STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS PEDAGOGINIO UNIVERSITETO *TEATRO PEDAGOGIKOS* PROGRAMOS (61207S141 (612X14006)) VERTINIMO IŠVADOS

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EVALUATION REPORT OF *THEATER EDUCATION* (61207S141 (612X14006)) STUDY PROGRAMME AT VILNIUS PEDAGOGICAL UNIVERSITY

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Teatro pedagogika*
Valstybinis kodas	61207S141 (612X14006)
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4), ištęstinė (5,5)
Studijų programos apimtis kreditais[1]	160
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	meno pedagogikos bakalauras, mokytojas
Studijų programos įregistravimo data	2005 m. birželio 3 d.

[1] – vienas kreditas laikomas lygiu 40 studento darbo valandų

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INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	*Theatre education*
State code	61207S141 (612X14006)
Study area	social sciences
Study field	pedagogics
Kind of the study programme	university studies
Level of studies	first
Study mode (length in years)	full-time (4), part-time (5,5)
Scope of the study programme in national credits[1]	160
Degree and (or) professional qualifications awarded	bachelor of art pedagogics, teacher
Date of registration of the study programme	3 June 2005

[1] – one credit is equal to 40 hours of student work

Studijų kokybės vertinimo centras

Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The Department of Arts Education of the Institute of Culture and Arts Education at Vilnius Pedagogical University implements the study programme of Theatre Education. In cooperation with other University divisions the Department of Arts Education realises the study programme of Dance Education. Other departments are mostly responsible for general university education and part of education sciences.

In 2008 year the self-assessment of the Bachelor study programme of Theatre Education was reviewed by the team of experts (Dr. Gillian Lesley Scott Hilton, Prof. Brian Robinson, Prof. Lex (Kornelis) Stomp, Dr. Maria Assuncao Flores, Prof. Christopher Bezzina, Dr. Daiva Lepaitė), who pointed to the following strengths of the programme (p. 6 in the SAR):

"well-qualified teachers, who despite unsatisfactory working conditions achieve outstanding results. Students are involved into professional activity and find jobs while studying in higher education institutions. The international collaboration of ICAE also received positive evaluation".

The following recommendations for improvement of the study programme were provided (p. 6 in the SAR):

"insufficient volume of teaching practice, unclear implementation of assessment system, too broad volumes of the programme objectives, inappropriate material facilities for realisation of the study programme.."

It has to be mentioned that positive changes concerning the teaching practice have been observed at the national level as in 2010 the new Teacher Training Regulation introduced extension of practice up to 20 credit points.

The administration team of the Institute has pointed out that currently the structure of the University is undergoing a number of changes. The Faculty of Pedagogy and Psychology, the Institute of Social Communication, the Institute of Cultural and Arts Education and the Institute of Professional Competence Development are merging into the Faculty of Educational Science. This change establishes closer links and cooperation within the field of education in VPU. The management team also introduced the following changes:

- the study programme changed the study field and moved from educology to theatre pedagogy as this strengthened focus on teaching activities rather than artistic performance;
- the study facilities have been improved as extra training rooms have been renovated;
- objectives of the study programme have been narrowed and they potentially will be updated in terms of learning outcomes;
- change of staff was introduced as more educational elements arrived in the programme (e.g. introduction of puppets theatre);
- assessment criteria are reviewed in order to measure achievements of students;

- the cooperation with other institutions (Lithuanian academy of Theatre and Music) has been strengthened as some teachers are working in both institutions;
- the Institute presented action plan of 2008-2010 year;
- professional development planning (PDP) guidelines have also been introduced;
- the programme is undergoing structural changes as the modular approach and ECTS will be introduced. The management team presented the EU funded project "Improvement of Teacher Training Quality Renewing Study Programmes of First Study Level at Vilnius Pedagogical University", which is aimed at moving from teaching strategy to learning and student-centred approach.

Concerning these changes it has to be mentioned that action plan and PDP is still paper based, as evidences of impact have not been presented. These require some years in order to see whether the changes are installed at the level of daily programme activities.

It has to be pointed out that the management team presented a positive attitude towards undergoing changes and a strong willingness to support staff in meeting internal and external challenges as well as teachers started to cooperate in order to meet needs of students. Concerning the type of student the programme would like to attract the emphasis is given to entrants who love children and would like to help them to express themselves through a drama approach. The values of sharing and giving are also embedded in the programme in order to keep a unique profile.

