass a pedagogical motivation test. The Minister of Education and Science approves the content and arrangements of the test.

Students who want to study with their own funds are admitted following the admission line approved by the VK and following the same principles and procedure applied to state-funded students. Around 88 % from total number of the students are admitted to state-funded sites. On

the other hand, the increasing number of the students who study on their funds shows that Dance Pedagogy studies are regarded as a good investment for professional career. Over the period of 2009-2014, around 13,89 % of the students of the Programme have paid for their studies.

The EET can read in the SER that opportunities are provided to acknowledge study subjects completed in a Lithuanian or foreign institution of higher education in accordance with the order of recognition of learning achievements. Moreover, evaluation and recognition of the competences acquired during non-formal and informal learning started to be implemented in VK.

The organization of the study programme seems to be adequate. Studies are organized by semesters. The workload per week and semester seems to be distributed rationally and reasonably. The contact hours take time not longer than 8 academic hours a day and 28 academic hours per week.

Assessment of examinations and projects is organized during an examination session which lasts up to 4 weeks. The schedule of examination session is announced not later than 2 weeks before the beginning of the examination session. A cumulative score formula is individual and reflects the specifics of the subject.

Different assessment methods are used, beyond the traditional examinations and tests, such as the interviews, the essays, the presentation of projects individually and in groups, reports, case-studies, portfolios, etc. (SER, p. 27).

Students are assessed according to a cumulative assessment scheme that is presented in the annexes. A student has the right to pass an examination and/or present the final project of subject only after getting the credits for all self-study assignments of the semester. If a student fails to pass an examination, there is a possibility to make up an examination not later than a week before a new semester begins and if a student has not more than 15 ECTS of academic failures. In case of important reasons, the dean can extend a term.

To promote academic honesty the student must submit the final thesis with a Declaration of Academic Integrity. But the final thesis, as a result of research, should be based on solid theoretical grounds which are to be crossed against the empirical study, in a way to give raise to new knowledge to be described in the “conclusions” of the thesis. The research methodological choice should also be theoretically substantiated, based on literature references.

Psychological-moral support is based on communication and collaboration. All academic groups have representatives who claim for their interests. The support is also provided by the Students' Representative Body which represents and protects the interests and rights of the students, and organizes different cultural, social and sport events.

During the reported period, the dropout rate was quite high, standing at around 40%, with an exception for 2010-2013 of 8.33%. The reasons of drop out are explained: lack of self-study work skills, lack of motivation, academic problems, personal reasons, inability to comply the studies with job, growing up a child, economic crisis, and so on. To fight against the „drop outs“, the department offers, since 2014, scheduled and non-scheduled consultations. On the other hand, a mentor was assigned for first year students to help them to adapt to the new study environment.

The students are encouraged to participate in scientific, applied artistic activity. They often collaborate with students from other art programmes in the college: in the field of costume design, coiffure design, musical performances, etc. They present the works of their creativity to the society and participate in various events, competitions, TV programmes. A lot of students participate in TV dance projects „You can Dance“, „Dance!“

Students can also study at a foreign institution according to ERASMUS+ student mobility exchange programme. All information regarding international mobility is announced on website of the Faculty. Teachers and students may have site visits to 16 countries, and 32 higher education institutions. The participants may stay abroad for a period from 3 to 12 months according to the bilateral agreements between the Faculty divisions and foreign partners, but the participation is null. In the meeting with the students, they said that there is no need to go abroad because they can interact with foreign teachers in the International Pedagogical Week, what is not the same thing in the EET's opinion.

Students are entitled to receive different types of financial support at the faculty. Amount and conditions of a social support are determined by the following documents of VK: *Regulations on Scholarship and Financial Support at VK*, *Description of Allocating Social Support and Allowances at VK* and *Regulations by the Republic of Lithuania*. The scholarships and benefits are allocated by Scholarship and Allowance Commission. It can be seen as a good practice that the faculty allocates 10% of the scholarship fund to the premiums of the students. To stimulate

internationalization, (short) international mobility could be an added criterion to be selected as a premium student.

Students may count upon the services of dormitory, canteen and coffee vending machine at the Faculty.

An agreement with Lithuanian University of Educational Sciences provides with an opportunity to the graduates of the Programme after one year of bridging studies, to seek for Master's degree at University.

According the Lithuanian Labour Exchange the average employment rate over the period 2009-2014 is 90.45%. The graduates of VK established an Alumni Club in 2013. Their representatives are invited to participate in Open Door and Career Days events, and also in quality assurance activity of the study programmes.

