Content

Introduction

1.1 Objectives of the institutional review

The Evaluation Teams' (ET) main objective is to arrive at a well-substantiated view of the strategic management and operation of quality assurance and enhancement in the institution at both institutional and subject discipline level.

The focus of the preliminary visit is to understand the specifics of the institution. The main visit focuses on how and with what results the institution's strategic and internal quality policies and procedures are implemented throughout all levels of the institution.

1.2 Brief description of the institution

History

Currently **Lithuanian Academy of Music and Theatre** (LMTA) includes four faculties: three in Vilnius – the Faculty of Piano and Musicology, the Faculty of Instrumental and Choral Music, the Faculty of Theatre and Film, and the Kaunas Faculty.

The Kaunas Conservatoire was formed in 1933, was considered to be the founding year of the current Lithuanian Academy of Music and Theatre. The Vilnius Conservatoire was established in 1945. Eventually the Kaunas and Vilnius Conservatoire merged into the Lithuanian State Conservatoire in 1949, which was located in Vilnius. In 1992, by the decision of the Parliament of Republic of Lithuania, it acquired the name Lithuanian Academy of Music (LMA), and in 2004 – the Lithuanian Academy of Music and Theatre (LMTA).

The drama and theatre studies were established in 1952. In 1991 the Faculty of Theatre and Film was set up.

The Lithuanian State Conservatoire has provided professionals for the film and television industry, including film and TV directors, film and TV actors, cameramen/women, film and TV managers and producers. New management oriented study programmes were introduced for musicians and theatre professionals. In 1993 the department of Film and TV was founded.

The Department of Art History and Theory at the Faculty of Theatre and Film was founded in 1991 to offer scientific study in history and theory of theatre, arts history and Lithuanian culture and it is the centre of theatrical research in Lithuania.

In 1993 the Institute of Musicology was established to conduct research in music history and theory, music pedagogy and interpretational issues. The Institute has taken on the task of archiving and heritage of the Folk Music laboratory, which was founded in 1947 to research, collect and publish Lithuanian folk music.

The Kaunas Faculty includes the departments Piano, String Instruments, Wind instruments, Voice, Music Pedagogy and Conducting, Interdisciplinary Piano and Organ, Music Theory and History.

Management structure

The academy consists of the faculties, departments and sub-departments. Particular administrative offices supplement and coordinate corresponding activities of the Academy with in cooperation with the Rectorate, Faculties and Departments etc.

The council is composed of 12 selected members (4 year term). Four members are nominated by the senate, which must include the rector and a student representative, four by the Minister for Education and Science and four are nominated on common agreement between Minister and Rector. The council is appointed by the order of Minister of Education and Science. The chair of the Council must not be an employee of the academy and is appointed by the minister in agreement with the rector. Main activities of council are to declare elections of the Senate, evaluate and disseminate strategy and activities of institution, give feedback on annual reports made by the rector and institution etc.

The senate is the main self-governing institution of the academy. The senate is elected by the assembly of employees, holding academic and/or pedagogic titles. Not less than 10 percent of the senate must consist of student representatives, which are selected by the Students' Representation. The senate elects the rector. The senate appoints Vice-Rectors, Deans, and Heads of Departments following the proposal from the rector. The senate appoints the attestation and selection committees and coordinates/approves academic and administrative activities of the academy. The senate elects its chair, deputy-chair and secretary for a term of not longer than 5 years. The rector cannot chair the senate. The senate has 4 internal committees: studies, art and science, ethics and economics-finance.

The Rectorate is a collegial and advisory body, consisting of the rector, vice-rectors, deans, heads of departments and a student representative. The Rectorate decides on organisational, economic, artistic, pedagogic and research activities.

The rector is elected by the senate for a term, which is no longer than 5 years and for no more than two consecutive terms. The rector acts in the name of the institution and represents it directly. The rector issues orders, which regulate all activities of the academy.

The vice-rectors perform functions assigned by the rector and are responsible for particular activities of the academy, substituting the rector when necessary.

The faculty is the most important subdivision of study administration, artistic and academic activities.

The dean leads the faculty, acts in its name and represents it. The dean co-ordinates and maintains the study processes, activities of the departments and is directly responsible for the quality of studies. Candidacy of the dean is proposed by the faculty council and approved by the senate in agreement with the rector. The dean's office is a supplementary administrative unit.

