

# Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: Jāzeps Vītols Latvian Academy of Music

Study field: Education and Pedagogy

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# Summary of the Assessment of the Study Field and the Relevant Study Programmes

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The study field "Education and Pedagogy" at Jāzeps Vītols Latvian Academy of Music (further – JVLMA) is aimed at educating professional teachers of music, dance, visual arts and theatre arts by providing two study programs: 1) a first level professional higher education study programme (Latvian Qualifications Framework (LQF) level 5, Professional Qualification Level (PQL -4) and 2) a professional bachelor study programme (LQF 6, PQL 5).

The first level professional higher education study programme "Music, Dance, Art Vocational and Interest Education Teacher" includes three sub-programmes "Music Teacher", "Dance Teacher" and "Art Teacher" where sub-programme "Music Teacher" offer such specialisations: piano, accordion, violin, cello, double bass, kokle, guitar, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, euphonium, tuba, percussion, music theory and literature. There are no specialisation under the sub-programme "Dance Teacher" and "Art Teacher".

The professional bachelor study programme "Music, Theatre Arts, Dance, Visual Arts Teacher" includes four sub-programmes "Teacher of music and cultural studies", "Teacher in dance and cultural studies", "Teacher in arts and cultural studies", and "Teacher of theatre arts and cultural studies" where sub-programme "Teacher of music and cultural studies" offers three specialisations: "General Education Music Teacher", "Professional Education Music Teacher (piano playing, accordion, violin, cello, double bass, kokle, guitar, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, euphonium, tuba, percussion teacher), and "Professional Education Music Teacher (music theory and literature teacher). There is one specialisation offered for the sub-programme "Teacher in dance and cultural studies" - "Vocationally oriented and interest-related dance and culture studies teacher". There is one specialisation offered for the sub-programme "Teacher in arts and cultural studies" - "General education visual arts and cultural studies teacher". And there is one specialisation offered for the sub-programme "Teacher of theatre arts and cultural studies" - "General education and interest-related theatre and cultural studies teacher".

However, experts have also noticed that the term "sub - programmes" is not used in accordance with the requirements set in Law on Higher Education Institutions under section No.55. Experts conclude that sub - programmes in this case rather are specializations considering that at the end of the programme students receive the same qualification. Therefore JVLMA should reconsider the use of term sub - programmas and specializations.

The main strengths of the field and both study programs are the following:

1. The study field and both study programmes comply with the strategic development of the JVLMA and meet the needs and the development trends of the society and national economy.
2. The quality assurance system contributes to the achievement of the aims and learning outcomes of the study field and the relevant study programmes, ensures continuous improvement, development, and efficient performance of the study field and the relevant study programmes. The surveys reflect that the mechanism for obtaining and providing feedback, including from students, graduates and employers, is effective and focused on the improvement of the study field.
3. The JVLMA has clearly defined the system of methods, principles and procedures for assessing achievements of students as well as transparency is evident in terms of publicity.
4. The requirements of the regulatory enactments, ensure the achievement of the objectives and study outcomes of the study programme, all sub-programmes, and the corresponding study courses.
5. The JVLMA implements the principles of academic integrity and mechanisms for their observance, applies an anti-plagiarism system and promotes the development of the internal culture of the institution in terms of defining rules and codes for academic behaviour of academic staff and students.

6. The JVLMA has established a system for determining and redistributing the financial support required for the implementation of the study field and the corresponding study programmes.
7. The students of pedagogy have an opportunity to participate in artistic projects together with students from other study programmes of the JVLMA (specialised in performing arts). There are great examples of research projects and artistic project activities of teaching staff in the JVLMA.
8. The content of the study process is adapted to the requirements of Skola 2030 that leads to compliance with the school curriculum.
9. The structure of the programmes gives students the opportunity to continue their studies in the later stages of the bachelor's study programme after completing the short-cycle two-year study programme.
10. The academic staff often participate in the creation and updating of content at the national level, which is often facilitated through cooperation with several educational and cultural institutions, labour market entities, specialists in relevant industry, etc.
11. It is evident that all necessary means are present to pursue research-oriented activity, especially in a domain of interdisciplinary artistic research, e.g., focused on cognitive approaches to arts or heritage studies, etc. The JVLMA is demonstrating impressive competence in the area of performing arts.
12. There is an overall platform structure and potential for all necessary institutional elements to fulfil, e.g., international cooperation, scientific counselling bodies, IT platforms to support students' and staff's research activities, etc. Further training opportunities ensured by the JVLMA are offered to the academic staff as well.
13. Distinctive professionals in arts are invited as guest-lecturers, and later have become part of the teaching staff, which shows that the JVLMA is focussing on the task of attracting qualified teaching staff.
14. The JVLMA is keeping-up with the graduates, employers to establish professional cooperation with them. External cooperation with national cultural and educational institutions and NGOs is well established.

The main weaknesses of the field and both study programs are the following:

1. Regarding strategic development of the study field of Education and Pedagogy cooperation institutions (the Art Academy of Latvia - LMA and the the Latvian Academy of Culture - LKA) are seen in terms of the contractual agreement regarding implementation of represented specialisations (visual arts pedagogy and theatre pedagogy) instead of more advanced strategic cooperation and development in the study field of Education and Pedagogy.
2. There is a lack of cooperation with other HEI in the field of Education and Pedagogy in Latvia, e.g., University of Latvia, Daugavpils University, Liepāja University etc. to ensure the holistic approach to teacher education in Latvia.
3. In case of closing the study programmes in the study field of Education and Pedagogy, students could be proposed to study only in the field of Art as the HEI only provides the possibility to continue studies in their own academy. This would not meet their expectations to receive a degree in Education and a teacher's qualification. The proposal to study Arts is not equal in terms of a qualification and degree in the field of Education.
4. SWOT analysis can be more reliable if it is done on the basis of key performance indicators (KPIs) that provide data for valid analysis.
5. Though the JVLMA quality assurance system does ensure continuous improvement, development, and efficient performance of the study field, the practical implementation does not involve internationalisation to the needed extent, which is mentioned many times in the quality policy. The international segment of teaching and their studies is something students are not fully satisfied with. Mobility opportunities to gain international experience in research and teaching are not used sufficiently. Foreign cooperation should be equally encouraged as well.

6. Mapping of assessment methods with the courses is too general and does not provide enough information on relevance and validity of applied assessment methods and learning outcomes in courses.
7. The component of professional specialisation in the internship requires to demonstrate professional mastery while that is not evident in the composition of learning outcomes for the bachelors programme.
8. There is no division between semesters in the course descriptions for courses that last more than one semester and there are no C part courses provided in the First level professional higher educational study programme "Music, dance, arts vocationally oriented and interest-related education teacher".
9. The proportion of drawing, painting, sculpture, composition in sections B-I and B-II of the art sub-programme of the First level professional higher educational study programme "Music, dance, arts vocationally oriented and interest-related education teacher" has to be balanced out to eliminate the risk that future teacher cannot teach the students the trade, even if he/has mastered the methodology perfectly.
10. Methodological topics and topics on research or scientific ethics should be more integrated in the curricula, as well as more topics on Participatory Action Research (PaR) methodology.
11. For all language courses there is one joint description of the study course, which is not an appropriate practice to do so.
12. There is a lack of strong partnership in the interdisciplinary areas of research in dance, visual arts, theatre arts pedagogy and music to ensure that future teachers have a possibility to enhance the research competence in the specific areas of their interest.
13. The amount of publications developed by academic staff members in international refereed peer reviewed research journals in the represented scientific areas are not sufficient.
14. The infrastructure for Dance and Culture studies does not correspond to necessities for training in dance improvisation using modern technologies.
15. There is a lack of financial support for materials for students who acquire part B courses in the partner institutions (e.g., for visual art teachers when they study in the premises of the LMA).
16. More investments in IT technologies that support teaching and creative process is lacking, so future Music teachers could prepare themselves to work in any type of educational institution with new innovative interest-related educational activities.
17. The English version of the webpage ([www.jvlma.lv/en](http://www.jvlma.lv/en)) does not contain a document combining information about the study field and programmes.
18. Term "sub - programmes" is not used in accordance with the requirements set in Law on Higher Education Institutions under section No.55.

## **I - Assessment of the Study Field**

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#### **1.1 Management of the Study Field**

##### **Analysis**

###### **1.1.1.**

The aim of the study field "Education and Pedagogy" is to provide the highest level of professional teachers of music, dance, visual arts and theatre arts, in accordance with the national standard for the teaching profession. The aim is described in terms of professional and methodological excellence. The aim of the study field "Education and Pedagogy" is also in line with the first of the two development directions of the "JVLMA Development Strategy 2016-2023" - a high quality, internationally competitive centre of excellence for music, performing arts and music pedagogy studies and artistic and creative activities, as well as the first three of the four objectives of this

development direction, which are also considered to be the objectives of the study field at the same time: 1) Ensure access to studies for all who are willing, able and adequately prepared; 2) Ensure quality studies as a top priority for all stakeholders; 3) Ensure the competitiveness of studies.

The study field “Education and Pedagogy” in educational portfolio at the JVLMA includes two following professional study programmes: 1) a first level professional higher education study programme (Latvian Qualifications Framework (LQF) level 5, Professional Qualification Level (PQL) 4) and 2) a professional bachelor study programme (LQF 6, PQL 5). Both study programmes provide education in music, dance, visual arts and a professional bachelor's degree in theatre arts pedagogy. Graduates of both study programmes are awarded the professional qualification “Teacher”. While the profession of Teacher at level 4 of professional qualification entitles a person to work in preschool, vocational education and vocational interest education programmes “Teacher” at level 5 of professional qualification entitles a person to work in general education institutions. The aims of the study field in the descriptions of the programmes (see Parameters in [eplatforma.aika.lv](http://eplatforma.aika.lv)) are clearly defined and attainable as well as related to lifelong learning purposes to follow up the next level of the qualification framework. Descriptions also provide attainable learning outcomes that are in accordance (see SAR Annexes on compliance of study programmes with the occupational standard) with the laws and regulations of the Republic of Latvia.

The study field of Pedagogy and Education and two study programmes under assessment comply with the following directions of the strategic development of the JVLMA in terms of providing specialised education as an Arts and Culture University. One of the strategic development directions (see The JVLMA Development Strategy 2016-2023) refers to being a high quality, internationally competitive centre of excellence for music, performing arts and music pedagogy studies and artistic and creative activities. Meetings with students and graduates confirmed that direction in terms of justifying motivation to study at the JVLMA. The direction of sustaining the centre of excellence is also supported by the three objectives of the study field (see SAR, chapter 2.1), namely: 1) Ensure access to studies for all who are willing, able and adequately prepared; 2) Ensure quality studies as a top priority for all stakeholders; 3) Ensure the competitiveness of studies. Moreover, SAR (chapter 2.1) provides information on development of the next strategic round by involving relevant bodies and representatives of the JVLMA. The head of a study field, the Director of the Study Programme, the Heads of the Music Pedagogy and Dance Pedagogy Departments, at least one student and graduate of the study programmes relevant to the study field, as well as at least one employer, will participate in the development of the Study Field Development Plan.

The study field meets the needs and the development trends of the society and national economy (see SAR, chapter 2.1.) as it is linked to the Latvian Cultural Policy Guidelines for 2021-2027, which indicated that investments in cultural education makes a significant contribution to the needs of society and economic development.

The interconnection of both study programmes included in the study field is clear and logical as they both provide teachers professional qualification, pedagogical components of both study programmes are aligned and regulated by the national law (see above mentioned SAR files for both programmes (41141 and 42141)), specialised fields of music, visual arts, dance, and theatre are available for students according to their needs.

#### 1.1.2.

SWOT analysis covers important areas of the strategic development of the JVLMA. Strengths consider strong identity in arts and its wide range of specialisations, and the thematic area of education. National cooperation with culture HEIs supports provision of specialisations that are not

covered by the JVLMA at the levels of the national qualification framework 5 and 6. Cooperation with a wide range of cultural and educational organisations established a supportive ecosystem for the internships and this was confirmed in the meeting with employers and social partners. Impact of studies in the field of education is also evident as the employment rate of graduates (from previous programmes) is high.

Weaknesses are related to resources in general (funding per student, material and technical infrastructure), low level of mobility - both academic staff and students, curriculum division into sub-programmes, and that requires resources for administration per sub-programme. Taking into account that the number of students per sub-programme is not high, administration is too personalised and not effective in general. Although personalization of curriculum can be considered as a strength, it is an administrative task to balance resources.

Opportunities are focused on actions rather than estimation of internal potential in fields like cooperation and policy making at the national level. Opportunities still have to be developed and discussed with social partners and students in order to establish a supportive environment to make an impact on the national policy level. Opportunities have to be seen as internal institutional capacities that are still not realised for strategic development purposes.