A great majority of Alumni leads dance collectives. At the event held in May 2014 at the President House of the Republic of Lithuania „Šokio puokštė mamai“ (Dance bouquet for Mam), 11 dance collectives were led by the graduates from this Programme.

For each year of studies a study calendar is published on the VK website. Studies are offered in the Lithuanian Language.

In short, the EET consider that the admission requirements are well founded and explained, that students have possibilities to participate in mobility programmes, but they do not feel the need of it, 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

One of the objectives of the VK strategic activity plan is to develop applied research activities and professional arts regarding the needs of the region and the country. The study programme is realized by the Department of State Art and Dance Pedagogy within the Faculty of The Faculty of Arts and Creative Technologies.

The administration and quality of the Study Programme of Dance Pedagogy are assured by the following levels of quality control: the College, the Faculty, the Department and the Committee of the Study Programme. The SER also summed up the relevant documents defining the decision making and approval procedures for quality assurance.

An important role in the management of this specific programme is played by the *Committee of the Study Programme*. The Faculty Council, consisting of teachers and students' representatives, Dean, Vice-Dean and the Head of each Department, evaluates the quality of the implemented study programmes, submits proposals for making corrections to them, evaluates the quality of the study programmes which are intended to implement in the future before Academic Council approves them. The College Academic Council approves the study programmes and submits the proposals on implementation and financing of the study programme to the VK Rector. The College administrative board is responsible for the quality, monitoring of the programmes. The Deputy Director for Academic Affairs organizes and coordinates the activities of the study programmes implementation, internal quality evaluation and accreditation.

The management and the study quality assurance of Dance Pedagogy is regulated by documents mentioned in the SER (p.29).

The self-evaluation report is written following *The Evaluation Methodology of the Implemented Study Programmes*, which is approved by the Director of the Centre for Quality Assessment in Higher Education. But the EET consider that some training should be provided to the SEG for the preparation of this document (e.g. the recommendation of including the previous evaluation report followed by the measures taken to fulfil them).

The teachers present their annual activity reports to the Department and the teachers who are not assigned to the Department present their reports to the Vice Dean. The Head of the Department prepares the Department Activity Report and submits it to the Dean.

The study programme was submitted for external evaluation in 26-03-2012 and was accredited until 30-06-2015. Over the last 3 years the *Committee of the Study Programme* submitted proposals seeking to improve the study quality of the Programme following the recommendations of evaluation indicated by the experts.

Student surveys and constant communication with the social partners are a great help for the process of the study quality improvement and other important questions. Seeking to assure feedback, the students are surveyed twice a year, the graduates – once a year, the social partners – not less than once per two years. Questionnaires are systematically used for improving the study quality and study subject type and/or content of some the subjects were updated.

Graduates are contacted not only formally, via questionnaires, but are in constant collaboration with the programme. The graduates we met during the meeting indicated their high level of participation in the college life by taking part in Career Days, meetings with students, mutual projects with the college where the collectives run by the graduates take part, and informal communication in general.

Both students and teachers as well as programme management are very happy with the visiting lecturers. But the contentment with the incoming teachers is one of the reasons indicated by the students to explain their passivity when it comes to going to study abroad.

The relationship with professional partners from Vilnius seems to guarantee the impact of the professional environment on the quality of the study programme.

In short, the EET consider there is a functional internal QA system in place 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 and analysed; the outcomes of internal and external evaluations of the programme are used in general for the improvement of the programme, but should be explicitly mentioned; the evaluation and improvement processes involve stakeholders and the internal quality assurance measures are effective and efficient, but the management should promote the usefulness of mobility to the students.

III. RECOMMENDATIONS

1. To rethink the philosophy of the study programme in terms of inclusive purposes, according to the profile of an inclusive teacher for all education (<https://www.european-agency.org/agency-projects/Teacher-Education-for-Inclusion/profile>), extending the ILOs for inclusion to all the branches.
2. To change the name of the branch Choreography of the Disabled to be consonant with the focus of this branch.
3. To invest on the final theses, crossing their theoretical and methodological parts in a way that the conclusions should result as new knowledge to the field.
4. To invest on the acquisition of foreign language literature in the field of dance pedagogy.
5. To invest on wider international orientation, as far as students' mobility is concerned, showing them the positive aspects of mobility programmes; alternatively to stimulate short mobility (as students are not able to leave for a long term), validating the participation at summer schools or short exchanges with partner institutions, for example.

IV. SUMMARY

Considering the previous external assessment, the EET have the opinion that this study programme has revealed a good evolution from the previous assessment, according to our summarised conclusions organised by each area.