The faculty council is a collegial institution consisting of heads of departments, a student representative and the dean. The faculty council coordinates activities of the Faculty.
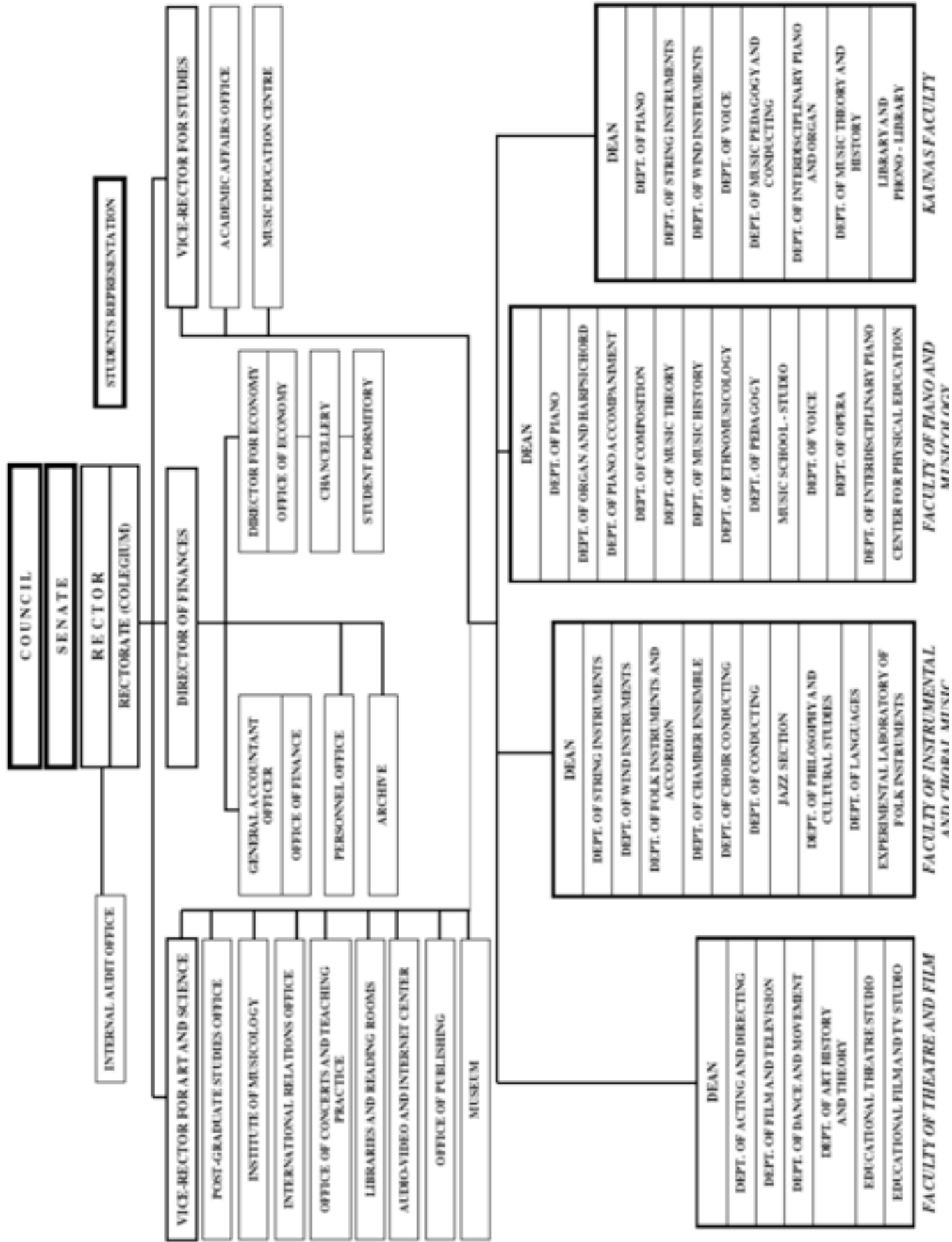
The departments (*katedra*) are units of studies, artistic activities and research development. The departments independently realise the objectives of the academic activities and studies, which are set by the senate, the Rectorate and/or the faculty.

Heads of departments are proposed by the faculty council and approved by the senate in agreement with the rector. Heads of departments co-ordinate the pedagogic, artistic and scientific activities of the departments. They are responsible for studies, training of students and qualification and competence of teachers.

The students' representation is an independent non-political organisation focussing on the interests and needs of all students of the academy. The main goal of the students' representation is to represent both individual students and the student body as a whole. It ensures that the views of students are delivered to the academy, government and other organisations that affect student life.

The head of the students' representation is the president. The president is elected by the conference of students of academy. The conference consists of the students, delegated by the general meetings of each faculty (one from the hundred). The presidential term is 2 years. The team of the president – Presidium – is also approved by the conference. The president coordinates the work of the presidium, and reports to the conference. The revision committee controls the legality and expediency of the organisation. All students of the academy are members of this organisation. Any student of the academy can become member of the students' representation.