Threats are considered as risks that are identified as external factors. Except one threat (Poor quality and inefficient administration of programmes due to insufficient administrative resources), which can be stated as weakness.

Measures to address threats and weaknesses are realistic and achievable as they foresee operational actions and the main directions as well as stakeholders. In general SWOT analysis is missing the background (key performance indicators - KPIs) that provide data for valid and reliable analysis.

#### 1.1.3.

The SAR and meetings with the top management indicated that the strategic management and supervision of the management of study programmes in the field of Education and Pedagogy is provided by the director of academic affairs, research and creative affairs, and infrastructure. The development of the content of study programmes and the implementation of the programmes are planned and coordinated by the Study Programme Directorate, which is supervised by the Vice-Rector for Academic Affairs. The Directorate establishes and maintains an information database on students and study programmes, analyses the achievements of study programmes, promotes further education and professional skills development of lecturers. However, some decentralisation actions have been taken since 2018 and recently three core departments that carry out the study, scientific, creative, artistic and methodological activities of the JVLMA are established. The Education and Pedagogy study field is most relevant to the Art Education Unit. The head of the unit is also the director of both study programmes. SAR provides information that the JVLMA has one of the lowest student support staff costs. On the one hand, funds are rationally allocated to the provision of study courses (individual contact hours), on the other hand, there is insufficient organisational support for students. Therefore, additional human resources and redeployment are planned for the 2023/2024 study year. The Study Division is an entity (in addition to the three main units), whose main task is to deal with general and common organisational issues related to studies.

In the management structure the position of the Head of Study Fields improved strategic management regarding drafting the strategy for the development of study fields and study programmes in accordance with the JVLMA Development Strategy and the national cultural policy, implementation of the strategy for the development of study fields, development of internal

regulations and documentation related to study and academic activities, coordination, control of their implementation and further development, the monitoring of compliance of the JVLMA regulatory enactments regulating the study process with external regulatory enactments. Both study programmes corresponding to the study field of Education and Pedagogy have one study programme director who is responsible for operational issues regarding studies, e.g. organising, updating and implementing the development of study programmes. The study programme director coordinates and supervises the work of department and class masters, provides advice and information to students, provides methodological, organisational and informational support according to competence, develops study programme content and evaluation criteria, collects information about students' achievements and study results (in cooperation with filing clerks), organises internship work, documentation records and control of internship implementation. This division between strategic management and operational management is efficient and clearly defines responsibilities.

The SAR indicates that academic departments are responsible for the study, scientific, creative, artistic and methodological work. The main task of the departments is to develop the content of the study courses relevant to the objectives and scope of the JVLMA, to ensure quality implementation of the content and to control the development of the study courses within its competence. The Art Education Unit has two departments: Department of Music Teachers and Department of Dance Pedagogy. Both departments are responsible for the implementation of study courses that are directly related to music or dance pedagogy. In the maintenance of instrument playing, conducting, dance, vocal music, jazz music, musicology and general studies courses, the Head of the Arts Education Unit (also the Programme Director) works closely with the Departments of Performing Arts, Musicology, Composition and Technology or with cooperation partners - the Art Academy of Latvia (LMA) and the Latvian Academy of Culture (LKA). However, management of the programme part that is related to visual arts pedagogy is organised at the LMA and meetings with different stakeholders of the programme indicated that some measures have to be taken in order to ensure establishing one functioning umbrella of all three institutions involved in implementation of these two programmes.

#### 1.1.4.

The SAR provides information on the Admission Rules of the JVLMA and this document consists of two independent parts: 1) the rules for admission to study programmes, and 2) the content of the requirements of the admission tests. In order to determine the adequacy of professional preparation for entry to the study programmes of the JVLMA and to select the most talented applicants in a competitive procedure, all applicants are required to take additional requirements tests, which are agreed upon with the Higher Education Council. Admission to both study programmes requires general secondary or vocational secondary education and passing centralised examinations in Latvian, mathematics and a foreign language.

The admission rules and the content of the admission test requirements for the following academic year are made public by the JVLMA (see <https://www.jvlma.lv/en/studies/application-and-admissions>), in accordance with the procedure laid down in the Law on Higher Education Institutions.

Provided information, e.g. links to documentation of study regulations in the SAR demonstrates that the recognition of competences acquired outside formal education or in professional experience and the study results achieved in previous education is functioning at the JVLMA through two distinct procedures, i.e. separate procedures 1) for the recognition of the study period for studies at later stages and 2) for the recognition of learning outcomes acquired outside formal education or through professional experience. The procedure has been developed taking into account the requirements

formulated in section 47 of the Law on Higher Education Institutions and Cabinet Regulation No 932 of 16 November 2004 "Procedure for Starting Studies at Later Stages". The SAR describes a case of applied recognition of the study periods when a student submitted an application to change her study programme from the sub-programme "Teacher of Music and Cultural Studies", specialisation "Teacher of Music/Trumpet in Vocational Education", to the Professional Bachelor's programme "Instrumental Music, sub-programme Wind Instrumental Performance, specialisation Trumpet Performance".

The second procedure of recognition of study results acquired outside formal education or in professional experience at the JVLMA is also made public (links provide documentation on regulation of this procedure) and is in accordance with the regulations approved by the JVLMA Senate's "JVLMA Regulation on Recognition of Competences Acquired Outside Formal Education or in Professional Experience and Study Results Achieved in Prior Education". The Regulations have been drafted on the basis of Cabinet Regulation No 505 of 14 August 2018 "Rules for the recognition of competences acquired outside formal education or acquired through professional experience and study results achieved in previous education". Implementation of this procedure is also clearly described in terms of document submission and decision of the Commission. Timing of evaluating documents and evidence as well as preparation of a decision is adequate (1 month). Again, one case is provided and the procedure clearly described by demonstrating how a decision was taken in this particular case.

Moreover, while the JVLMA is the only higher education institution in Latvia that provides higher education pedagogy study programmes in the fields of music, art, theatre and dance, the SAR adds a confirmation that the JVLMA will provide students with opportunities to continue their studies in one of the other study programmes implemented by the JVLMA. That is anticipated in the Report "Proposals for ensuring teacher education in Latvia that meets the requirements of conceptually new competence-based education" developed by the Ministry of Education and Science and supported by the Cabinet of Ministers on 9 January 2018 (SAR provides the link to the conceptual report Latvijas Republikas Ministru Kabinets: Tiesību aktu projekti (līdz 08.09.2021)). According to this informative report, the implementation of the standards of all pedagogical study programmes has been seen in six higher education institutions of Latvia, taking into account their previous specialization in the offer of pedagogical study programmes and the need for the training of specialists in a certain field in the regions – in terms of music and cultural understanding and self-expression in the arts, the implementation of these standards was determined and provided only by the JVLMA. The training of specialists abroad for a profession regulated in Latvia should not be assessed as an alternative to continuing studies after the closure of the study programme. And given that the JVLMA implements bachelor's study programmes in the field of Arts, within the framework of which there is an opportunity to take courses in pedagogy and to obtain the right to work as an educator in vocationally oriented education, then this, in the opinion of the JVLMA, would be the most appropriate alternative, which would be available to students if the study programme is closed or its implementation discontinued. On the other hand, the field of Arts is not under regulation of pedagogical studies that provide a teacher's qualification, therefore cooperation with other HEI's in the field of Education and Pedagogy should be considered as a more sustainable and relevant measure. Students have to be aware about proposals to acquire a degree in Education (not only in Arts) in case of closing the programme.

The SAR provides an analysis application of rules and criteria for assessing achievements of students. Rules and criteria are published on the website (SAR refers to specific files on the institutional web). The completion of a study course is assessed according to the content, assessment criteria and requirements specified in the course description. The JVLMA has established the Procedure for the Organization of Study Course Examinations and the Assessment of Students' Competence. The Procedure is extensive and indicates assessment methods, criteria for assessing



knowledge and skills, rights and responsibilities of students, rights and responsibilities of a lecturer, and an appeal procedure.

The JLVMA also established the procedure for organising and conducting state examinations, final examinations and committees as well as the procedure for appeals in cases of justified student complaints. SAR also provides files and links to publicity of these materials.

#### 1.1.5.

Assessment methods (see SAR, Annex 8) are mapped with the learning outcomes of the study courses in general while "The Guidelines for the Preparation of the Self-Assessment Report of a Study Field " requests to map each single learning outcome for each of the courses. This exercise is necessary in order to show how an assessment method is valid, reliable and measures a particular learning outcome. It has to be taken into account that the same assessment method could not be valid for measuring different components (knowledge, skills, abilities) of the learning outcome.

#### 1.1.6.

The JLVMA provides evidence that the principles of academic integrity and mechanisms for their observance, effective anti-plagiarism tools that promote the development of the internal culture of the JLVMA are applied and the stakeholders involved are informed about it on the website. The following important documents refer to this culture: "Code of Ethics", which is publicly available on the JVLMA website as well ensures a favourable and creative study environment, to promote mutual respect in the student-lecturer relationship. "Regulations on Academic Integrity" indicate the basic principles of professional ethics and behaviour of students, lecturers and employees with regard to academic integrity. These define, among other things, the concept of academic integrity: adherence to ethical and professional principles, standards and practices, and a consistent value system to guide decision-making and actions in education, research and academia.

Academic integrity of the JVLMA is implemented by observing certain ethical principles and defining the responsibility of lecturers, researchers and persons carrying out scientific activities, students, experts in the evaluation of intellectual property, members of the jury commission, reviewers, members of the scientific council, members of examination boards, members of the Academic Council, members of the State Examination Board, members of the State Final Examination Board, members of the Commission for Examination of Additional Requirements for Admission, and every person involved in academia towards ensuring academic integrity.

The report indicates that from September 2020 1st-semester students receive an information and briefing session as well as an introductory seminar in the library on the principles of academic integrity at the JVLMA and how to apply them.

The JVLMA also has an Ethics Committee. It is a collegial body that deals with the conduct of the Academy's staff (employees and students) concerning violations of the Academy's Code of Ethics, including violations of academic integrity. The Ethics Committee is approved by the Rector's decree and includes at least 1 representative of the general staff, at least 1 representative of the academic staff and 1 representative of the students.

The "Regulations on Academic Integrity" also define the concept of plagiarism: the use of published or unpublished works (including words, statements, phrases, passages, etc.) by another author without making an accurate and truthful reference to the author and/or work in question. The JVLMA has been using the Unified Computer Assisted Plagiarism Control System (VDPKS) - an inter-institution system where submitted works are compared with each other and with works submitted

to other Latvian universities. All submitted written state examinations - diploma theses, bachelor theses, master theses, master's theses, doctoral dissertations - are checked in the JVLMA VDPKS system when the theses are received at the Directorate of Study Programmes before they are passed on to thesis reviewers and representatives of the State Examination Board for review. No final works with signs of plagiarism have been found since the JVLMA joined the VDPKS.

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

It can be concluded that the management structure of the study field is under the responsibility of the JVLMA as the leading institution of both study programmes and the study field of Education and Pedagogy. The roles of management of this institution are clear. The support system (the administrative and technical) on behalf of the JVLMA is in place and ensures the needs of both study programmes. Cooperation institutions (the LMA and the LKA) are involved only in implementation of the study courses in terms of academic provision. A comprehensive system has been set up and procedures developed for the admission of students, for the recognition of the study period, professional experience, prior formal and non-formal education and for the assessment of students' achievements and learning outcomes. The system, supporting procedures led by documentation are logical and effective, the involved stakeholders are informed about the system on the website. Implementation of this system is still fresh and its effectiveness needs to be proved in applications and practice.

Strengths are the following:

- 1.The aims of the study field are clearly related to the field of Education and Pedagogy, defined in terms of professional and methodological excellence and attainable in getting a degree in a case of professional bachelor and teacher's professional qualification in both study programmes.
2. The study field and both study programmes comply with the strategic development of the JVLMA and meet the needs and the development trends of the society and national economy.
3. The JVLMA has identified and analysed the strengths, weaknesses, opportunities and threats of the study field and integrated them into development planning documents for the next strategic planning cycle.
- 4.The JVLMA has clearly defined the system of methods, principles and procedures for assessing achievements of students as well as transparency is evident in terms of publicity.
- 5.The JVLMA implements the principles of academic integrity and mechanisms for their observance, applies an anti-plagiarism system (platform/tool VDPKS) and promotes the development of the internal culture of the institution in terms of defining rules and codes for academic behaviour of academic staff and students.