It can be summarised that changes in the programme are supporting the shift from a paradigm of artistic performance towards one of artistic education.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

The self-assessment group analysed the demand for theatre educators in the labour market. According to the data of various sources, about 50 % of the graduates of teacher training and pedagogy programmes are employed in the system of education. The acquired Bachelors degree of the subject creates the opportunity for the graduates to find employment not only in the system of education but also in all the positions that require teaching competences such as theatre companies, drama studios, etc.

The real demand for teachers, who are able to work in the field of theatre education emerged in 2000, when the study subject of theatre was introduced as an optional subject in Forms 11-12. The General Theatre Education Curricular for Primary and Basic Education (2008)

and Secondary Education (2002) state that the study subject of Theatre may be taught as an optional study subject in all the forms of general education schools (as well as in conservatories and gymnasiums). The real extent of this activity differs from school to school depending on the school authorities' willingness to allocate hours for this subject, needs of school learners and, mainly, on the qualification of theatre teachers. These teachers are also able to run the programmes of non-formal education. The data shows that the number of children who have chosen theatre as an area for extra curriculum activities has a strong tendency to increase in Lithuania and evidences are provided in the SAR (see p. 7). The results of the analysis of the demand in the labour market helps one draw the conclusion that the specialists, who started their education in 2005, will have a possibility to get employed in schools, when demand for them will increase after the economic crisis is over and there will be more possibilities for financing of non-formal education hours. Theatre directors, stage directors, teachers, writers and other social partners also expressed the need for theatre teachers.

The self-assessment group pointed out that the programme attracts not only students with artistic vocation but also ordinary individuals, who want to become teachers with specialisation in theatre.

The purpose of the programme meets the principles of expanding a range of arts education programmes available in the system of formal education. To enable all the school learners to satisfy various needs of their artistic expression, to develop different intellectual abilities drama can be taught as a subject of purposive arts education in the programmes of primary, basic and secondary education as an optional study subject. The Ministry of Education approved the General Curriculum of Film and Fine Arts, which can be also implemented by graduates of this programme as they learn the study subject of Film making. The self-assessment team mentioned that the General Curriculum of Theatre Education and other curriculum that integrate artistic expression target at development of general competences, i.e., social, cognitive, communication, cultural awareness, personal, initiative and creativity and that of learning to learn.

The study programme meets the EU documents as well as *Key Competences for a Changing World (Brussels, 25.11.2009;COM (2009) 640 final)* states that it is necessary to create programmes for development of general competences such as cultural awareness and expression, entrepreneurship, social competences and others as well as to enhance principles for lifelong learning.

1.2. Learning outcomes of the programme

The self-assessment group considered the recommendations given in the final report of external self-assessment and narrowed the goals of the study programme and decreased the artistic orientation of the study programme to make it more attractive to ordinary students, who admire theatre and want to become teachers and to make the focus of the programme on training a teacher rather than an actor and to introduce a broader range of acquired competences. Revising the competences of the programme the Descriptor of Teacher's Professional competence was considered and the self-assessment group formulated list of professional and generic competences acquired during studies.

The structure of the outcomes is consistent and comprises knowledge and practical, cognitive and transferable abilities appropriate for the activity of theatre teacher. The outcomes of the study subjects are in conformity with the programme outcomes. As it can be seen from the examples of outcomes of particular study subjects, the outcomes of the study subjects specify the outcomes of the study programme according to needs of the core and professional study specialisation.

2. Curriculum design
2.1. Programme structure

All the subject-related knowledge acquired during the lectures is applied in practice. First and second year students apply theoretical knowledge in the study subjects of Theatre expression, Stage language, Expression through movement, Film making, Puppet theatre, etc. performing creative assignments and presenting their results during classes to their peers, during open performance for community of ICAE and performing in kindergartens, schools, culture centres, etc. Thus, students have a possibility to exercise the acquired knowledge and abilities and to identify potential gaps in their own learning. In years III and IV students apply knowledge during the studies of Theatre didactics and practice, Theatre games, Social drama, Informal theatre education and other subjects apply it practically organising assignments for colleagues, observing classes of younger colleagues, providing comments and evaluating their peers. On the one hand, this means that in the first two years students experience artistic activities and learning subjects of general university education. On the other hand, the gap between these two directions is still evident. Therefore, they emphasize the subjects of artistic education rather than the subjects of education science, as the foundation of education science is weakly contributing to development didactical competence. It is to be noted that this is not a new phenomena or one