The following page shows the organisational structure of the University according to the LMTA SER:

Organizational Chart

- COUNCIL
- SENATE
- RECTOR
  - RECTORATE (COLEGIUM)
- STUDENTS REPRESENTATION
- INTERNAL AUDIT OFFICE

VICE-RECTOR FOR STUDIES
- ACADEMIC AFFAIRS OFFICE
- MUSIC EDUCATION CENTRE

DIRECTOR OF FINANCES
- DIRECTOR FOR ECONOMY
  - OFFICE OF ECONOMY
  - CHANCELLERY
  - STUDENT DORMITORY
- GENERAL ACCOUNTANT OFFICER
- OFFICE OF FINANCE
- PERSONNEL OFFICE
- ARCHIVE

VICE-RECTOR FOR ART AND SCIENCE
- POST-GRADUATE STUDIES OFFICE
- INSTITUTE OF MUSICOLOGY
- INTERNATIONAL RELATIONS OFFICE
- OFFICE OF CONCERTS AND TEACHING PRACTICE
- LIBRARIES AND READING ROOMS
- AUDIO-VIDEO AND INTERNET CENTER
- OFFICE OF PUBLISHING
- MUSEUM

KAUNAS FACULTY
- DEAN
- DEPT. OF PIANO
- DEPT. OF STRING INSTRUMENTS
- DEPT. OF WIND INSTRUMENTS
- DEPT. OF VOICE
- DEPT. OF MUSIC PEDAGOGY AND CONDUCTING
- DEPT. OF INTERDISCIPLINARY PIANO AND ORGAN
- DEPT. OF MUSIC THEORY AND HISTORY
- LIBRARY AND PHONO - LIBRARY

FACULTY OF PIANO AND MUSICOLOGY
- DEAN
- DEPT. OF PIANO
- DEPT. OF ORGAN AND HARPSICHORD
- DEPT. OF PIANO ACCOMPANIMENT
- DEPT. OF COMPOSITION
- DEPT. OF MUSIC THEORY
- DEPT. OF MUSIC HISTORY
- DEPT. OF ETHNOMUSICOLOGY
- DEPT. OF PEDAGOGY
- MUSIC SCHOOL - STUDIO
- DEPT. OF VOICE
- DEPT. OF OPERA
- DEPT. OF INTERDISCIPLINARY PIANO
- CENTER FOR PHYSICAL EDUCATION

FACULTY OF INSTRUMENTAL AND CHORAL MUSIC
- DEAN
- DEPT. OF STRING INSTRUMENTS
- DEPT. OF WIND INSTRUMENTS
- DEPT. OF FOLK INSTRUMENTS AND ACCORDION
- DEPT. OF CHAMBER ENSEMBLE
- DEPT. OF CHOIR CONDUCTING
- DEPT. OF CONDUCTING
- JAZZ SECTION
- DEPT. OF PHILOSOPHY AND CULTURAL STUDIES
- DEPT. OF LANGUAGES
- EXPERIMENTAL LABORATORY OF FOLK INSTRUMENTS

FACULTY OF THEATRE AND FILM
- DEAN
- DEPT. OF ACTING AND DIRECTING
- DEPT. OF FILM AND TELEVISION
- DEPT. OF DANCE AND MOVEMENT
- DEPT. OF ART HISTORY AND THEORY
- EDUCATIONAL THEATRE STUDIO
- EDUCATIONAL FILM AND TV STUDIO

1.3 National and regional institutional context

1.4 Evaluation Team (ET)

Through the Self Evaluation Reports (SER) and the outcomes of the main site visit, the ET evaluates the institution's capacity for quality management and enhancement, identify good practice and make observations and recommendations on how to make any necessary improvements.

1.4.1 Members

The members are selected to ensure a balance of expertise and experience appropriate to the chosen institution and will cover expertise at senior management level and in the selected discipline.

Paula Crabtree (Chair), Dean, Department of Fine Art, Bergen National Academy of the Arts, Norway
Anthony Dean, Dean, School of Community and Performing Arts, University College Winchester, Winchester, United Kingdom
Nicky Saunders, Quality Assurance Officer, National College of Art and Design, Dublin, Ireland
Maren Schmohl, Institutional Development, Merz Akademie, Stuttgart, Germany
Lars Ebert (Rapporteur), Project Manager R&D, European League of Institutes of the Arts [ELIA], Netherlands

Responsibilities include:
- extensive critical analysis and written observations on SERs prior to visits
- participation in the two (preliminary and main) visits, chairing delegated meetings and note taking
- working closely as a team and contributing to the writing of the final report

1.4.2 Terms of reference

Role of the Evaluation Team (ET)
- to analyse the institution's existing and intended quality management and enhancement capacity and procedures
- to make recommendations to the institution on how to improve quality management and enhancement (QME) capacity and procedures
- to identify good practice

To carry out these tasks the ET acts as:
- representatives - to reflect current good practices in quality management and enhancement
- evaluators – to analyse the institutions existing quality management and enhancement practices
- advisors – to make recommendations to develop these practices

All team members share equal responsibility for and contribute fully to the process.

1.4.3   **Process of review**

The ET analyses and evaluates the strategic management operational procedures and capacity to communicate issues of quality at all staff levels. QA is about mechanisms that are operational in identifying problems and finding solutions by addressing issues at the appropriate level of decision-making.