Weaknesses are the following:

- 1.Regarding strategic development of the study field of Education and Pedagogy cooperation institutions (the LMA and the LKA) are seen in terms of the contractual agreement regarding implementation of represented specialisations (visual arts pedagogy and theatre pedagogy) instead of more advanced strategic cooperation and development in the study field of Education and Pedagogy.
2. Mapping of assessment methods with the courses is too general and does not provide enough information on relevance and validity of an assessment method and learning outcomes in a course. Each learning outcome should be led by an assessment method as measurement of different components of a learning outcome (knowledge, skills, abilities) require reliable and valid assessment.
3. In case of closing the study programmes in the study field of Education and Pedagogy, students could be proposed to study only in the field of Art. This would not meet their expectations to receive

a degree in Education and a pedagogical qualification. The proposal to study Arts is not equal in terms of a qualification and degree in the field of Education.

4. SWOT analysis can be more reliable if it is done on the basis of key performance indicators - KPIs) that provide data for valid analysis.

## **1.2. Efficiency of the Internal Quality Assurance System**

### **Analysis**

#### **1.2.1.**

The JVLMA has established a quality policy that is publicly available (see SAR, pp. 27-29). It was issued in 2020, approved at the JVLMA Senate sitting on September 30, 2020, (protocol no. 4.). Additionally, the institution has developed a quality assurance system "The Quality Management Manual" (approved on 13 December, 2021). Previously mentioned Manual describes the quality policy, objectives and quality management system in the JVLMA. Both Quality policy and Quality Management manual are publicly available. Important to note that the JVLMA is in the process of quality improvement through the European Social Fund project "Ensuring Good Governance at Jāzeps Vītols Latvian Academy of Music" No. 8.2.3.0/18/A/013 (see SAR, p. 28).

The current internal quality assurance system revolves around the Quality Manual that mainly covers the institution's quality policy, objectives and quality management system. Quality Management System Evaluation Process is organized and provides for cyclical evaluation of quality. The hierarchy and system of quality evaluation is made clear through the manual as well as the contributonal parts for further achievements of the aims and learning outcomes of the study field. Expected results as well as the instruments to achieve them are made clear throughout the Quality Manual. The Quality policy and Quality Manual both state the need for further improvement and development of the study field, and with projects and with Strategic directions and goals are on the way to reach them. However, the quality assurance system states the JVLMA as an "international" actor: "6.3 development trends and needs of the cultural environment, music industry and creative industries at the national and international level; 7. [...] attraction, motivation and satisfaction of nationally and internationally recognized and qualified academic staff; "11.5. [...] international exchange of experience in the study process" and numerous others. Though certain internationalization goals collide with the present course of a more national oriented way of education with the goal to sustain national level of demand. Through the study programmes, the teaching staff tends to be flexible and constantly striving for improvement as stated by the teaching staff, administration and students themselves during the visit for the assessment of the study field. However, certain lack of international relations might make it hard for the institution to reach its quality development goals.

#### **1.2.2.**

The JVLMA procedures for the development and review of the relevant study programmes of the study field and the feedback mechanisms are mainly based on 1) feedback and suggestions; 2) self-assessment; 3) foreign comparison; 4) annual analysis; 5) internal, external regulations as mentioned in the SAR (see pp. 30-31). These review processes largely cover the feedback to and from students, employers, and graduates. At the accreditation visit it was made clear that all stakeholders seem to understand the procedures for the development and review of the relevant study programmes as they are logical and efficient. The establishment of study programmes and the review process are regulated by the JVLMA Study Programme Regulations (approved with amendments at the JVLMA Senate meeting on December 22, 2021, protocol no. 11).

#### **1.2.3.**

The procedure for submission and consideration of student complaints and proposals is regulated by the Constitution of the JVLMA ("Dispute Settlement Procedure at the institution"); Statute of the Academic Arbitration Court of the JVLMA; Statute of the Ethics Committee of the JVLMA; the JVLMA Internal Regulations for Students; Whistleblowing Procedure at the JVLMA. The information is easily accessible and students are informed about such opportunities and receive feedback. In addition, the interests of students are also actively represented by the JVLMA Student Council. SAR states that (see p. 35): (1) there are a lot of individual contact hours due to the content, (2) in the case of a rare instrument, a lecturer may have only a few students, (3) specialty-related study courses tend to take 6, 7 or 8 semesters, (4) most lecturers also work elsewhere as employers". Therefore recommendations for the academic staff as well as the JVLMA are based on personal approach and personalized approach with students. As the same with potential employers, who in different cases are working closely with young professionals through internships and as study staff. During the on-site visit, both the JVLMA administration and the students have expressed that the mechanism developed for submission of student complaints and suggestions is effective.

#### 1.2.4.

As explained in the SAR (see pp. 34-36) the statistical data collection mechanism in the JVLMA is divided into two groups containing 1) data required by regulations and laws; and 2) data defined in the internal regulations. The information acquired is compiled in a Student Progress Summary Log used by The Scholarship Committee; The Student Competence Assessment Board; Heads of Departments, to assess a student's eligibility for study exchange programmes abroad. Several internal regulatory enactments of the JVLMA describe how the feedback is obtained. Further process measurement system is being put in place. The specifics of the JVLMA make up for the specifics of the feedback mechanism. Though specific circumstances apply, the JVLMA has ensured problem-specific surveys as well as established a survey procedure/scheme and a new JVLMA Survey System developed at the turn of 2021/2022. The surveys reflect that the mechanism for obtaining and providing feedback, including from students, graduates and employers, is effective and focused on the improvement of the study field, but analysis in near-future would appear more in-depth information as the upcoming JVLMA Survey System and the necessary preparations have been made to enable it to function successfully as of academic year 2022/2023.

#### 1.2.5.

The official website ([www.jvlma.lv](http://www.jvlma.lv)) of the HEI (see SAR, p. 11) regarding the study programmes corresponding to the study field is published in Latvian and English languages on [www.jvlma.lv](http://www.jvlma.lv) and [www.jvlma.lv/en](http://www.jvlma.lv/en) accordingly. However, the SAR does not make it clear, how and where the information about the study field and study programmes are obtainable in the websites. The SAR states that "Information about the field of study and the two corresponding study programmes is published both in the Latvian version of the JVLMA website [www.jvlma.lv](http://www.jvlma.lv) under Studijas and in the corresponding English version [www.jvlma.lv/en](http://www.jvlma.lv/en) under Studies... These sections contain practical, concise information with references to relevant documents." (see SAR, p. 36). However, the only information about the study field "Education and Pedagogy" available is in the website [www.jvlma.lv](http://www.jvlma.lv) programmes in the Latvian language.

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

The JVLMA has established a quality policy that is publicly available. The JVLMA procedures for the development and review of the relevant study programmes of the study field and the feedback mechanisms have been defined and they are logical, efficient, and available for all stakeholders. The JVLMA mechanism developed for submission of student complaints and suggestions is effective, promotes development and students are informed about such opportunities and receive feedback.

Though the JVLMA Survey System has taken longer than originally planned and the necessary preparations have been made to enable it to function successfully as of academic year 2022/2023, it is defined as successful as well as the statistical data collection mechanism that corresponds to both external and internal regulations. Overall, the study programmes corresponding to the study field are published in Latvian and English languages on [www.jvlma.lv](http://www.jvlma.lv) and [www.jvlma.lv/en](http://www.jvlma.lv/en) accordingly.

Strengths are the following:

1. The quality assurance system contributes to the achievement of the aims and learning outcomes of the study field and the relevant study programmes, ensures continuous improvement, development, and efficient performance of the study field and the relevant study programmes.
2. The review processes largely cover the feedback to and from students, employers, and graduates.
3. At the accreditation visit it was made clear that all stakeholders seem to understand the procedures for the development and review of the relevant study programmes.
4. Recommendations for the academic staff as well as the HEI are based on personal approach and personalised approach with students.
5. During the on-site visit, both the JVLMA administration and the students have expressed that the mechanism developed for submission of student complaints and suggestions is effective.
6. The surveys reflect that the mechanism for obtaining and providing feedback, including from students, graduates and employers, is effective and focused on the improvement of the study field.
7. The website in Latvian ([www.jvlma.lv](http://www.jvlma.lv)) meets the necessary criteria corresponding to the information available in the official registers.

Weaknesses are the following:

1. International engagement and practices are more than welcome to be further developed within the system.
2. The new JVLMA Survey System taking longer to develop makes it impossible to evaluate it.
3. The English version of the webpage ([www.jvlma.lv/en](http://www.jvlma.lv/en)) does not contain a document combining information about the study field and programmes.

## **Assessment of the requirement [1]**

- 1 R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:

**Assessment of compliance:** Partially compliant

The JVLMA has established a quality policy that is publicly available. The quality assurance system contributes to the achievement of the aims and learning outcomes of the study field and the relevant study programmes, ensures continuous improvement, development, and efficient performance of the study field and the relevant study programmes.

Sub-criteria 1.6. has to be enhanced: Though the JVLMA quality assurance system does ensure continuous improvement, development, and efficient performance of the study field, the practical implementation does not involve internationalisation to the needed extent, which is mentioned many times in the quality policy.

- 2 1.1 - The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.

**Assessment of compliance:** Fully compliant

The institution developed a set of regulations, procedures for assuring the quality in all aspects of studies: admission, recognition, assessment of students' achievements, academic integrity,

etc.

- 3 1.2 - A mechanism for the development and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.

**Assessment of compliance:** Fully compliant

The structure of how the study programme is approved and developed is described by clear responsibilities and division of roles among decision making bodies as well as supervised by regular compliance control, monitoring of the implementation of objectives, internal quality self-assessment.

- 4 1.3 - The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and published.

**Assessment of compliance:** Fully compliant

Rules and procedures for the evaluation of students' results are developed and available on the website of the JVLMA.

- 5 1.4 - Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.

**Assessment of compliance:** Fully compliant

The JVLMA has approved a staff policy that defines principles of human resource planning, remuneration, staff development, professional development, work organization and environment additionally to the quality assurance system that contributes to the procedures of assuring qualifications of the academic staff.

- 6 1.5 - The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.

**Assessment of compliance:** Fully compliant

The JVLMA ensures collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme. That was done in the SER and continuous procedures are established.

- 7 1.6 - The higher education institution/ college ensures continuous improvement, development, and efficient performance of the study field whilst implementing its quality assurance systems.

**Assessment of compliance:** Partially compliant

Though the JVLMA quality assurance system does ensure continuous improvement, development, and efficient performance of the study field, the practical implementation does not involve internationalization to the needed extent, which is mentioned many times in the quality policy.

### 1.3. Resources and Provision of the Study Field

#### Analysis

##### 1.3.1.

Still it is acknowledged in the report (see SAR, p. 37) that since 2015 structural reforms in the

financing model of higher education sector are being implemented where 1) core funding is delivered through state-funded places; 2) performance funding which is based on the institution's achievements of previous planning period; and 3) European Union structural fund support. The JVLMA has stated (see SAR, p. 39) that the budget is composed out of basic budget funding, paid student funding, own revenue from paid services, performance funding, financing of the scientific basis, project funding where 5 EU projects are being implemented as well as ERDF and CCF projects. It has to be taken into account that state budget funding is allocated for a certain number of study places in total with the planned average cost of a study place, without dividing it by study field and study programmes (see SAR, p. 39) in accordance with the Memorandum of Agreement with the Ministry of Education and Science and the Ministry of Culture of the Republic of Latvia. Cost coefficient of Cabinet Regulation No 994 for the thematic Area of study "Teacher training programmes for the qualification of visual arts or music teacher" is 3.1. (see SAR, p. 38). During the meeting with the members of the programme management and support team it was possible for the experts to clarify that the JVLMA has established a system for determining and redistributing the financial support required for the implementation of the study field and the corresponding study programmes although it sometimes gets confusing as the implementation of the study programmes takes place not just in the JVLMA, but also in the premises of partner institutions - the LMA and the LKA (see SAR, pp. 41-42). Although financial resources are distributed by collegial agreement of the heads of all structural units of the JVLMA (see SAR, p. 38), during the meeting with the coordinators and students it was possible to conclude that the planning of financial support for materials (e.g., for visual art teachers) could be refined.

#### 1.3.2.

During the tour at the JVLMA it was possible for the experts to ascertain that the JVLMA is investing in the development of material resources needed for music teachers. There is a system developed for students of music and dance teacher sub-programmes to book a room for individual training (acknowledged during the meeting with the students).

Experts were provided with the possibility to get to know the premises of the LMA and the LKA, where the B-part study courses are provided for art teachers' sub-programme, through videos which were really helpful. Cooperation between academies makes the use of existing resources (classrooms, workshops, dance halls, libraries, etc.) more efficient. This allows avoiding unnecessary financial investments to enrich study equipment. This especially applies to part B of studies (see SAR, pp. 41-45, 99-101, 137-139). In the interviews with experts, the students also highly rated the learning equipment.