The programme aims and learning outcomes are in general clear, well defined and publicly accessible, based on academic requirements, public needs and the needs of the labour market and consistent with the type and level of studies offered. They are grounded on strategic education documents at international, national and institutional levels; the name of the study programme, its learning outcomes and content offered are compatible with each other, except for the specialization of Choreography for the Disabled: in this case the name of this branch is not adequate. Moreover the ILOs related with the “inclusion” should be transversal to all branches, and not only worked in this one.

The curriculum design meets legal requirements, with a logical sequence in the subjects which are spread evenly. The existence of branches allows to deepen knowledge in one area. The themes are not repetitive, the content of the subjects is consistent with the type and level of the studies, but a special attention should be drawn to the issue of inclusion which should be worked in the subjects, in a transversal way. There is an adequate proportion of contact versus independent hours of work. The methods used are appropriate and diversified, and the scope of the programme is sufficient to ensure the intended learning outcomes, reflecting reasonably current achievements in the area.

The study programme is provided by staff with an appropriate profile in compliance with the legal requirements, and the number and the qualifications of the teaching staff are adequate to ensure learning outcomes, with a good balance between more academic and artistic profiles. The teachers involved in the study programme seem to keep deepening their expertise and build up knowledge in their interest areas through research and publications, revealing good professional development. Workloads are well designed in order to provide time for active participation in research and project development. The teachers are committed, enthusiastic and intensively working staff.

The premises for the studies are in the right track both in their size and quality, and the facilities, teaching and learning equipment, learning resources, such as methodological aids, textbooks,

books, periodical publications and databases are also adequate. Despite seeing that an effort has been done to substantiate this field with recent achievements in science and arts, the EET consider that this was the first step to be developed with more bibliographical acquisitions, especially in foreign language to reach an international standard in the field of dance pedagogy. Library staff is competent, flexible and service-oriented. The institution is provided with wireless internet, data show projectors, interactive boards, home access to library network and different data bases and there are adequate arrangements for students' practice.

The admission requirements are well founded and explained, according to legal determinations and students have possibilities to participate in 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 that 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.

There is a functional internal QA system in place 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 and analysed. The outcomes of internal and external evaluations of the programme are used in general for the improvement of the programme, but should be explicitly mentioned in the SER. The evaluation and improvement processes involve social partners, teachers, students and alumni and there is a strong cooperation with employers and professional associations. The internal quality assurance measures are effective and efficient, but the management should promote the usefulness of mobility to the students, opening them to a wider international orientation through networks and funding for research from international sources.

Taking into account the present 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 – 653X14006) at Vilnius College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

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

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

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

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

Grupės vadovas: Team leader:	Prof. dr. 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

Vilniaus kolegijos studijų programa *Šokio pedagogika* (valstybinis kodas – 653X14006) vertinama **teigiamai**.

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

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Atsižvelgiant į ankstesnįjį išorinį vertinimą, ekspertų grupė susidarė nuomonę, kad, remiantis šiomis kiekvieną sritį apibendrinančiomis išvadomis, ši studijų programa po ankstesniojo vertinimo labai patobulėjo.

Apskritai, programos tikslai ir numatomi studijų rezultatai yra aiškūs, gerai apibrėžti ir viešai prieinami, pagrįsti akademiniais reikalavimais, visuomenės poreikiais ir darbo rinkos poreikiais, taip pat atitinka siūlomų studijų tipą bei lygį. Jie grindžiami strateginiais tarptautinio, nacionalinio ir institucinio lygio švietimo dokumentais; studijų programos pavadinimas, jos studijų rezultatai ir turinys yra tarpusavyje suderinami, išskyrus *Neįgaliųjų choreografijos* specializaciją – šio specializacijos dalyko pavadinimas nėra tinkamas. Be to, su įtraukioju ugdymu susiję numatomi studijų rezultatai turėtų būti įvardijami visose specializacijose, o ne tik šioje vienoje.

Programos sandara atitinka teisinius reikalavimus, joje logine seka pateikiami dalykai, kurie paskirstyti tolygiai. Esamos specializacijos leidžia gilinti žinias vienoje srityje. Temos nesikartoja, dalykų turinys atitinka studijų rūšį ir lygį, bet tam tikrą dėmesį reikėtų skirti įtraukiojo ugdymo problemai, kurią reikėtų universaliai spręsti kalbant apie specializacijų dalykus. Atitinkamai laiko skiriama kontaktiniam ir savarankiškam darbui. Naudojami metodai yra tinkami ir įvairūs, o programos apimtis yra pakankama numatomiems studijų rezultatams, pagrįstai atspindintiems esamus pasiekimus šioje srityje, užtikrinti.