A major difficulty for the Academy's Self Evaluation (SET) Team is to find a way to tune existing policies, procedures and reports into new documents that are transparent to the ET. The process is a mechanism that should make QA & E information readily available to appropriate internal and/or external people. The ET sees possibilities for a better arrangement of processes and procedures and some approaches to internal mechanisms of reflection on QA.

The ET values the effort of the SET in drafting and providing the necessary documents. Nevertheless, it is remarkable that the process did not affect or engage academic and technical staff, senate and administrative personnel as it could have. At the same time, the students seemed to be highly interested in the process. A better understanding of QA & E as a rigorous internal process requiring strong transparent institutional communication channels could have been achieved if it had been thoroughly anchored throughout the institution. The implementation of quality assurance mechanisms can be used to enhance debate and the development of a bottom-up QA strategy.

Representing the Institution

The following are identified as key members in the review process, although each institution can structure membership appropriate to their needs:

Institutional Liaison Person: Mantautas Krukauskas, PhD student

The Institutional Liaison Person is the principle conduit for communication between the ET and the institution.

Institution Self-evaluation Steering Group: Prof. Povilas Gylys (vice-rector for studies), Ass.Prof. Algis Mažeika (dean theatre and film faculty), Ass.Prof. Ramune Marcinkeviĉiūte; Ramune Baleviĉiūte

This group of staff was responsible for planning and preparing the institution for the review process and producing the SERs.

1.4.3.1   **Preliminary visit**
26th – 28th February 2007

Principle objectives are:
- To gain a clearer understanding of the specific national, regional and local contexts impacting on the institution (autonomy)
- To gain a clearer understanding of the existing management operations of the institution
- To discuss the self evaluation process and the institution's Self-Evaluation Report (SER)
- To gain greater understanding of the institution's Quality Management & Enhancement (QME) processes

- To identify and request any missing information from the SER
- To draft a programme for the main visit, agreeing dates, discipline(s) to be reviewed, which groups to meet etc.

1st day
Monday 26 February

09h30	ET **arrive** at institution
09h30 – 12h30	ET **briefing meeting** to discuss SER, identify issues, division of tasks
12h30	**lunch** with institution
14h00 – 14h30	ET **meet with Head of Institution** to discuss objectives of the review and the institutions expectations of process
15h00 – 16.00	ET **meet Institution Liaison Person** to discuss, structures, Quality Management Enhancement (QME), national HE and research policies, strategies, impact on institution in implementing Bologna, student issues
16h30 – 17h30	ET **meet with Institution Self-evaluation Steering Group** to discuss review process, levels of involvement, preliminary institution findings
17h30 – 19h00	ET meet to discuss outcomes
20h00	ET private dinner

2nd day
Tuesday, 27 February

09h00 – 10h00	ET **tour** institution
10h00 - 10h45*[1]	ET **meet Senate** to discuss QME and internal decision making processes
10h00 - 10h45*	ET **meet senior administrative staff** to discuss QME processes and roles making processes
11h00 – 11h45	ET meet **selected discipline management and staff** to discuss discipline SER, relationship to central management, QME activities
12h15 – 12h45	ET **meet discipline students** to discuss their experiences, input into QME process
13h00 – 14h00	lunch and discuss outcomes
14h00 – 15h00	ET **meet external partners**
15h30 – 16h30	Visit of classes, **observation of working process**, rehearsals and/or student performances
16.30 – 19.00	ET meet to **discuss outcomes**, identify further information required and prepare for Day 3
20.00	**dinner with the institution**

Wednesday 25th October

09h00 – 10h00	ET **final meeting to** identify key issues and additions to SER
10h00 – 10h45	ET and **Liaison person** to plan main visit schedule
11h15 – 12.15	ET meet with **Head of Institution and key staff** to agree main visit programme and additional information and documents required (Rector and Steering Committee?)