The atmosphere in all the three Academies ensuring the sub-programmes is highly professional, creative and respective.

After discussing with the students and also teaching staff it is possible to conclude that there is a place for perfection - the Teachers of Dance and Culture studies would need more space (extra room) that would correspond to their necessities for training in dance improvisation using modern technologies as well. The management team of study programmes during the interviews admitted that investments are planned specifically for the dance teachers' studying infrastructure, e.g., special flooring, sound-proof areas etc.

#### 1.3.3.

The programme has a very good methodical and informative provision. Students have at their disposal the libraries of three cooperation partners - JVLMA, LMA, LKA. Library resources and services are available to all the JVLMA students both in person and in digital format (see SAR, p. 45). After the

tour to the Library of the JVLMA and discussions with the teaching staff and students experts conclude that further and on-going investments should be provided to ensure that students get an access to the teaching and learning materials which are used at comprehensive schools, especially the ones developed (and the ones still being in production) after the implementation of the new standards of primary and general secondary education.

It could be suggested that the JVLMA is continuing the work on digitalisation of the study materials and library stock although during the visit employees of the Library acknowledged that students rarely ask for this type of format. But experts suggest that traditional documents such as books, papers, manuscripts, historical scores are gradually converted also into electronic format, i.e., image format which are machine readable. That would also help students with limited opportunities.

#### 1.3.4.

Internal communication and information channels have been created - ASIMUT, LAIS, MOODLE, which help to organize the work of the JVLMA (see SAR, p. 49 and p. 95). It is stated in the SAR that the JVLMA e-learning environment (Moodle platform) "played a particularly important role in the distance learning process." (see SAR, p. 49). An e-learning for academic staff in 2020 to facilitate the full implementation and use of the functions offered by this environment. During the visit students acknowledged that there are academic staff members who are more active to use the e-learning environment in varied ways, mostly for the study courses of A part of the programme, so he experts conclude the implementation is still in the process, but the experts appreciated that administrative staff responsible for the support is very eager to develop the system and help students and academic staff. It was emphasized that ESF funding was used specifically for this purpose - to promote the development of the e-learning environment of the JVLMA (see SAR, pp. 49-50). Students were asked if and when they have received the information about the possibilities of e-learning environment and experts received the answer that the informative classes were organised before they entered the programme as well as they know whom to ask for help if necessary.

It is stated in the SAR that when classes are organised online, Zoom or Google Meet links were added in the ASIMUT system so the students and lecturers can access remote classes instantly for their own timetables (see SAR, p. 49).

It was highly appreciated that investments in the development of ICT technologies have been carried out. In 2020 the funding of EUR 15 000 and EUR 140 009 was provided by the Ministry of Culture of the Republic of Latvia to support the distance learning, so the JVLMA was able to develop an online conferencing system solution in the Senate Hall, a mobile multi-camera video recording system was purchased for the lectures, examinations, concerts, study process, as well as IT systems and LOLA streaming system etc. (see SAR, p. 50).

#### 1.3.5

The principles of attracting teaching staff are defined in the JVLMA Development Strategy, where it is written: "Study programmes are implemented by highly qualified academic staff - lecturers elected to academic positions. The lecturers' artistic creativity and scientific achievements, pedagogical qualifications, skills and experience in organizational work, as well as international experience in both creative and public activities confirm their high qualifications. Lecturers from professional organizations are invited to implement individual study courses. The JVLMA also uses opportunities to attract internationally recognized specialists and guest lecturers from other EU-accredited universities" (see JVLMA Development Strategy (LV), pp. 23-26).

It must be highly appreciated that the JVLMA is keeping-up with the graduates to establish



professional cooperation with them (see SAR, p. 51) which was concluded also during the meeting with the employers and graduates, although graduates admitted that they still would love to be a part of life-long learning community of the JVLMA, so new forms of cooperation could be developed in the future.

In the SAR (see p. 51) names of great professionals in arts are mentioned who have been invited as guest-lecturers, and later have become part of the teaching staff. That shows that the JVLMA is focussing on the task of attracting qualified teaching staff, that is stated as one of the tasks of quality management system developed by the JVLMA - "the attraction of professional and highly qualified local and foreign academic staff" and there is a task to retain the professionals by "improvement and development of staff knowledge, skills and competences" (see SAR, p. 8). Students acknowledged that guest-lecturers especially from abroad have been highly appreciated but they were eager to have more possibilities to gain international experience by visiting masterclasses of international lecturers. Experts see that there is a free niche for attracting more guest-lecturers specifically in music, arts and dance pedagogy who have an experience of working at comprehensive school.

#### 1.3.6.

A unified procedure has been established to ensure the qualification and quality of work of academic staff (see SAR, pp. 52-54). The JVLMA has provided experts with the information about examples of further training opportunities offered to the academic staff (see SAR, p. 53) which includes further development of their English skills, communication skills, managerial competences, e-learning environment etc. During the interviews with the teaching staff it was possible to recognize that the workshops together with teaching staff members from other Universities implementing teacher education programmes would be purposeful on the issues of School 2030 and the new standards of primary and general secondary education to ensure the unified practice in teacher education in Latvia.

#### 1.3.7.

The workload of the academic staff does not exceed 40 hours per week (1600 hours per academic year) stipulated in the Labor Law. Artistic creative, scientific, methodical and organizational work makes up 25% of the lecturer's contact hours, but does not exceed 200 hours per year (see SAR, pp. 55-57).

During the interviews of various target groups experts were able to recognise that the teaching staff is very passionate about what they do, they are supporting students' professional, academic and artistic enhancement, they are taking part in conferences, workshops, doing arts, and this is a big workload. Everyone acknowledged that they feel supported by the JVLMA, but still experts see that the balance for the academic, research and sometimes administrative workload of the teaching staff could be balanced more effectively to ensure the possibility for the research and teaching mobility as for now only some of the members of the teaching staff are active in this area as we can conclude from the data provided (see SAR, Annex "Outgoing mobility of academic staff (staff training)). One critical area to consider that influences the workload of teaching staff is the internship when it would be very useful for the students if academic staff members visit them at their places of internship to provide with the feedback; now more video format is used as it was recognised during the interviews. Students record the lessons they have conducted and send those recordings to the internship supervisor. That provides the student with the opportunity to receive feedback not just from the teacher - supervisor at the educational institution but from the academic staff representatives at the JVLMA as well.

### 1.3.8.

As mentioned in the SAR, the JVLMA cares about its students. This is manifested in opportunities to use the JVLMA premises and equipment for free, including holidays. Material assistance is provided for the purchase of tools, etc. (see SAR, pp. 57-59). The availability and quality of resources are also positively evaluated by the students surveyed by the experts.

It is highly appreciated by the students that they have an opportunity to participate in artistic projects together with students from other study programmes, e.g., as it was mentioned during the interviews with students and graduates of the sub-programme of Teacher of Music and Cultural studies, but experts see opportunities to develop interdisciplinary projects between students of different specializations and even programmes within the study courses.

There are great examples of research projects and artistic project activities of teaching staff members provided in the SAR (see p.53), but experts would suggest the JVLMA to develop more possibilities for the students to participate and learn from their lecturers/professors within the cooperation in international research activities in music, dance and arts pedagogy. That would motivate students to choose ERASMUS, NORDPLUS and other types of mobility to enhance their international experience in research and teaching as well. Till the period of evaluation there are few cases of students' outgoing mobility (2021-2022 academic year – 4 cases; 2017-2018 academic year (2 cases); 2016-2017 academic year (1 case) and 2014-2015 academic year (2 cases).

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

Technical base resources are used efficiently. The idea of the JVLMA, the LMA and the LKA cooperation, which is practised in the given programme, allows to enrich the range of material, technical and intellectual resources available to students without significantly increasing financial investments. It also avoids the creation of duplicative curricula in each of the mentioned educational institutions separately. The atmosphere in all the three Academies ensuring the study process is highly professional, creative and respective.

The teaching staff is very passionate about what they do, they are supporting students' professional, academic and artistic enhancement; Teaching staff is taking part in conferences, workshops, doing arts, some of them are active in mobility and projects as well.

Strengths are the following:

1. The JVLMA has established a system for determining and redistributing the financial support required for the implementation of the study field and the corresponding study programmes.
2. The students of pedagogy have an opportunity to participate in artistic projects together with students from other study programmes of the JVLMA (specialised in performing arts).
3. There are great examples of research projects and artistic project activities of teaching staff in the JVLMA.
4. Great professionals in arts are invited as guest-lecturers, and later have become part of the teaching staff, which shows that the JVLMA is focusing on the task of attracting qualified teaching staff.
5. The teaching staff is very passionate about what they do, they are supporting students' professional, academic and artistic enhancement, they are taking part in conferences, workshops, doing arts.
6. Further training opportunities ensured by the JVLMA are offered to the academic staff.
7. It must be highly appreciated that the JVLMA is keeping-up with the graduates, employers to establish professional cooperation with them.

Weaknesses are the following:

1. The Teachers of Dance and Culture studies lack a space (extra room) that would correspond to their necessities for training in dance improvisation using modern technologies.
2. There is a lack of financial support for materials for students who acquire part B courses in the partner institutions (e.g., for visual art teachers when they study in the premises of the LMA).
3. The implemented systems (LAIS, MOODLE, ASIMUT) are used separately for different purposes and that requires more time and effort from the perspective of users.
4. The process of digitalisation of the study materials and library stock that is very unique (e.g., scores) and is still in the early stage of development.
5. The insignificant proportion of guest-lecturers specifically in music, arts and dance pedagogy/education who have an experience of working with students at comprehensive school.
6. The interdisciplinary projects in the area of pedagogy between students of different sub-programmes (Music Teacher, Dance Teacher and Art Teacher) and even other study programmes of the JVLMA as well as within the study courses are developed infrequently.
7. ERASMUS, NORDPLUS and other types of mobility to gain international experience in research and teaching are not used sufficiently.

#### **1.4. Scientific Research and Artistic Creation**

##### **Analysis**

###### **1.4.1.**

The JVLMA states that their objective is fully in accordance with the strategic specialisation, i.e., (1) to develop, both, academic and professional studies, lifelong learning programmes, artistic creation, scientific and research activities in the humanities and arts, as well as in the creative industries; (2) to develop research-based studies and artistic creation, as well as student-centred study programmes, by ensuring them participation in national and international artistic creation competitions and other artistic creation projects; (3) to conduct fundamental and applied research, ensuring the creation of new knowledge in the fields of study, technological and non-technological innovations, thus promoting the development and competitiveness of Latvian science and artistic creation at the national and international level; (4) to train human resources necessary for the state and national economy in the fields of music, performing arts and dance; (5) to train human resources necessary for the state and the national economy in arts education (in accordance with new state curricula) for pre-primary, primary, general secondary and vocational secondary education institutions, as well as for interest education in the fields of visual arts, music, performing arts, theatre, dance, audio-visual arts, cultural heritage, culture and creative industries; (6) to develop study, research and creative activities that preserve, develop and promote national cultural values, traditions and cultural heritage, artistic expressions and cultural diversity, as well as intercultural communication; (7) to cooperate with the cultural and creative industries, promoting growth in these and other sectors of the economy and building interdisciplinary cooperation; and (8) to ensure the successful integration of the HEI into the international context of arts and culture universities and scientific institutions by focusing on excellence in its field of activity, both in research and in teaching (see SAR, p. 59). After meeting with the JVLMA management, it became perfectly clear that the direction of research, specifically applied research and artistic creation of the study field, corresponds to the development goals of the institution and are relevant for the study field and industry, which is lacking personnel in the field of pedagogy of arts and education. As discussed with the HEI staff, until October 2018, the scientific activities of the JVLMA were organized and supervised by the Scientific Research Centre, which had the status of an independent scientific institution, but from 2018 the JVLMA has acquired the status of a Scientific Institution, afterwards awarded a positive rating of a good level of research in the International Assessment of Scientific Institutions (see SAR, p.59-60).

#### 1.4.2.

It is quite visible that applied research and pedagogy is the main domain of education at this HEI, but in the field of research the institution is open towards artistic research, and less towards scientific research as well as there is a room for development of educational research. This is also evident from curricula analysis, where the connection of scientific research and applied research and artistic creation of the study field with the study process is logical and justified. Students are encouraged to pursue their studies in pedagogy and education sciences and in different art fields simultaneously, and they are able to get some basic information about methodology of research, which could be improved by developing curricula – if this is to become one of the HEI's goals.