Studijų programą vykdo personalas, atitinkantis teisės aktų reikalavimus, o dėstytojų skaičius ir kvalifikacija yra tinkama numatytiems studijų rezultatams užtikrinti. Geras akademinės ir meninės pakraipos dėstytojų santykis. Studijų programos dėstytojai tobulina kvalifikaciją – gilina ir kaupia savo srities žinias vykdydami mokslinius tyrimus ir skelbdami publikacijas. Darbo krūviai yra gerai subalansuoti, jie sudaro galimybę aktyviai dalyvauti moksliniuose tyrimuose ir vystyti projektus. Dėstytojai yra atsidavę, energingi ir stropiai vykdo savo darbą.

Studijoms naudojamos patalpos yra tinkamos tiek pagal dydį, tiek pagal kokybę, o sąlygos, dėstyto ir mokymosi įranga, materialieji išteklių, tokie kaip metodinės priemonės, vadovėliai, knygos, periodiniai leidiniai ir duomenys taip pat atitinka reikalavimus. Nors bibliotekos išteklių buvo papildyti leidiniais apie naujausius mokslo ir meno laimėjimus, ekspertų grupės nuomone, reikėtų daugiau išteklių, ypač literatūros užsienio kalbomis, kad būtų pasiektas tarptautinis šokio pedagogikos mokymo lygis. Bibliotekos darbuotojai kompetentingi, gebantys prisitaikyti prie pokyčių ir paslaugūs. Įstaigoje veikia belaidis internetas, yra projektorių, sąveikiųjų lentų, studentams suteikiama prieiga iš namų prie bibliotekos tinklo ir įvairių duomenų bazių, taip pat tinkamai organizuojama studentų praktika.

Priėmimo reikalavimai yra gerai pagrįsti ir paaiškinti, jie atitinka teises nuostatas. Nors studentai turi galimybę dalyvauti judumo programose, jose nedalyvauja. Taip pat nėra duomenų apie studentų iš užsienio dalyvavimą šioje studijų programoje. Aukštojo mokslo institucija užtikrina tinkamą 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.

Programa vertinama naudojant funkcinę vidinę klausimų ir atsakymų sistemą. Gerai paskirstyta atsakomybė už programos įgyvendinimo sprendimus ir stebėseną. Reguliariai renkama ir analizuojama informacija bei duomenys apie programos įgyvendinimą. Vidinio ir išorinio programos vertinimo rezultatai naudojami bendram programos tobulinimui, bet juos reikėtų

išsamiai aprašyti savianalizės suvestinėje. Vertinimo ir tobulinimo procesuose dalyvauja socialiniai partneriai, dėstytojai, studentai ir absolventai, taip pat aktyviai bendradarbiaujama su darbdaviais ir profesinėmis asociacijomis. Vidaus kokybės užtikrinimo priemonės yra veiksmingos, bet vadovybė turėtų pabrėžti studentų judumo naudingumą, skatinti tarptautiškumą, kad būtų bendradarbiaujama su užsienio institucijomis ir moksliniai tyrimai finansuojami iš tarptautinių šaltinių.

Atsižvelgiant į dabartines 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. Peržiūrėti studijų programos sistemą įtraukiojo (inkliuzinio) ugdymo požiūriu, vadovaujantis visų švietimo sričių įtraukiojo ugdymo dėstytojo aprašu (<https://www.european-agency.org/agency-projects/Teacher-Education-for-Inclusion/profile>), kad su įtraukioju ugdymu susiję numatomi studijų rezultatai būtų nustatyti visiems specializacijų dalykams.
2. Pakeisti specializacijos dalyko *Neįgaliųjų choreografija* pavadinimą taip, kad jis derėtų su šio specializacijos dalyko pagrindiniais akcentais.
3. Skirti daugiau dėmesio baigiamiesiems darbams, sujungiant jų teorines ir metodines dalis taip, kad išvados suteiktų naujų žinių šioje srityje.
4. Skirti lėšų literatūros apie šokio pedagogiką užsienio kalbomis įsigijimui.
5. Skirti daugiau dėmesio tarptautiškumui, visų pirma, studentų judumui, pabrėžiant teigiamus judumo programų aspektus arba skatinti trumpalaikį judumą (nes studentai negali išvykti ilgam laikui), dalyvavimą vasaros mokyklose ar trumpalaikėse mainų programose, pavyzdžiui, su partnerių įstaigomis.

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