---

[1] * simultaneous meetings

13h00	**lunch with Head of Institution and key staff**
pm	ET **depart**

1.4.3.2   **Main-visit**

Saturday 21st	ET arrive in Vilnius
Sunday 22nd	
14.00 – 18.30	ET meet in hotel for briefing meeting to discuss updated SER, additional documents provided, discipline SER and any issues identified
20.00	Dinner
Monday 23rd	
09.00 – 09.45	ET meet with members of the **Self-evaluation Steering Group and Liaison Person** to discuss any changes in context or internal situation, analyse impact of review process, any additional information sent to the ET, clarify any open questions.
09.45 – 10.15	Meeting of ET to reflect upon first meeting
10.15 – 11.15	ET meet with **subject discipline students** to discuss students perception and experience studying at the institution including learning and teaching, assessment, academic and pastoral support, input into quality review and development.
11.15 – 11.45	Meeting of the Evaluation Team to reflect on meeting with students.
11.45 – 12.45	ET meet **subject discipline teaching of the Acting & Directing Department** to discuss, issues arising through the review process to discuss input into institutional and discipline SERs, issues arising from discipline SER, value/lessons learned from the review process, quality procedures for learning and teaching and relationship to the centre with respect to quality management.
12.45 – 13.45	Lunch
13.45 – 14.15	Meeting of the Evaluation Team.
14.15 – 15.15	ET meet with representatives of **Faculty Council** to discuss input into quality review and decision making.
15.15 – 15.45	Meeting of the Evaluation Team.
15.45 – 16.30	ET meet with **administrative and Library staff** (Student Support, International Office, Academic Affairs, Registry, Library, and ICT etc) to discuss their roles and input into quality management and enhancement processes.
16.30 – 17.30	ET meet with **Representative Group of Employers** (including representatives of private theatres, independent theatre groups and the media industry) to discuss the professional theatre and media context in Lithuania
17.30 – 19.00	ET debriefing meeting to review the day and discuss findings and issues for further clarification.

| 20.00 - | **Dinner with the institution: Performance** (if requested by Institution) |

Tuesday 12th

09.00 – 09.30	ET briefing meeting to review the day ahead and prepare for first meetings.
09.30 – 10.30	ET meet with representatives of the **Students Representation Council** to discuss role and input into quality management and enhancement processes.
10.30 – 11.00	Meeting of the Evaluation Team.
11.00 – 12.00	ET meet **Vice-Rector for Art & Science, Postgraduate Studies Office, Office of Publishing, researchers and PhD students** to discuss research policy and strategy, relationship to learning and teaching, quality management, issues arising from the SED and visits.
12.00 – 12.30	Meeting of the Evaluation Team.
12.30 – 13.30	ET meet with the **Rectorate (collegium)** to discuss role in relation to Learning and teaching, research, creative development and input into quality management and enhancement processes.
13.30 – 14.30	ET lunch.
14.30 – 15.30	ET meet with representatives of **Senate** to discuss role in relation to Learning and teaching, research and quality management and enhancement processes.
15.30 – 16.15	Meeting of the Evaluation Team
16.15 – 17.00	ET meet **Head of Institution** (and key staff) to discuss draft oral report to ensure reflection of the team's findings as well as the needs of the institution and its further development
17.00 – 19.00	Private meeting of the ET to prepare oral report
20.00	ET dinner

Wednesday 13th

09.00 – 11.30	ET final corrections to oral report
11.30 – 12.15	ET presentation of the oral report to Head of Institution, Senate, Self-evaluation Steering Group, Liaison Person, Subject Discipline staff
12.15	Lunch with institution and ET departure

1.4.4   Documents provided

- Lithuanian Academy of Music and Theatre, Self Evaluation report
- Diploma supplement
- Studies regulations
- Yearly change in numbers of acting students
- Discipline Self Evaluation report
- Procedure of the organisation of competitions for the post of teachers…
- Republic of Lithuania Law on Higher Education

2   Constraints and institutional norms

2.1   National legislation

REPUBLIC OF LITHUANIA LAW ON HIGHER EDUCATION

21 March 2000 No.VIII-1586; Vilnius

(As last amended on 30 June 2005 No X-292)

Article 5

3) carry out periodical self-analysis of its main spheres of activities and improve them;

4) Inform the society and public authorities about its activities, measures for the assurance of study quality and the use of the funds.

2.2   Bologna declaration

LMTA supports the *Bologna Declaration* and is a leading higher arts education institution in Lithuania and the region. The three cycles, ECTS, research and the Diploma Supplement have been implemented. Development of QA&E strategy still needs attention. The explicit use of learning outcomes (competences) is not common practice, yet.
The study programmes BA, MA and PhD are directed specifically requirements of the perceived labour market and the professional fields.

All LMTA programmes are biannually internally reviewed and nationally reviewed every 2-4 years.

2.3   Mission statement and strategic objectives

The mission statement was set out within the SER:
> The advanced development of culture of the country, by training highly qualified professionals of music, theatre and audiovisual arts; education of the society in the field of artistic knowledge by actively participating in the process of arts development; development of science and research in musicology and theatrology. (SER, p 5)

LMTA describe their main objective as:

Training of professionals of highest qualification in the field of the arts and art research according to the needs of the country, in alignment with the criteria of European space for higher education.

3   QA management and enhancement

The ET found diverse/heterogeneous definitions and concepts of the term quality used in LTMA. It was used in connection with monitoring economy, but also in relation to the success rate of students in the Lithuanian job market as well as in a nationally renowned teaching staff.

At the same time the SER refers to the European Standards and Guidelines where the term "quality" as part of the Bologna process focuses on the quality of **organising and operating** study programmes. In this way, it is not so much the relative quality of works produced by teachers and students which is at stake but the institution's **ability to guarantee a defined and repeatable experience of its learners** in order to produce and continue producing the desired top grade outcomes.