Dominant field of research development is in the field of music studies, although the JVLMA is open to different fields, so maybe interdisciplinary research should be encouraged. Scientific research and applied research and artistic creation are not fully integrated in the study process and in the study programmes of all BA levels, so this should be improved by developing specific curricula. On the contrary, artistic creation is one of the main areas of the JVLMA activity, which is supported by different highly developed academy's venues, e.g., the three concert halls of the JVLMA which are a systematic part of Riga's concert life, which are providing more than enough space for research of artistic groups (choir, symphony orchestra, various chamber ensembles, etc.) and soloists (lecturers and students). Creative Projects Division was, thus, created to be responsible for public events, concerts at the JVLMA etc., as well as artistic creation, where all students of the Education and Pedagogy programme are able to actively participate. In cooperation with different foreign lecturers, support activities are organized during the internship weeks to ensure students' successful involvement in research, e.g., participating in different interdisciplinary research seminars on research and scientific methods or practice-oriented research, in pedagogy, neuroscience, STEAM, etc. The long-term mission of research of the JVLMA study field Education and Pedagogy should be more related to the in-depth acquisition of theoretical studies in all areas of specialization (not only music, dance, visual arts, theater arts), and this should therefore develop wider art research-oriented development.

Different types of research activities and artistic activities of study field's academic staff are presented in the Annex of the SAR and are as follows: scientific publications, reviews, participation in conferences, concerts, new works - artistic creations, compositions, records, masterclasses, participation in festivals, competitions, work in the juries/expert work, guest lecturing, awards etc. Experts are impressed by the amount of artistic activities, but there is a room for development in the area of publications in international refereed peer reviewed research journals as well as to develop publications together with the students, giving them opportunity to experience the cooperation in the research process. It is acknowledged by the experts that the book focussing on music pedagogy "The Methodology of School choir work" is published by the academic staff member Liene Batņa in 2020 (see SAR, p. 101) as there is a lack of literature like that in Latvian language. There are 2 books published by the academic staff member in the area of theatricality phenomenon in music (see SAR annex, p. 31) that could be useful for theatre arts teachers. The Rector and Vice-rector for Academic work sets high standards for research publications.

#### 1.4.3.

Internationalization procedures in research area of music studies is, hence, highly effective, which is evident from the international project Towards an alliance for distributed ethnomusicology data in 2021, with partners from The Department of Music Acoustics (IWK) at the University of Music and Performing Arts Vienna (MDW, Austria); The Department of ethnomusicology (IVE) at the University of Music and Performing Arts Vienna (MDW, Austria); Information Management and Preservation Lab at the Institute of Software Technology and Interactive Systems (IFS) at the Technical University

Vienna (Austria); The Mahidol University College of Music (Thailand); University Pendidikan Sultan Idris (Malaysia); U.P. Centre for Ethnomusicology (Philippines), etc. Students are encouraged to participate in all these projects and research-oriented activities and collaborations, which shows that HEI has successfully developed mechanisms to promote the involvement of the students in scientific research and applied research and artistic creation.

It is stated in the SAR that teachers and students from pedagogy study programmes also benefit from international research cooperation (see SAR, p. 63), but experts want to encourage the JVLMA to develop more strong partnership in the inter-disciplinary areas of research in dance, visual arts, theatre arts pedagogy to ensure that future teachers have a possibility to enhance the research competence in the specific areas of their interest.

Besides Scientific Committee there are different levels of management helping the promotion and internationalization of research, i.e., Foreign Affairs Division, primarily related to the coordination of the ERASMUS+ exchange programme project, but, as well, the coordination of other international studies or artistic creative projects; and project management staff, which ensures research development and management of projects of the European Structural Funds or other financial instruments, shall also be directly subordinated to the rector, and coordinated by a development project manager.

Awareness of connectedness and interrelations between research activity and study processes is still not clear enough on this HEI, because students' and academic staff's research activity is not so evident in development of new curricula. There is still some place for improvement in this sense.

#### 1.4.4.

The HEI states that involvement of the faculty members of the JVLMA in scientific research and artistic creation is carried out in accordance with the tasks stipulated by the Law on Higher Education Institutions, which are specified in the JVLMA Salary Regulations, thus coordinated, and managed by the heads of departments. Lecturers therefore report on their performance at the end of each academic year. The most visible improvements of research can be seen in the context of innovations in the teaching methodology, which is then transferred to curricula, creating a platform not only for particular specializations but for creating a specific and contemporary educational approach, integrating innovative teaching approaches into the Latvian education system, e.g., neuroscience and psychology of arts, etc. (see SAR, p. 63). The efforts in this direction are already made, especially in creating joint studies and joint programmes. International cooperation in the field of scientific research and applied research and artistic creation within the study field and the relevant study programmes is ensured and it is being purposefully developed by inviting foreign lectures and having joint research framework with different European HEI, e.g., in Finland, Germany, Lithuania, etc.

The JVLMA has successfully developed mechanisms for the involvement of the teaching staff in scientific research and applied research and artistic creation and, as experts have understood, they have the opportunity to pursue their academic studies towards scientific and artistic research at the University or different joint HEI's. The Ethics Committee is a collegial body that has also its part in developing research activity of the JVLMA, not only by considering and assuring proper conduct of the staff (employees and students) regarding violations of the Code of Ethics of the JVLMA, but also assuring the research ethics, regarding violations of academic integrity, plagiarism, etc.

Experts noticed, and it is a bit strange, that the management structure is very complex for such a small HEI entity, and this, hence, is reflected in the science and research domain. As representatives

of the JVLMA stated, the Senate is a supreme academic decision-making body of the HEI, which is responsible for the excellence, development, and compliance with international quality standards, research, and creative activities. The Senate also regulates the academic, creative, and scientific activities of the JVLMA. Nevertheless, they still manage to pursue different national and international project fundings, e.g., EU projects, programmes managed by the State Education Development Agency, embassy projects implemented with the support of the diplomatic missions of European countries, and transnational programmes – Yamaha, USA Fulbright, international project of Brain-Computer Music Interfacing for Embodied Musical Interaction has been realised in collaboration with Vilnius University (Lithuania) and Taiwan University, etc. (see SAR, p.63). In order to promote research and artistic creation activities and to improve the performance of the JVLMA in both these areas, several activities are performed: regular meetings with academic staff about their plans for participation in conferences, seminars and projects, planned scientific and other publications, as well as plans and results of artistic creation. Since 2018, the project Development of international cooperation projects in research and innovation at the JVLMA has been the main tool for promotion and the involvement of the JVLMA academic staff in the development and implementation of multilateral international cooperation research and innovation projects towards the development of music science and related fields of science.

#### 1.4.5.

Important role is given to students' scientific research work, which is organized, coordinated, and implemented by the Scientific Research Centre in collaboration with the heads and lecturers of Musicology and other departments, and all of the topics of scientific research are based on the specialization of the activities of the JVLMA and the objectives of the study programme. It is mainly related to research on music and dance pedagogy and didactics. Methodological topics and topics on research or scientific ethics should be more integrated in the curricula, and it is really recommendable that anti-plagiarism software is used, and all students are acquainted with it – that should be available to everyone, with its role well elaborated and well explained. This important requirement is fulfilled and the system of ethics in research functions well.

It is stated in the SAR (see p. 64) since 2016, the JVLMA has regularly organized the Scientific and Creative Activity Development Project Competition, the aim of which, according to the Regulations, is to promote the scientific and creative activity of the JVLMA academic staff, and in which funding is awarded for the implementation of artistic, research and interdisciplinary projects, including international projects, preparation and performance of concert programmes, the creation of compositions and research projects. The Research Centre also regularly provides an annual public report on all HEI's research activities and results. The statistics of publicly accessible artistic creation events (concerts, festivals, master classes, creative projects, etc.) of the HEI since 2013 is, thus, impressive for such a small institution, live or on-line, but prevailing in the field of music. Music is a dominant field in almost all activities of the HEI. The priorities of the scientific work of the JVLMA are defined in the Development Strategy and the Scientific Activity Strategy of the JVLMA. This all had a significant impact on the students' involvement in the artistic research and practice oriented research activity.

There are several examples of artistic activities which are offered specifically for students, e.g., Jāzeps Vītols Children and Youth Choir and Vocal Ensemble Competition "Lai skan!" that could be interesting for students - future teachers already working at the educational institutions; Scientific and Creative Activity Projects Competition. There are a lot more great examples mentioned in SAR (see p.67) related to music teacher's sub-programme, but their well developed practice should be extended to other sub-programmes for dance, visual arts, theatre arts teachers as well.

As the final theses in both programmes have not been elaborated yet, only examples of the final thesis of other professional bachelor programme General Education Music Teacher are offered in the SAR (see p.67) and they were available for the experts to see during the visit. It is suggested that a chapter that summarises a research paper in English should be developed.

#### 1.4.6.

The main area of scientific research at the HEI is musicology with its defined subfields of historical and systematic musicology and ethnomusicology, on topics like history of Latvian music in its local and international context, research in music psychology, music neuroscience and music pedagogy, with a focus on the processes of teaching and learning music, as well as on music performance, traditional music in different cultures, with particular emphasis on Latvia's intangible cultural heritage, etc. HEI states that interdisciplinary cross-sectoral research is particularly encouraged and promoted, which is evident, but still needs to be developed, especially towards cooperation with less represented and prioritized fields of dance, performance arts, etc. For example, in 2019, the Music Psychology Department acquired state-of-the-art technical equipment (EEG measuring equipment, microtonal instrument, analytical data processing software), which now allows it to fully integrate into the leading systematic music science institutes, but less funds are reserved for budgeting under-represented fields.

The JVLMA is acknowledging that the technical and organisational solutions to ensure the study process remotely (see SAR, p. 68) as well as supporting students' professional needs to work with students during the internships while Covid-19 restrictions were implemented in all of the types of educational institutions, are useful in the long-run.

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

To conclude, research activity at the HEI is focused on arts, which is reasonable, but musical studies, with all its sub-domains, are dominant in a way. There are different types of research and artistic activities of study field's academic staff presented: scientific publications, reviews, participation in conferences, concerts, new works - artistic creations, compositions, records, masterclasses, participation in festivals, competitions, work in the juries/expert work, guest lecturing, awards etc. Experts are impressed by the amount of artistic activities, but there is a room for development in the area of publications in international refereed peer reviewed research journals as well as to develop publications together with the students, giving them opportunity to experience the cooperation in the research process.

Strengths are the following:

1. HEI has all necessary means to pursue their research-oriented activity, especially in a domain of interdisciplinary artistic research, e.g., focused on cognitive approaches to arts or heritage studies, etc.
2. HEI is demonstrating impressive competence in the area of performing arts.
3. There is an overall platform structured for this kind of pursuit, i.e., all necessary institutional elements exist, e.g., international cooperation, scientific counseling bodies, IT platforms to support students' and staff's research activities, etc.

Weaknesses are the following:

1. Awareness of connectedness and interrelations between research activity and study processes is still not clear enough.
2. Methodological topics and topics on research or scientific ethics should be more integrated in the curricula, as well as more topics on PaR methodology.

3. Finally, project management should encourage teaching staff to participate more in international research activities, again – except music department, which is leading in this sense, maybe by creating a certain hub where joint and inter-field projects could be elaborated and developed. This could help those studies where research activity has been left somehow under-developed.
4. There is a lack of strong partnership in the inter-disciplinary areas of research in dance, visual arts, theatre arts pedagogy and music to ensure that future teachers have a possibility to enhance the research competence in the specific areas of their interest.
5. The amount of publications developed by academic staff members in international refereed peer reviewed research journals in the represented scientific areas are not sufficient.

## **Assessment of the requirement [2]**

- 1 R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)

### **Assessment of compliance:** Fully compliant

The study field is based on artistic achievements and creations and research findings in the area of arts pedagogy (music, dance, arts, theatre). Highly qualified academic and teaching staff is very active in the field of artistic creation, but the scientific research and international cooperation of the academic staff in the area of arts pedagogy has to be enhanced. Identified weaknesses under the chapter 1.4. "Scientific Research and Artistic Creation" do not have any impact on the requirements as the effort that has been put into the this sphere is efficient especially in the arts area, there are some good input in pedagogy as well.