particular to Lithuanian teacher education institutions. Quite a lot of research work shows that both university students and graduates note the difficulty in seeing the education science subjects as providing immediate help in their profession. However, these disciplines help in developing also the person in a holistic sense and therefore indirectly effects the person as teacher and pedagogue. At the same time, it is to be noted that many within these disciplines are trying to relate in a more direct and relevant manner the topics covered to the daily life of the teacher.

2.2. Programme content

Following the legal requirements, the volume of the programme is 160 credit points. Developing the programme, i.e., including the study subjects, defining their content, number of volume in credits, the requirements determined by the Senate of VPU, which were in effect at that time, were taken into account. The study programme consists of the study subjects of general university education, the study subjects of fundamentals in the field of education and the study subjects of theatre education as well as freely elective study subjects. It can be stated that the numbers of credits meet the general requirements for study programmes, the study outcomes ensure development of cognitive, practical and transferable abilities.

3. Staff
3.1. Staff composition and turnover

Staff composition shows that the research and artistic activity areas meet up to the subjects they teach. Researchers in educational science, art studies, philology, economics, informatics, medicine, philosophy, sociology, and psychology implement the study programme. The qualification of teachers is sufficient pursuing the goals and outcomes of the study programme. All the teachers are full-time teachers with Master's or higher degrees. The research topics, articles, artistic activity meet the field of the subjects within the curriculum. Teachers of arts subjects are acknowledged artists and teach according to the field of their artistic activities. On the other hand, teachers in theatre education subjects need to expose themselves in scientific research activities in order to introduce new foundations and approaches towards learning of artistic education rather than to focus on artistic approaches.

During the period of the self-assessment the change of teachers working in the programme was minimal. The teachers of Aesthetics, Non-formal theatre education, Children's puppets theatre, Social drama, Film making at school, Theatre games in lessons, A. Boal's Forum theatre changed. The teachers of these study modules were not permanent full-time teachers.

They worked as assistant lecturers and associate professors. The reasons for teacher turnover are of a personal nature and their leaving has not had any negative impact on the quality of programme implementation. Constant observation and evaluation of the efficiency of the study programme, the study subjects of the programme were supplemented by two more study modules: Film and theatre music learning or Genres of music theatre and Integration of ICT into the Subject Teaching or Integration of ICT into the Informal Education. Thus, possibilities for students' expression and competence development were expanded.

3.2. Staff competence

The teachers of arts subjects work in Lithuanian theatres, participate in Lithuanian and foreign festivals and have acquired practice in arts education of children and youth. Different Lithuanian and foreign artists are invited for meetings, creative seminars and discussions on topics of arts education. The teachers have acquired varied experience in artistic activity. On the one hand, the programme involves three highly professional artists, who have also been positively evaluated by students. On the other hand, the programme needs artists with a research qualification in the field of theatre education.

During the period of self-assessment 5 assistant lecturers fulfilled qualification requirements and were granted position of lecturer (4 of them are teachers in the programme), 2 lecturers became associate professors (1 of them teaches in the programme), 3 teachers were assessed for the same qualification (2 of them in the programme). Nevertheless, for higher professionalization of the field of theatre education the management team has to support artist lectures to obtain a research qualification in education science.

The self-assessment team acknowledged that there is a lack relations and experiences exchange with teachers working according to similar programmes in other universities and higher education institutions. In future there are plans to explore possibilities for teacher exchange programmes.

4. Facilities and learning resources

4.1. Facilities

The students of Theatre Education, just as other students of ICAE study programmes, learn study subjects of general university education together with students of the Faculty of Pedagogy and Psychology and Institute of Social Communication. The working conditions in practising rooms have considerably changed. It has piano, audio equipment, projector screen, mobile multimedia equipment, theatrical spotlights, lighting rheostat, blind curtains, storage room for

decors and costumes, the room has been adjusted to practical classes and theatre performances (up to 30 viewers). New chairs with fold-down desks have been purchased for one of the practising room, which creates conditions also for theoretical classes. During evaluations of theatre assignments and performances in Room 241, Room 242 is turned into a make-up and changing room. Following the Register of the Long-Term Assets, ICAE purchased furniture and equipment for 92 075 Lt in the period of 2005-2010 and computer and technical equipment and new software for 74 591 Lt (5 laptops, 5 video projectors, 15 stationary computers and 5 multifunctional printers). Thus, it can be stated that the facilities have significantly improved thus providing a better quality service to the staff and the students.