The ET recommends to make use of this definition when setting about to define its own quality policy.

3.1   Background

According to the SER the Strategic plan of the Academy is based on QA&E. LMTA is the main institution to provide specialists for the field of performing arts and the Academy is always expected to reach the highest standards. National regulations maintain these standards to keep them up to date.

However, a Quality Assurance and Enhancement (QA&E) policy is not in place at present. Nevertheless, the institution expresses a wish to develop and implement a strategy in the near future.

3.2   Institutional level

According to the SER (SER, p.15) the activities of LMTA, their efficiency, implementation of plans and reliability of reports are controlled by national legislation and internal regulations (Statute, Regulations for Studies etc.). All activities are documented; reports and self-evaluations of subdivisions are delivered to rector and senate. The activities of departments, faculties and other units are discussed in the senate. According to the SER, QA&E is incorporated into every-day activities of faculties and departments. The ET points out that QA&E processes are informal.

Result from previous accreditations

The institution is accredited by the order of Minister of Education and Science on recommendation of experts. Programmes can be accredited until the next external evaluation or for a specific time period. In both cases it is usually 2-4 years.

Previous accreditation with external evaluation of theatre study programmes was done in 2002. Reports of experts were positive, substantially confirming structure, aims and objectives of study programmes and their successful implementation. The recommendations given are extremely detailed. Programmes were accredited in 2004 until the next external evaluation. (SER, p. 16)

3.2.1 Policy

At LMTA Policies are directly implemented by the Departments, and monitored/revised by the faculties and the Rectorate/Colegium. There are formal mechanisms for the approval, periodic review and monitoring of programmes and awards. Student assessment is a defined procedure.
According to the SER, Policy and Procedures for Quality Assurance and enhancement are defined in the strategic plan. The ET gathered evidence to suggest that the institution has a number of aspects of a QA & E process in place. The ET recommends aligning them into a unified quality assurance and enhancement policy that would enable the institution to maintain an effective overview of its own quality assurance.

The ET strongly recommends that a QAE policy should be implemented. It is recommended that a QAE committee is set up at senate level. This would be the arena to draft a QA&E policy and take care of the review and alignment of existing QA&E elements and the design and subsequent monitoring of new ones.

3.2.2 Operational procedures

Responsibility for developing, monitoring and maintaining quality and standards of the university's awards were not completely transparent to the ET.
Currently there are no written policies and procedural guidelines. Considering the two year review process, the work of the studies sub committee of the senate and the vice rector for studies, there are many procedures that are already in place. However, they need to be reviewed in the light of the new policy of quality management which the academy should set up.
We recommend LMTA start the process of developing a framework for managing quality.

Although LMTA is committed to maintaining the European Standards and Guidelines (Institutional SER, 1.2, page 5), it relies heavily on *informal* procedures to implement and monitor quality assurance across the academy and in the disciplines. The QA&E methodology, allows for *informal procedures*, if they are seen as good practice, but for ensuring standards across the university and feeding into the QA&E monitoring process they must be regularized and should be augmented with formal procedures.

3.2.3 Management

QAE management and communication throughout the academy can be improved. It is good practice to develop regular consultation among the heads of department and the senate to develop QAE practices and share positive experiences.

Students and staff feel that insufficient funding affects their learning and teaching environment, something that is not addressed by an adequate strategy to work within the limited resources.

3.2.4 Staff development

The ET recommends that a programme for staff development is developed.

3.2.5 Student participation

Students are involved in the student council, which has no formal connections to the management structure. However, students are formal members of the committees and maintain that they are involved at all levels within the institution. Despite there being no formal means for student feedback students exercise collective influence on teaching. Students used their influence both formally and informally (in Senate meetings and in private meetings with the rector) to influence teaching and staffing. The ET recommends that these procedures be formalized and aligned with policies of staff qualification and monitoring of teaching/learning, in particular in relation to temporary staff.
As described in the SER, student input is often informal; also student questionnaires are not collected regularly.

According to LMTA a more formal system is to be implemented, with an assistance of Students' Representation.

3   **Discipline SER - Theatre**

3.3.1   Curriculum development

The SER points out that programmes are modified according to the changing society and needs.

3.3.2   Review and re-approval of new and existing awards and courses

The Lithuanian Centre for Quality Assessment in Higher Education (SKVC) co-ordinates the regular self-analysis process of research/development and pedagogical activity of the State and Non-state research and higher education institutions. Study programmes must be approved and accredited by SKVC.

A new Quality Management system should build in the process for periodic review of existing courses and the ET recommends that it must involve feedback/participation from students, graduates, representatives from employers and professional bodies as well as statistical information on student progression and success. Guidelines and details for the report content should be developed and be included in a staff QA&E guide.

The ET recommends reviewing the present system of biannual reviews which might be too frequent.

3.3.3   Teaching

LMTA like most higher arts education institutions has to face the need to review and adopt its learning and teaching strategy created by the move to student centered learning; developments in ICT; e-learning; market requirements etc.