## **1.5. Cooperation and Internationalisation**

### **Analysis**

#### **1.5.1.**

The main focus of this HEI's cooperation interest is with institutions from Latvia (not only higher education institutions or colleges, but also employers, employers' organizations, and municipalities, non-governmental organizations, scientific institutes, etc.), especially within the framework of the study field of music, but less in other fields. Such cooperation also contributes to the achievement of the aims and learning outcomes of the study field and the relevant study programmes, which means that all partners are selected in view of the specific features of the study field. This also reconstitutes quality implementation of programmes, and great attention to promoting cooperation with all entities is an important mission of this HEI. For example, since 2018 (see SAR, p.69), the JVLMA has been cooperating with different entities from all levels of education process, but also some non-educational and creative industry entities, but mainly schools, and cooperation partners were selected, both, on the initiative of the JVLMA representatives, assessing the potential contribution of the specific cooperation to the implementation of the study field and programme objectives, and on the initiative of other institutions. Personal acquaintances of the academic staff are therefore valuable and also an advantage in establishing cooperation with various Latvian cultural organizations, but foreign cooperation should be equally encouraged as well. Regarding the joint HEI, the JVLMA has the closest cooperation with the LMA and the LKA, as both study programmes are implemented in cooperation, and all of this joint work has been carried out based on cultural policy documents, e.g., on amendments to the Law on Higher Education Institutions.

The JVLMA's cooperation with the LMA and the LKA forms the Association of Latvian Art Universities. Students of all three universities have the opportunity to attend lectures at the other universities of the Association of Arts Universities (see SAR, page 69). The HEI states that this cooperation takes



various forms, e.g., organization and participation in conferences, development of parts of the programme, and free elective study courses; development of their professional skills; creating a platform for joint artistic and creative projects, joint research projects (conferences, publications) (see SAR, p. 69), etc.

During the visit while speaking to all of the parties, experts came to an understanding that the form of joint study programme could be discussed between all three HEI.

As the study field is “Education and Pedagogy” experts would like to pay attention that closer cooperation with other HEI in this field could be suggested, e.g., University of Latvia, Daugavpils University, Liepāja University etc. to ensure the holistic approach to teacher education in Latvia.

Targeted cooperation with employers is ensured by the concluded cooperation agreements, the subject of which is the implementation of pedagogical and artistic-creative practice, concert practice and professional mastery development of lecturers. Legal background for cooperation is always assured by different agreements and inter-academic acts. Therefore, HEI states that it has concluded internship and cooperation agreements with 146 educational institutions, including education units, NGOs, cultural institutions, media services, etc., both from private and public sector, which is manifested in different artistic activities of students and professors (but dominantly in music) in regions such as Cēsis, Limbaži, Ventspils, Liepāja, Madona, Gulbene, Valmiera, Daugavpils, Kuldīga, Rēzekne, etc. (see SAR, p. 70). During the meeting with the cooperation partners - employers and graduates - it was concluded that they perceive HEI as the leading authority in the field, they would be happy to be informed about masterclasses, possibilities to be involved in research projects, further education etc.

The JVLMA's cooperation and creation of joint projects (see SAR, p. 69) with secondary education institutions and secondary schools (Riga Cathedral Choir School, Jāzeps Mediņš Riga Music Secondary School) promotes the study programme and promotes the recruitment of future students, as well as opens existing students opportunities for study practice. But experts concluded that there are no joint projects with any of the art schools. For example, Riga School of Design and Art, Jānis Rozentāls Art School. That would be advisable to develop a cooperation with secondary schools implementing general education with the arts specialisation, e.g., Kuldīgas mākslas un humanitāro zinību vidusskola.

It is admirable that different cooperation is implemented with various commercial companies, which enables support in the study process, offering students scholarships for the purchase of instruments or technical equipment. Even representatives of the employers are involved in entrance examinations (see SAR, p. 70), implementation of study courses, organization of internship workplaces, constantly updating of study programme content, which is highly admirable.

The HEI's alumni referred more to their place at the job market, emphasizing that there is a big lack of art teachers on the national job market, and that this HEI is preparing them well for this context. They also emphasize individual approach to teaching and consultation, i.e., impressive availability of the academic staff, which stayed available even after their studies were over. They all appraised interconnections between pedagogic practice and arts at the HEI, since the beginning of their studies, but they, again, missed different international BA masterclasses and versatile approaches to their study domain. Alumni organisation on this HEI does not exist, so this approach should be encouraged, because it could create a network for improving existing programmes by former students that are now active in the “real sector”.

### 1.5.2.

HEI uses polyvalent and various forms of internationalization for promoting cooperation and development, which is mainly in the hands of the External Relations Division, in cooperation with the Rector's Office, heads of departments and respective lecturers. Different short-term activities (master classes, seminars, lectures, intensive courses, etc.), and regular students' and lecturers' exchanges, via Erasmus+ and NordPlus, competitions, conferences, festivals, concerts, and individual research, implementation of different EU projects, membership in international professional networks, different projects that are implemented with the support of foreign diplomatic representation, as well as participation in transnational programmes – these are all examples of different cooperation and international activities that are encouraged at this HEI. Most of these activities are done on the international scale, e.g., actively in several international organisations: AEC (Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen); ANMA (Association of the Nordic Music Academies); EPTA (European Piano Teachers Association); ESTA (European String Teachers Association); EVTA (European Voice Teachers Association); ECMTA (European Chamber Music Teachers Association); EAS (European Association for Music in Schools); EOA (European Opera Academy) (see SAR, p. 71-72).

The JVLMA constantly signs contracts with different entities, e.g., bilateral contracts between universities, but also “unspoken” arrangements based on students' wishes and interests. Exchanges of students and staff can, thus, take place with all partner universities. The problem stated by the HEI is the notion of student internships, which are only implemented by a handful of universities, but the mission of the HEI is to improve this segment of cooperation and internationalization. Therefore, this means that HEI cooperates with the institutions from abroad within the framework of the study field, and such cooperation contributes to the achievement of the aims and learning outcomes of the study field and the relevant study programmes, having in mind that one of the main purposes of the HEI should be to prepare its graduates for the Latvian labour market.

Examples of good practices are, at the same time, that a graduate is offered a permanent job in their country of residence during an Erasmus+ traineeship (see SAR, p. 71). Another example of good practice is in regular Erasmus+ guest master classes at the JVLMA, as well as international events such as Woodwind and Metal Symposia, Crossing Keyboards, and various jazz projects, that involves students from partner universities and wider public, but also creates a platform for choosing visiting lecturers, professors, and art-experts. A certain lack in programming of cooperation activities is acknowledged by the SAR (see p.72), i.e., while students of Arts have ample opportunities to participate in the Erasmus programme, the same cannot be said for Education and Pedagogy, mainly because of the language these programmes are conducted in. As stated by HEI a short-term mobility of teaching staff is the responsibility of the JVLMA External Relations Division – and lacks in the programme of Education and Pedagogy are acknowledged again, where outbound teaching mobility is not implemented at all. Some external problems are acknowledged as well, i.e., the fact that not all needs can be met, and some visiting professors are not happy with the Erasmus terms. A positive example of international cooperation can be seen in the multi-year project Crossing Keyboards, which is implemented by the Piano Department in cooperation with the Baltic and Nordic music universities with the support of the NordPlus programme and involves teachers and students from the piano departments of Helsinki, Stockholm, Reykjavik, Tallinn, Vilnius, and Riga.

The problem with the incoming Erasmus students in the study field Education and Pedagogy could be solved with acquiring the right to implement study programmes in English, or to offer even more English subjects on the web-site's official international section, specifically developed for exchange students. The other problem lies in practical subjects in school where systemic teaching in English is not easily provided, i.e., on a national scale. As it is stated in the SAR, unfortunately, the learning of

pedagogy students in exchange programmes is hampered by the language barrier (see SAR, p. 73), as these study programmes are in the national language. In order to exchange experiences, students must know the language of the respective country so that he can fully participate in the learning process.

The JVLMA has bilateral cooperation agreements with more than 100 partners in almost all European countries, so there is no need to look for new partners - rather to critically assess existing agreements and to decide whether it is worthwhile to novate these (see SAR, p. 71).

#### 1.5.3.

The expert group of the assessment procedure has the impression that the JVLMA has not yet developed a clear system of procedures for the attraction of the teaching staff and students from abroad, and although teaching staff and students participate in both outgoing and incoming mobility, according to talks with students, this is often not transferred thoroughly to the level of curricula-development. If one looks at the list of teaching staff, it is quite visible that their qualifications meet the conditions for the implementation of the study programme and the requirements of the regulatory acts, i.e., the teaching staff in charge are professors and/or lecturers with appropriate education and professional experience. This HEI also uses various opportunities to attract international specialists, i.e., through the project "Strengthening the academic staff of the JVLMA for the quality implementation of newly established pedagogical study programmes", No 8.2.2.0/18/I/001, funded by the European Social Fund (see SAR, p.74). Inter-field and interdepartmental cooperation of academic staff in developing new curricula should be more encouraged, hence, because it exists only on the level of pedagogical subjects/topics.

As the studies and research work in the study field is clearly oriented towards the demand of the Latvian labour market - teachers who prepare future specialists in music, dance, visual arts and theatre arts up to the higher education level - both study programmes are conducted exclusively in Latvian (see SAR, p. 73). Problem with the incoming Erasmus students is that the JVLMA study field Education and Pedagogy does not have the right to implement study programmes in English. The "International" section of the website mentions that study programmes are conducted in Latvian and provides a list of study courses in English that the JVLMA teachers have developed especially for exchange students.

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

Furthermore, although HEI usually uses polyvalent and various forms of internationalization for promoting their cooperation and development, experts have the impression that the JVLMA has not yet developed a clear system of procedures for the attraction of the teaching staff and students from abroad, of course, due to different reasons, e.g., mainly local orientation, not-sufficient teachers that could teach in English, not sufficient schools to have practice in English, not-accredited programmes in languages other than Latvian, etc. The JVLMA's policy in the field of international cooperation can be assessed as balanced. In the future, cooperation should be developed by creating joint projects not only with music schools, but also with art schools.

Strengths are the following:

1. Personal acquaintances of the academic staff are valuable and also an advantage in establishing cooperation with various Latvian cultural organizations.
2. External cooperation with national cultural and educational institutions and NGOs is rather well established.

Weaknesses are the following:

1. Inter-field and interdepartmental cooperation of academic staff in developing new curricula exists only on the level of pedagogical subjects/topics.
2. There is a lack of cooperation with other HEI in the field of pedagogy in Latvia, e.g., University of Latvia, Daugavpils University, Liepāja University etc. to ensure the holistic approach to teacher education in Latvia.
3. Foreign cooperation should be equally encouraged as well.
4. Cooperation inside of the curricula between students (or teachers) is insufficient, e.g., creating mutual projects, interdisciplinary forums, mutual thesis, external interdisciplinary performances, etc., although there are plans to increase these kinds of activities.

### **Assessment of the requirement [3]**

- 1 R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.

**Assessment of compliance:** Fully compliant

There is a powerful cooperation between HEI and educational institutions, commercial companies, professional cultural institutions in Latvia and abroad, but international cooperation and mobility should be encouraged in the arts (music, dance, art, theatre) pedagogy area.

### **1.6. Implementation of the Recommendations Received During the Previous Assessment Procedures**

#### **Analysis**

The previous assessment procedure of the Education, Pedagogy and Sport study field was related to accreditation and took place in 2011. The field was accredited for 6 years and 4 recommendations mostly regarding improvement of internationalization have been provided by the experts.

The SAR and meetings with management of the study field confirmed that recommendations have been considered and made a positive impact on sustainability of the field. Two mentioned information sources provided evidence on enhanced student mobility that supported development of intercultural competence as well as investments (the project "Strengthening of academic staff of the JVLMA for quality implementation of newly established pedagogical study programmes", No. 8.2.2.0/18/I/001, financed by the European Social Fund) in strengthening foreign language skills of academic staff.

Regarding two study programmes under present procedure - the 1st level professional higher education study programme Music, Dance, Art Vocational and Interest Education Teacher and the professional bachelor study programme Music, Theatre Arts, Dance, Visual Arts Teacher - licensing procedure was done in 2020. The 1st level study programme was subject of eight recommendations from the experts, with six recommendations for the bachelor study programme. The SAR and the meetings with management of study programmes provide evidence that all recommendations made by the experts for the professional bachelor's degree programme have been implemented. Of the eight recommendations for the 1st level vocational higher education study programme, six have been fully implemented and two planned to be implemented in 2023 (Annex 2.6.Review of implementation of recommendations).

Two circumstances had a significant impact on the implementation of the recommendations. Firstly, after receiving the recommendations, the JVLMA developed Recommendation Implementation Plans

for the implementation of the recommendations for both study programmes, taking into account that the accreditation deadline for the study field Education and Pedagogy is 31 December 2024. As both study programmes were licensed within the framework of the project Innovation of Teacher Study Programmes in Music, Art, Dance and Culture Studies (No. 8.2.1.0/18/I/001), one of the project conditions was that both study programmes should already be accredited in the year 2023. Therefore, the study field and two study programmes have been included in the present assessment procedure one year earlier in order to use resources effectively. This decision made an impact on timing, in particular, the time originally planned for implementing the recommendations received in the study programme licensing procedures has been reduced. Previously, the recommendations for the implementation of the plan included the year 2023, but following this decision, the final year for the implementation of the recommendations was 2022. Another factor to delay implementation of two recommendations of the 1st level vocational higher education study programme was the Covid-19 pandemic as this period required extra human resources that have been allocated to performing arts.