4.2. Learning resources

Funds of books, textbooks and other printed publications needed for the programme are sufficient in the library and specialised reading rooms. Students have a possibility to use not only four reading rooms of the University but also funds of the specialised Methodological Room of Pedagogy, which functions under the Department of Educational Science. In the period of 2007–2008 the Department has purchased 200 new books. Moreover, the Department of Arts Education also accumulates methodological literature, which is accessible to students.

The list of subscribed periodical publications that meet the goals of the study programme is sufficient. On the initiative of the Department of Arts Education, every year VPU subscribes to the most important periodical publications of arts education: *The Journal of Aesthetic Education, Research in Dance Education, Research in Drama Education, International Journal of Music Education, Music Education Research*. Despite the fact that only one journal is directly related to theatre education, other journals also contain a sufficient number of articles about theatre education.

The library itself draws up the list of databases and subscribes to them and students have access to them from the university computer network and a number of them are accessible from external computers with passwords. Through subscribed databases library readers have access to more than 20 thousand full-text journals and other publications.

The teachers of the Bachelor study programme of Theatre Education have prepared the methodological publications (see SAR, p. 34) that facilitate achievement of goals and outcomes of the programme.

5. Study process and student assessment

5.1. Student admission

In 2007 and 2008 new admission regulations were introduced together with the entrance theatre test, which evaluated entrants' aptitude for studies in Theatre Education. In 2009, when the new Law on Science and Studies came into effect and changed the regulations of admission to higher education schools, financing criteria and procedure, the theatre test was introduced but it was evaluated as a 'pass or fail' and did not have any influence on the admission point. This system was not deemed appropriate because the admission point included evaluation of mathematics and this decreased the possibilities of a big number of entrants with excellent theatre skills and sufficient motivation choosing studies in Theatre Education for receiving state financing.

The creative test is necessary for admitting students to the study programme of Theatre Education to ensure that students are able to perform creative assignments within the study programme. The test consists of three parts: creative theatre competence, an ability to improvise, and basics of theatre knowledge are tested. A motivational interview is also conducted to identify the real intent for choosing this line of studies.

Teaching practice and professional competence development practice creates possibilities for a student to acquire knowledge and experience as well as to learn from this experience. Special assignments encourage a student not only to cognise but also to change traditional theatre (self-) education practice, to apply new methods of learners' cognition and (self-) education and content. Students are provided with conditions to show their own works, to conduct performances in kindergartens and schools and thus they gain a possibility to practically experience the activity in schools, to communicate with theatre teachers themselves and with children. Students are able to apply own skills and knowledge through organised events or by organising them themselves. Individual consultations are also employed, which contribute to better penetration into the content of studies, interim results and problems. A possibility for a more purposefully and deeper discussion is established and a need for individual assistance is satisfied. The schedule of free attendance is used by students actively involved in cultural and artistic activity or working.

The Programme students are also active participants in various support campaigns and charity projects. During practice students observe and conduct theatre lessons, after school classes and events. During the process of creative work and direct contact during the lessons, school learners are familiarised with a possibility to study in the programme.

5.2. Study process

The timetables of the full-time study programme of Theatre Education meet the trend of the study programme which is independent oriented learning and contribute to achievement of the set goals, objectives and professional competences. Timetables are devised to enable students to attend lectures of general education subjects with students of other study programmes and to have seminars and study subjects of specialist education in own group; classes are planned to enable students to perform independent work and considering students' wishes; students, who actively participate in cultural and artistic activity, get an opportunity to study according to the individual programme.

The monitoring of full-time and part-time students' academic progress is organised by collecting data for generalising evaluations of interim assignments (essays, course work essays, projects, presentations, creative and self-dependent assignments, etc) based on their conformity to the established criteria and the study outcomes. Such monitoring allows for timely pedagogical assistance. The head of the Bachelor study programme of Theatre Education, supervisors of Bachelor papers and administration of the Institute carry out this monitoring.