There is a strong bond between the students and staff at LMTA and a high level of oral communication between teachers and students. LMTA is a relatively small institution where teachers usually know the problems, criticism and disappointment of each individual student and that of colleagues.

According to the SER learning outcomes are implicit within the strategy and mission of the Academy and defined in study programs although these are not evident to students.
There is no formal process for periodic staff evaluation, involving self-evaluation, peer review, management review and feedback from students. However students' representatives have started working together with the rector to develop formal questionnaires. The ET supports this and recommends that the motive for this process should be to improve the student learning experience.

3.3.4   Learning

Student centered learning is one of the key objectives of *Bologna*. Higher arts education has the characteristic of being traditionally centered on the creative abilities of the student and close interaction between the student and teachers is natural to it.

The Quality Assurance & Enhancement process should introduce student centered learning. At the moment there is an informal way of consulting student opinions but

15

not a structured method. Formal procedures such as questionnaires, institutional meetings, staff/student liaison groups and representation on Senate, institute boards, committees etc. can be an example of how their input can be sought. The mechanism of quality enhancement relates not simply to identifying and solving the issues but also to learn and listen to achieve new developments. Results of the questionnaire could be brought to the department where the anonymous student reviews maybe reflected upon. Such processes should be shared and facilitated across the Faculties.

3.3.5 Assessment

The ET received no examples of assessment criteria or procedures. Students were made aware of information regarding assessments at the beginning of the course. They appeared to receive detailed oral feedback and if they are not satisfied with their grade they go to their teacher and ask what went wrong.

Learning outcomes are transparent learning objectives for the students to achieve by the end of the course. Learning outcomes form the base for consistent published assessment procedures and criteria.

The ET recommends that learning outcomes and aligned assessment criteria are formulated for each learning unit and published for students.

3.3.6 Research

LMTA is also research institution, providing PhD studies, and maintaining research units. Teaching staff of the Academy must also qualify in research activities. The most prominent researches are also teachers of theoretical disciplines.

The ET was impressed by the wide range of activities in research and artistic practice.

No explicit research policy was available to the ET, although there is a focus on white spots in the national music history. Each five years teachers report on their research work. Publications are not translated and therefore do not reach an international audience.

The ET understood that research is included within a teachers' portfolio. They carry out research on an individual basis, many of them as practitioners, as well as in musicology.
A direct relationship between learning and teaching and research with a strong emphasis on research feeding back into learning and teaching is beneficial.
In this respect the ET identified an example of good practice where the research project was integrated and transferred directly into the teaching practice.
(Translating puppet theatre practice into drama teaching)

Research programmes
- Four-year studies programme leading to the doctoral degree – Ph.D. in Humanities for students of musicology, ethnomusicology, theatre theory and history (4 years of studies);
- Two-year studies programme leading to the Art Licentiate degree for music performers, composers and directors. The third cycle leads to academic qualification only.

The ET applauds the intention to have an operational ethics policy, to be approved by the senate in summer 2007.

3.3.7   Student progression/achievement

In the new quality management system it will be important for LMTA to monitor student progression, completion and non-completion rates and introduce systems to review progression and assess why anomalies may happen.

3.3.8   Student recruitment

The national reputation of the school is high and its presence within the city is very visible. It is known for international collaborations and student exchanges.

In order to prepare students well for their profession, the Academy includes a number of practical courses in the curricula and offers practical training and concert/performing/filmmaking activities.

A secondary education certificate or comparable education certificate is required in order to apply to the first cycle programme. To be admitted to second cycle programmes individuals should hold a Bachelor's degree or equivalent qualification in the respective field. For the third cycle university studies, an applicant should have either a Master's or corresponding degree in the selected study field. Admission to all cycle studies usually takes place on a competitive basis according to the admission requirements.

3.3.9   Student support and guidance

There are some mechanisms and processes for the support and guidance of students in place, although most of them are informal. Health and Safety practices appear inconsistent and it is suggested that in some cases more attention to student health and welfare could be introduced.

Recommendations:

that clear Health and Safety guidelines are produced. There should be staff specifically designated with student support responsibilities and for the relevant information to be disseminated to both staff and students.

that a Student Handbook is produced. This should contain information about Student Support facilities & Provision, Health & Safety, how to find your way through the academy, facilities and courses available. It should also include the use of learning outcomes, assessment criteria and career planning possibilities.

3.3.10   Employability

The system of theatre directors employed as teachers in the academy educating a group of students tailored to the needs of their theatre or company implies 100% employment chances for the students. Nevertheless the system does not take into account all alternative employment facilities which are not considered to be "high art".
The difference between obtaining a BA or MA for purposes of employment was not clear.