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

The JVLMA implemented literally all four recommendations of the accreditation procedure for the study field. Implementation of recommendations after the licensing procedure in 2020 of two study programmes was affected by a decision to apply for the accreditation procedure of the study field and two study programmes in the same period in order to have accreditation decision in 2023. Despite this decision all recommendations for the professional bachelor's degree programme have been implemented. Two recommendations for the 1st level vocational higher education study programme still have to be implemented in 2023.

Strengths are the following:

1. Student mobility is progressing and increased since last assessment procedure;
2. Investments have been done to improve foreign language skills of academic staff.

Weakness is the following:

1. Impact for enhancing internationalisation to a more advanced level and implementation of recommendations is affected by shortage of one year as present assessment procedure is happening in 2023 instead of 2024.

### **Assessment of the requirement [4]**

- 1 R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.

**Assessment of compliance:** Fully compliant

4 recommendations of the accreditation procedure in 2011 are literally implemented. All recommendations made by the experts for the professional bachelor's degree programme have been implemented. Six recommendations for the 1st level vocational higher education study programme have been fully implemented and two planned to be implemented in 2023.

## **1.7. Recommendations for the Study Field**

### **Short-term recommendations**

1. To revise the agreement with the LMA and the LKA in order to implement common approach, system and procedures in management the field of Education and Pedagogy and related two study programmes.
2. To identify good practice and perform benchmarking in the field of Education and Pedagogy when studies are implemented by the agreements with partnership organizations.
3. Interdisciplinary projects between students of different specializations (dance, visual arts, theatre arts pedagogy, music) and even programmes within the study courses are needed to ensure that future teachers have a possibility to enhance the research competence in the specific areas of their interest.
4. ERASMUS, NORDPLUS and other types of mobility of students to gain international experience of research and teaching are needed.
5. The ongoing investments into infrastructure development for Teachers of Dance and Culture studies would be necessary for training in dance improvisation using modern technologies.
6. The planning of financial support for materials for students who acquire part B courses in the partner institutions (e.g., for visual art teachers when they study in the premises of the LMA) would be suggested to refine.
7. Closer cooperation with other HEI in the pedagogy field could be suggested, e.g., University of Latvia, Daugavpils University, Liepāja University etc. to ensure the holistic approach to teacher education in Latvia.

### Long-term recommendations

1. Strategic planning for the next period of the JVLMA should consider a more advanced level of cooperation with the LMA and the LKA in the field of Education and Pedagogy.
2. In order to avoid risks in case of closing the programmes and students' expectations to receive a degree in the field of Education, it is hardly recommended to enter a network of other universities in Latvia that provide degrees and teacher's qualification in the field of Education. Strategic cooperation agreements would also support other operations of the JVLMA, e.g. access to research ecosystem, multidisciplinary, diversity for students to choose courses, and enhance opportunities for the JVLMA academic staff in the field of Education.
3. The work on digitalisation of the study materials and library stock is needed.
4. Additional recommendation (not mandatory): To develop key performance indicators (KPIs) in cooperation with the LMA and the LKA regarding the study field of Education and Pedagogy. KPIs will provide a solid background and support data collection for the next SWOT analysis.
5. Additional recommendation (not mandatory): Next SWOT analysis in the field of Education and Pedagogy should be performed in cooperation with the LMA and the LKA and focus on the study field under analysis.

## II - "Music, dance, arts vocationally oriented and interest-related education teacher" ASSESSMENT

### II - "Music, dance, arts vocationally oriented and interest-related education teacher" ASSESSMENT

## 2.1. Indicators Describing the Study Programme

### Analysis

#### 2.1.1.

The first level professional higher education study programme “Music, dance, arts vocationally oriented and interest-related education teacher” is in compliance with the study field of Education and Pedagogy in terms of preparing (see Description of the programme, chapter 3.1.2 in SER) a teacher of music, dance or art in vocational orientation and special interest education. The programme also advocates life long learning and provides an opportunity to prepare for the acquisition of a second level professional higher education and a fifth level professional qualification of a music, dance or art teacher, in accordance with the set tasks.

#### 2.1.2.

The study programme code (41141) corresponds to Cabinet Regulation No 322 of 20 March 2001 Regulations on the Latvian Classification of Education, where "41" indicate the level of higher education (level 5) of the Latvian Qualifications Framework, while "141" refer to the group of education programmes Teacher Education. The programme code awards a short-cycle diploma of professional higher education with level 5 professional qualification Teacher. The programme code corresponds to the title of the study programme Teacher of Music, Dance, Arts Vocational Training and Interest Education and the professional qualification Teacher.

This two year duration (a total of 80 LV credit points (CP)/ECTS 120) study programme clearly focuses on acquisition of pedagogical competencies. The goal to prepare a teacher of music, dance or arts, objectives and learning outcomes are realistic, measurable and interrelated.

Admission requirements are clearly set up and in addition to centralized examinations for each sub-programme according to the specification, additional admission requirements have been developed: a colloquium to determine the teacher's professional suitability and a colloquium according to the sub-programme chosen. Additional admission requirements also include specific tests for each sub-programme, e.g., Instrument Playing, Dance Demonstration, Combined Special Aptitude Test in Drawing, Painting and Composition. The chapter 3.1.2 in SAR, “Programme description” specifies additional admission requirements to every single specialisation or sub-programme (Annex 1 "Additional requirements for admission to the first-level professional higher education study programme Teacher of Music, Dance, Arts Vocational Guidance and Interest Education").

The first level professional higher education study programme includes three sub-programmes "Music Teacher", "Dance Teacher" and "Art Teacher" where sub-programme "Music Teacher" offer such specialisations: piano, accordion, violin, viola, cello, double bass, kokle, guitar, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, euphonium, tuba, percussion, music theory and literature. The specialisations of sub-programme “Dance Teacher” are “Dance teacher in vocationally oriented education” and “Dance teacher in interest-related education”. The specialisation of sub-programme “Art Teacher” is “Art teacher in vocationally oriented education and interest-related education”.

However, experts noticed that the term "sub - programmes" is not used in accordance with the requirements set in Law on Higher Education Institutions under section No.55. Experts conclude that sub - programmes in this case rather are specializations considering that at the end of the programme students receive the same qualification. Therefore JVLMA should reconsider the use of term sub - programs and specializations.

#### 2.1.3.

The study field was accredited in 2011 and recommendations provided by the experts have been implemented. Regarding licensing procedure of this 2 year programme the SAR reports implementation of recommendations (see section on implementation of recommendations in this joint opinion).

#### 2.1.4.

The need for the study programme is reported in terms of education policy implementation (see the information report of the Ministry of Education and Science to the Government "Proposals for conceptually new competency-based teacher education in Latvia") and the shortage of teachers. Data from the Latvian National Centre of Culture of July 2022 indicated a shortage of 25 music teachers and 3 art teachers of various specialisations in vocational orientation. Demand for dance teachers is also evident in the provided website.

This two year study programme started on 1 September 2021, so there is no possibility to assess the employability of graduates. 11 students study in total (two admissions) and during the meetings top management and study field and programme management recognised that the JVLMA identity is strong in attracting students to music and dance education specialisations, however visual arts education is not seen in the market as a part of the study portfolio of the JVLMA.

#### 2.1.5.

N/A

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

It can be concluded that the first level professional higher education study programme "Music, dance, arts vocationally oriented and interest-related education teacher" is in compliance with the study field of Education and Pedagogy. The programme is corresponding to the legal requirements that are set up in laws and regulations for higher education and professional qualifications in the country. Admission requirements are clearly set up and in addition to centralized examinations for each sub-programme according to the specification, additional admission requirements have been developed.

Strengths of the program are the following:

1. The programme advocates lifelong learning approach and provides an opportunity to prepare for the acquisition of a second level professional higher education.
2. Demand of the programme is justified from the educational policy point of view and the market needs.

Weakness of the program is that

1. The JVLMA as the owner of this programme is recognised in the market of potential students as a provider of music and dance education while the sub-programme of visual arts needs to be also recognised in term of external communication by reaching the target groups despite the cooperation partner (the LMA) provides art content related training.
2. The cooperation model of the three Academies (the JVLMA, the LMA and the LKA) is based on the contractual agreement for providing courses while communication in the market for potential students is missing to strengthen identity of the program.

## **2.2. The Content of Studies and Implementation Thereof**

### **Analysis**



### 2.2.1.

The framework for content of the study programme is based on 6 parts that establish a solid background for pedagogical studies. Common for all specializations compulsory part (45 ECTS) is composed of general studies and the courses in the field of pedagogy, Internship (24 ECTS) and Qualification (12 ECTS) while professional study courses (33 ECTS) and specialisation courses in pedagogy (6 ECTS) are considered as personalised choice according to the sub-programme. All sub-programmes in Part A I and A II include modules such as Culture in Society, Communication in the Professional Environment, General Competences of a Teacher (covering pedagogical and psychological aspects, educational management processes, methodology, use of information and communication technologies in pedagogy).

After getting acquainted with the study course descriptions (Study\_courses\_41141.zip and Study\_courses\_42141.zip), it should be concluded that the proportion of drawing, painting, sculpture, composition in sections B-I and B-II of the art sub-programme is insufficient. It is only 1/10 of the total volume of the study sub-programme. The mentioned subjects are the basis of the sub-programme. With insufficient skills in the profession, the teacher cannot teach the students the trade, even if he has mastered the methodology perfectly. Subjects such as Drawing and Perspective are not included in the programme and could be considered by decision makers of the programme. The desired proportion of these subjects should be at least 1/5 of the total amount of studies, as it is in the "Teacher in theater arts and cultural studies" sub-programme (42141). It should be aimed that each professional skill corresponds to the method of how to achieve it. Taking into account the general education course, specialty subjects should approach 1/3.

Generally the programme and course content incorporate the skills, attitudes, professional knowledge and competences required for the teaching profession. The content of the study process is adapted to the requirements of Skola 2030 and the latest trends in pedagogy.

The content of study courses is developed and regularly updated according to the requirements of the labour market by the lecturers of the JVLMA departments, who are directly involved in the labour market as conductors in professional orchestras and choirs, artistic directors in children's, youth, middle-aged and senior dance groups, as teachers in Latvian cultural and educational institutions, and as employees of music, dance and art institutions, in addition to their work at the university. This diversity and competences were represented in the meetings with academic staff and social partners.

The SAR indicates and meetings with academic staff and employers confirmed that the content of the study courses is updated according to the various sources (proposals of the leaders of professional music groups, boards of non-governmental professional organisations and associations) as well as taking into account feedback from students and graduates. The content and quality of delivery of study courses are systematically evaluated through surveys.

### 2.2.2.

N/A

### 2.2.3.

The study implementation methods contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. Student-centered learning and teaching principles are considered.

Student-centered approach is respected in terms of engaging students into artistic or pedagogical

practice, the future working environment, as well as analysing the activity planning of cultural institutions and cultural education institutions. The JVLMA due to rather small number of students in this programme applies different and individualised ways of programme implementation (according to the specifics of each sub-programme), personalised study plans (according to differences in specialisations) and study course learning methods (according to the main tasks of the chosen qualification), adapts learning paths (e.g. by selecting the appropriate artistic programme according to the individual abilities of the student), regularly evaluates and improves teaching methods.

#### 2.2.4.

The objectives of the internship are related to the outcomes of the study programme and the requirements of the professional standard. During the internship, students have to perform variety of tasks (lesson and class observations, evaluation of the work plan and content of collectives/groups/studios, analysis of the organization and documentation of collective/group/studio activities, study of the thematic plan of the lesson calendar, development of lesson plans, preparation and conducting of lessons, analysis and evaluation of master classes attended, analysis of events, concerts, performances attended) that are supporting achievement of learning outcomes.

The internship system and related documentation is well established for monitoring and assessing developed competencies as well as reflecting upon the learning process.

#### 2.2.5.

N/A

#### 2.2.6.

The topics of students' final theses are relevant to the field and correspond to the study programme. The Academy presented the final thesis from graduates of the previous programs in the field of Pedagogy. Therefore, considering similarities of the programs, we assume that in the program under current procedure the topics of the final thesis could also be relevant.