The students of the study programme of Theatre Education are actively involved in artistic activity. In the period of 2007-2009 they staged and showed a number of performances in various towns of Lithuania, students also assume responsibility by performing varied functions including that of stage directors in TV and other events. Under supervision of teachers, students participate in educational projects, during which the university community is familiarised with the theatre arts.

The Institute of Cultural and Arts Education has close relations with the Department of Drama of Bergen Pedagogical College, which implements the study programmes of Drama Pedagogy of first and second level and consult colleagues there when preparing and reviewing the study modules of Social drama (which is a new phenomenon in Lithuania) and other study subjects.

The academic staff participates in the activities of art education in the Baltic countries (Finland, Estonia, Latvia, Lithuania, Poland, Germany, Sweden and Denmark). On the other hand, no teachers have been invited for academic work from other institutions during the assessed period. Students also expressed their wish to have lectures from other countries. Therefore, possibilities for attraction and invitation of foreign teachers should be more actively searched for during exchange programmes.

Since the study programme is relatively new, students started employing mobility possibilities only last year. The number of students willing to enter Erasmus exchange programme is increasing.

5.3. Student support

Students of the programme are provided with favourable conditions for consultations with the programme teachers. Next to individual consulting, e-communication and group consultations are also provided. In the beginning of each semester, students' meetings are organised to discuss topical issues, changes in the programme and possibilities for studies.

The University also provides various social support opportunities, e.g. Psychological Consulting Centre, the Sports Centre. Students have a possibility to join VPU artistic groups (academic mixed choir "Ave Vita", song and dance ensemble "Šviesa'", folklore ensemble "Poringė", string chamber ensemble "Credo", Drama studio). The Language Centre of the University organises courses of English, German, French, Italian, Swedish, Norwegian and Danish of various levels for VPU students. Teaching is organised in groups and individually according to generalised and specialised programmes.

5.4. Student achievement assessment

The self-assessment report and meetings with the groups of stakeholders indicated that the criteria for students' achievement assessment are presented to students in the beginning of each semester and starting the study subject. An attempt is made to clarify whether students understand what learning outcomes will be assessed. In this way the system of assessment criteria may be revised and corrected.

Feedback is maintained periodically, in a continuous interaction, during seminars and lectures and through conducted surveys. Students' achievements are presented and evaluated after they complete written works, colloquiums, tests, projects, prepare portfolios and various practical assignments. During the classes of theatre education subjects students' achievements are daily discussed. Recommendations as to how to improve their own work are personally presented to students. At the end of examinations or generalising evaluation a detailed analysis of each student's work is carried out. Thus, students are encouraged to analyse individual actions, position, to evaluate assignments, the quality of studies and, thus, develop their transferable skills. Reflective analysis during seminars and individual consultations is an

important measurement of maintaining systemic feedback with programme students and of providing information on their achievements.

Students' self-evaluation is applied in the process of study evaluation. Prior to receiving teacher's evaluation, students are asked to evaluate their own achievements following the same criteria.

To ensure the validity, reliability of study results and feedback on the study quality, a questionnaire survey is organised asking for evaluation of the study programme, its content structure, established goals, conformity between methods and goals, applicability of the acquired knowledge and to express own attitude and suggestions regarding possibilities for the study programme improvement.

The requirements for Bachelor papers are set up by the Department of Arts Education following the general requirements for graduation papers. Observation of final papers indicated that formative assessment is in place as students can develop and continue the research topic from the first course paper.

5.5. Graduates placement

Data in the self-assessment report indicate that employability of the graduates meets the purpose of the study programme, i.e., the graduates apply the acquired skills in own professional life: 62.5% of the graduates (out of 90% of the employed graduates) work in the field of art education.

According to graduates they acknowledge development of competences during studies. They emphasized skills of creativity and team building, development of personality (e.g. finding yourself), knowledge of psychology that are especially useful when working with different age groups of learners.

Employers pointed out skills of graduates in the field of non-formal education. On the other hand, they expressed the need for more experiential learning and noted that there are still weak links within the study programme in the non-formal education dimension, youth education as well as skills of drama scenarios development. These area are very needed in the professional practice.

Employers as social partners came out as quite active within the community. They expressed a positive attitude towards the programme and the need to be more actively involved in the programme committee and evaluation of the programme.