3.3.11   Accommodation and resources

Library
The library plays an important role in the development of the student's education. The collection of books is good at present but a better, wider access to the entire

library for all students must be provided in the near future. Digital archiving of the music recordings is seen as a priority. Although stocked with 200 000 books and music scores the library appears to have limited funding, which means current titles, journals etc. are not available. This is exacerbated by the shift from Russian as a second language to English.

Communication between teaching staff and library is not formalized, e.g. reading lists and availability of respective titles. The ET did not receive evidence of an acquisition policy, including the use of online resources, journals and databases. Five different locations of the library can make the efficient use of the existing resources difficult.

Accomodation
LMTA is located over five sites of which four in Vilnius and one in Kaunas. The buildings of LMTA are managed by the administration, whose responsibility is to maintain these buildings. Part of the theatre faculty is undergoing a refurbishment and rebuilding, which is much needed. The remaining buildings are often inadequate for the purposes.

Central building – (Gedimino ave. 42), a 19th century classical building on the main street of Vilnius houses the Central Administration, Concert Hall, Reading Hall, Educational Drama Theatre, Audio- Video and Internet Centre, Percussion Studio, Symphony Orchestra, Wind Instrument Orchestra, Faculty of Piano and Musicology, and Departments of Composition, Conducting, Organ and Harpsichord, Music History, Music Pedagogy, Piano Accompaniment, Piano, and Vocal Music Performance.

2nd (Congress) Building – (Tilto str. 16) is a newly acquired building next to the concert hall "Congress Palace" and the National Opera and Ballet Theatre. In this building The Student Representation, Library, Chamber Hall, Faculty of Instrumental and Vocal Music, and Departments of Chamber Ensemble, Choral Conducting, Music Theory, String Instruments, and Wind Instruments are situated.

3rd Building – (Gedimino ave. 39), a classical building, serves as a residence for the Departments of Ethnomusicology, Interdisciplinary Piano, Languages, Opera, Voice, and the Institute of Musicology.

4th Building is actually two buildings – T. Kosciuškos str. 12 and 10 (the "Sluškų Palace" – a 17th century palace on the strand of Neris River). They mainly serve the Faculty of Theatre and Film, including these departments: Acting and Directing, Dance and Movement, Art History and Theory, Film and Television, and the Educational Film and Television Studio. Some departments of the Faculty of Instrumental and Vocal Music, such as Folk Instruments and Accordion, and the Jazz section are also situated in these buildings.

4   Identified areas of good practice

In line with the protocols set out in the Inter}artes *Guidelines for Institutional and Subject Review for Higher Arts Education Programmes* and in addition to the commendations set out below, the ET were able to identify a number of features of the Academy's provision that it would wish to highlight as being good practice.

- The ET met highly articulate and engaged students and a clearly dedicated staff.
- There is a wide range of research activities. The ET was impressed about how the institution values artistic practice.

- The academy has strong strategic objectives as outlined on page 10 in the institutional SER
- The academy has an excellent national and international profile, which is also reflected throughout teachers and students.
- The ET was impressed by the large number of bilateral agreements and exchange of staff and students.
- The ET particularly commends the institution on the strategic drive to align and position the academy within the European Higher Education Area.

5 Recommendations

As LMTA's strategic drive is to align with European Higher Education Area the ET recommendations explicitly make use of the standards and guidelines for Quality Assurance in the European Higher Education Area.

- QA& E processes should be aligned to a unified quality assurance policy that would enable the institution to maintain an effective overview of its own quality assurance.
- The QA & E policy should be clearly articulated and set out in a document that is widely understood within the institution and should be approved by the Senate. The roles and responsibilities of students and staff within these QA processes should be clearly articulated within this document.[2]
- A formal body should be setup at senior institutional level such as a subcommittee of the senate with overall responsibility for all matters relating to quality assurance and enhancement within the institution[3].
- Valuable informal systems should be augmented with formalised and auditable systems which are periodically reviewed.
- The institution should reconsider the efficacy of the system of internal reviews every second year and consider a longer review period.
- While students appear to receive detailed oral feedback, it should be more formalized to ensure comparability across the student body.
- Consistency in publishing assessment criteria to students.
- Students should have the opportunity to give formal feedback on their assessments which is structurally anchored in the assessment procedure.
- Robust and effective screening and supervising mechanisms need to be put in place in relation to the procedure of attestation ensuring that the practitioners brought in to lead the students in their specialised area of study also have a significant impact on the overall success and quality of the students learning experience.
- a means of prior assessment of qualifications and experience of teaching staff and more regular monitoring of the staff once they are accepted as teachers.
- Implementation of formal staff development structures
- Development of a research policy to clarify the ways in which the range of staff research activities was both supported and managed.
- Implementation of a strategy to work with limited resources to ensure the students are appropriately supported in their learning experience. (We strongly support the academies case for enhanced funding to meet the needs of the mission of the academy).
- Establishment of an information system; data collection should help to devise strategies to support strategic goals.

---

[2] SER 1.2 main objective
[3] SWOT, p. 10