6. Programme management

6.1. Programme administration

The programme management consists of six members, who are responsible for the management of the activities of the Committee of Study Programme, self-assessment, representing ICAE in various Lithuanian or foreign events, analysing Lithuanian and foreign study programmes, organising continuous improvement of the programme, disseminating information about the study programme, collaborating with governmental and nongovernmental organisations that employ graduates of the programme in order to improve training. .

The Programme management team collaborates with teachers of the Department of Arts Education, the Council of ICAE in making decisions about implementation of the programme. The teachers of the Department directly submit suggestions to the Management group regarding the implemented programme. The head of the Programme management team informs teachers and students about improvements in the programme.

6.2. Internal quality assurance

The quality of the study programme is analysed by the programme management group members, teachers of the Department of Arts Education and ICAE Council discussing if the goals, content, study methods, and assessment comply in the programme.

The results of study quality assessment are used for improvement the study programme and study subjects, assessment, revision of the plan for actions of study quality, initiation of changes in teachers' research activities and professional development, improvement of facilities and learning resources of the Institute.

The teachers, who do not belong the Committee of the Study Programme and administration, are involved in the activities of assessment and improvement of the study programme as they engage in regularly updating descriptors of study modules.

Teachers' and students' attitude to teaching /learning and satisfaction are perceived as the key parameters in the evaluation of the study programme because it is thought that they express the goals of the programme and penetrate into the whole process of studies ensuring their optimal implementation. Varied discussions, meetings, observations, questionnaire survey were conducted.

The results of the quality assessment of the study programmes are discussed in the Programme Committee, the Faculty Council, meetings of the Department and social stakeholders are familiarised with the results of the quality assessment.

The evaluation results are employed designing the content of study subjects, improving forms and methods of studies and assessment. Taking into account the tendencies in curricula the focus in arts education is laid on four roles of teacher's activity (artist, teacher, researcher, cultural worker), which make up the essence teacher's professional identity and is the goal of the study programmes of Arts Education (Dance, Theatre, Music, Fine Arts). In the programme of Theatre Education the multi-role teacher's identity is developed.

Competence of performing all the four professional roles in the context of Theatre Education is specified mainly not during lectures of arts or cultural education but rather during the time allotted to self-studies (writing essays, course work essays, conducted research, etc.). During contact hours (lectures), the focus is laid on the latest achievements in the field.

Academic staff of the department and students are presented with the results of the study programme evaluation. The results are also discussed in the Council of Faculty. A representative of the students sits on the Council of ICAE, who expresses students' opinion regarding the programmes' quality. Students participate in the administration of the programme in the following way: their opinions are considered while discussing forms of assessment and their time, evaluation criteria, their internal motivation to understand the studied subjects as well as to envisage personal and social meaning is encouraged.

The information on current problems and innovations of theatre educators collected during collaboration with member of Lithuanian Children's Theatre Association and participating in seminars, discussions and events for Lithuanian teachers of theatre, is employed for improvement of the programme.

III. RECOMMENDATIONS

3.1. To develop Erasmus exchange for teachers mobility, especially incoming teachers in order to expose students to the international experience in the field of theatre education;

3.2. To develop foreign language policy and implementation measures in continuing professional development of staff in order to enhance internationalization of professionalism in the field of theatre education;

3.3. To establish opportunities for lectures of theatre subjects to start PhD studies in education science in order to strengthen scientific research in the field of theatre education;

3.4. To address the ongoing improvement of the final papers by introducing the ethical issues of the qualitative research, discussion chapter of the results and reviewing international literature.

IV. GENERAL ASSESSMENT

The study programme *Theater education* (state code – 61207S141 (612X14006)) is given **positive** evaluation.

Table. *Study programme assessment in points by evaluation areas*.

No.	Evaluation area	Assessment in points*
1	Programme aims and learning outcomes	4
2	Curriculum design	4
3	Staff	3
4	Facilities and learning resources	3
5	Study process and student assessment (student admission, student support, student achievement assessment)	4
6	Programme management (programme administration, internal quality assurance)	4
	Total:	22

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

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

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

4 (very good) - the area is exceptionally good

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Grupės nariai: Team members:	Prof. dr. Bluma Dainuvite Doc. dr. Daiva Lepaitė Prof. dr. Peter Van Petegem dr. Daniele Vidoni