Present topics of students' final theses are not available yet as the implementation of this programme started in the first semester of the academic year 2021/2022 and, according to the study programme implementation plan, the final thesis will be implemented for the first time in the academic year 2022/2023, during the second semester of the academic year. External assessment procedure was organized in the beginning of 2023. Final theses of the previous graduates that graduated from the similar program have been presented and the main observation by present experts is a lack of a chapter that summarises a research paper in English.

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

It can be concluded that the content of studies and implementation is meeting requirements of the national regulation regarding the study field and the professional qualification of a Teacher.

Strengths are the following:

1. The programme structure is balanced in terms of theoretical and practical training for any specializations as the same approach is applied in designing curriculum.
2. The structure of the programmes gives students the opportunity to continue their studies in the later stages of the bachelor's study programme after completing the short-cycle two-year study programme.
3. The content of the study process is adapted to the requirements of Skola 2030 that leads to compliance with the school curriculum.

4. Internship tasks cover a variety of pedagogical activities that are applied into artistic contexts.
5. Implementation documentation system (course description updates, set of documents regarding internship) is well established and monitored by the heads of the departments.

Weaknesses are the following:

1. Higher priority should be given to curriculum design of visual art pedagogy as components of drawing and perspective are underrepresented in this sub-programme.
2. Provided examples of the final thesis do not incorporate a summary chapter in English that is a common international practice in studies.

### **Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)**

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

**Assessment of compliance:** Not relevant

N/A

## **2.3. Resources and Provision of the Study Programme**

### **Analysis**

#### 2.3.1.

As it stated in SAR, there is no division of any kind of resources of study field "Education and Pedagogy" are not shared between both study programmes, comments in section 1.3.3 are applicable also for this criteria.

Experts highly appreciate that the JVLMA has paid special attention to the methodological equipment and materials that correspond to the Skola2030 MusicLesson/Classroom that is necessary for the sub-programme "Music Teacher". JVLMA has equipped special areas suitable for the sub-programme "Dance Teacher" (see SAR, p. 99-101). But, as it is mentioned in the SAR (see p.100) and after discussing with the students and also teaching staff it is possible to conclude that there is a necessity for more space (extra room) that would correspond to the necessities for training in dance improvisation using modern technologies as well. The management team of study programmes during the interviews admitted that investments are planned specifically for the dance teachers' studying infrastructure, e.g., special flooring, sound-proof areas etc. Resources necessary for the sub-programme "Art Teacher" are provided by the Art Academy of Latvia under the cooperation agreement (see SAR, p. 100).

It was possible to ascertain that JVLMA is investing in the renewal of the professional educational literature and databases; later acquisitions are mentioned in the SAR (see p. 101). JVLMA has invested in high-quality LoLa audio/video systems (see SAR, p.102). Experts could suggest to invest in IT technologies, that support teaching and creative process, e.g., some cloud-based software programs, online music programs for pupils to use both at home and school, to compose and create their own music, so future Music teachers could prepare themselves to work in any type of educational institution with new innovative interest-related educational activities.

#### 2.3.2.

N/A

### 2.3.3.

It is stated in the SAR that “the minimum number of students in the study programme in order to ensure the profitability of the study programme, assuming that the study base funding of the state budget is 1630.11 EUR and the coefficient of the thematic area is 3.1” (see p. 103), there are at least 6 students in each sub-programme of the study programme necessary. As we can see from the SAR, 5 students in total were enrolled in study year 2021/2022 (sub-programmes: Dance Teacher - 3; Music Teacher - 1; Art Teacher - 1) and 6 students in study year 2022./2023 (sub-programmes: Dance Teacher - 2; Music Teacher - 2; Art Teacher - 2) (see SAR, p. 89). It is said that now during the study year 2022/2023 there is a total number of students in this programme - 10 (see SAR, p.90). Experts agree that the educational system is impatiently waiting for those future teachers to graduate but the number of students in the programme in each sub-programme should grow to make the programme profitable and effective. Sustainable public communication and information campaigns should be developed to attract potential students in all three sub-programmes.

Because of the idea that the resources of the three academies are combined, the use of the resources of programmes 41141 and 42141 is very efficient and ensures the implementation of studies. However, existing funding is insufficient (see comments above in section 1.3.3.).

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

The idea of combining the intellectual and material and technical resources of the three universities the JVLMA, the LMA and the LKA implemented in the given study programme makes their use more efficient and avoids the creation of similar - duplicative study programmes of LMA and LKA.

Strengths are the following:

1. The investments in methodological equipment and materials are carried out to correspond to the Skola2030 MusicLesson/Classroom that is necessary for the sub-programme “Music Teacher”.
2. Resources necessary for the sub-programme “Art Teacher” are provided by the Art Academy of Latvia under the cooperation agreement.
3. JVLMA has invested in high-quality LoLa audio/video systems and other technical solutions.

Weaknesses are the following:

1. There is a lack of extra room that would correspond to the necessities for training in dance improvisation using modern technologies for sub-programme “Dance Teacher”.
2. More investments in IT technologies that support teaching and creative process is lacking, so future Music teachers could prepare themselves to work in any type of educational institution with new innovative interest-related educational activities.
3. The number of students in the programme in each sub-programme is not enough in the long-run to ensure the programme’s profitability and effectiveness.

### **Assessment of the requirement [6]**

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

**Assessment of compliance:** Partially compliant

Because of the idea that the resources of the three academies are combined, the use of the resources of programmes 41141 and 42141 is very efficient and ensures the implementation of studies. Still the number of students in each sub-programme is too small to ensure the

programme to be profitable.

## **2.4. Teaching Staff**

### **Analysis**

#### **2.4.1.**

The order of procedures for attracting and employing the teaching staff is clearly described in the SAR (see pp. 50-52). On the overall systematic level, the JVLMA acknowledges the lack of number of its lecturers because of overall competition among higher education institutions, where it would be important to additionally advertise the positions of associate professor and professor. All academic staff is aware of the full scale of development trends of the industry, and they often participate in the creation and updating of content at the national level, which is often facilitated through cooperation with several educational and cultural institutions, labour market entities, specialists in relevant industry, etc.

Although the JVLMA acknowledges in the self-assessment report that they are active in the field of humanities as well, information on the number of the scientific publications of the academic staff members -precisely in the field of humanities - during the reporting period is not stated, as listed inapplicable, which is a bit strange, because there are lecturers in relevant fields with scientific doctorates and careers. Furthermore, HEI states that cooperation among teaching staff is reflected in the development and interrelation of study courses, which is analyzed, discussed, and debated in departmental meetings, but this is not evident in an overall programme – e.g., in a sense of new curricula development, or in a global strategy of the HEI's development. On the contrary, as according to Education at a Glance 2019 – OECD Indicators, a low student-faculty ratio is a precondition for a personalized approach to study, and this ratio of students to lecturers in the study programme (3.88 lecturers per student), is really on the line of these requirements, which is acknowledgeable. In conversation with teaching staff, experts noticed that there is a prevalence of artistic programme components in most of the curricula, which does not mean that pedagogical and theoretical subjects are under-represented. Most of the academic staff is eager to connect theory with pedagogical practice and artistic practice in their professional life, including blended learning methods in HEI-system. Challenges that the academic staff have to overcome in achieving their students' needs are often related to active performing demands, especially involvement in the real sector.

In the SAR (see p. 105 and p. 142) it is written that the qualifications and professional skills of the teaching staff meet the conditions of the study programme implementation and regulatory acts and requirements.

Students feel that the quality of teaching in the JVLMA is on high level, and they have confirmed this, reflecting on several levels: professional/vocational studies students usually pursue their already established careers, enriching them in pedagogical skills, or they are to continue their education after they have already graduated something else. Students on BA programmes are more interested in artistic development and less into pedagogical domains, although they acknowledge that these two parts have to be on equal level, integrated, because this HEI is eager to produce artists as teachers. Both are rather satisfied with the teaching quality of their chosen programmes, teaching facilities, examination requirements and the “climate” of fairness at the HEI, library facilities, training spaces, information services, etc. International segment of teaching and their studies is something they are not fully satisfied with. Although they are aware of all mobility opportunities, they are reluctant to engage in it. On the other hand, they lack continuous foreign guest-lectures and continuous international masterclass activity. All students are continuously evaluating their

teachers through students' surveys, and they are aware that this is one of the modes for improving their studies ecosystem. They think that the flexibility in approach to elective courses should be increased, e.g., especially on the level of vocational/professional studies, where students are often already professionally "formatted". Positive feedback given by all students usually refers to their direct immersion to practice in different pre-schools, primary schools, secondary schools, general and vocational schools, etc.

#### 2.4.2.

Among pedagogic subjects, challenges lie in working with big and heterogeneous groups, which could be interpreted as an advantage as well. From the conversation with the academic staff, it is visible that the JVLMA supports all of the teachers in creating and individualizing their workloads, especially their pedagogic practice in regional schools, etc. Thus, a system of mentorships is established in the primary and the secondary education system, helpful for creating new teaching staff at the JVLMA. Cooperation among teaching staff at the JVLMA is evident, but it lacks on the level of creating new curricula and interrelation of study courses – although this is analyzed, discussed, and debated in departmental meetings.

Study courses are regularly developed based on student suggestions and industry trends, which is also a result of a strong relationship with creative industry, NGOs, cultural institutions, etc. External factors, e.g., school mentors, principals, cultural institutions employees, etc., are very active in recruiting students and giving feedback for creating new programmes, even participating in entrance exams. The qualifications of the lecturers involved in the implementation of the study programme and each sub-programme meets the conditions for the implementation of the study programme and the requirements of the regulatory enactments, ensure the achievement of the objectives and study outcomes of the study programme, all sub-programmes, and the corresponding study courses. In the study programme and sub-programme, the teaching staff in charge are lecturers with appropriate education and professional experience. HEI states that it has highly qualified academic staff consisting of a core of professors and associate professors, as well as qualified teaching staff (assistant professors) and a reserve for academic renewal – guest lecturers, as well as it uses various opportunities to attract internationally renowned specialists.

In SAR (see p. 107) it is written that the JVLMA assesses the need and invites lecturers who have appropriate education and rich professional experience in a specific field to implement the study programme. However, looking at the list of lecturers of the programme 41141 (Annex 5\_list of lecturers\_41141.xlsx), it can be seen that in the art sub-programme, in the specialty subject B-I, B-II section of LMA painting and composition is represented by one lecturer, sculpture is represented by one lecturer. Drawing is not included in the programme at all.

#### 2.4.3.

N/A

#### 2.4.4.

The qualification of the teaching staff is confirmed not only by publications, but also by participation in exhibitions, theater performances, concerts and other public events, where their performance has been evaluated.

#### 2.4.5.

Regarding their life-long education and professional improvement, all of the academic staff is well acquainted with this, they get information about this from different sources, and they are fully funded in their pursue of continuous education and practice. Going to conferences is also stimulated,

within limits, because of limited finances, and different internal education activities for staff is also provided on the regular basis, e.g., learning outcomes workshops and new standard (2030) in education workshops are regularly provided and implemented in their teaching, evaluation criteria programming is clear to academic staff and their students, there are institutional meetings dedicated for this kind of curricula workflows, etc. Cooperation inside of the curricula between students (or teachers) is insufficient, e.g., creating mutual projects, (more) interdisciplinary student forums, mutual thesis, external interdisciplinary performances, etc., although there are plans to increase these kinds of activities. Furthermore, the academic staff (outside the field of music studies) is not so aware of the importance of mobility for developing teaching skills, new ways of creating curricula, infrastructure concepts, etc., so different networks are not so well exhausted. There is place for improvement here.

In the interviews, students were asked to describe the work of interdisciplinary coordinators. No one could answer this question. At the same time, they were interested in the development of interdisciplinary cooperation. Some even expressed the idea that the disciplines could be combined.

### **Conclusions on this set of criteria, by indicating strengths and weaknesses**

The teacher's personality is very important in pedagogy. Currently, students are not given the opportunity to choose the basic subject of visual arts - teachers of drawing, painting, sculpture, composition. Therefore, the programme should involve more industry specialists of all generations so that students can choose a master with whom to learn a given subject. This would certainly raise the level of students' motivation and learning results. This could be implemented by including the student in the chosen master's workshop. Given the relatively small number of students in the programme. LMA's resources allow for this. This could also apply to the other areas of the programme - dance, theatre, music. If talking about interdisciplinary cooperation, perhaps it would be useful to create a system of interdisciplinary tasks, with the aim of giving students an understanding of the other sub-disciplines of the programme. This would allow us to understand the principles of their construction, because all sub-disciplines - music, dance, performing arts, visual arts - are united by one thing - composition. This could be one practice assignment per semester. In the next study stages, the task can be developed by modifying it and making it more complex. At the end of the study programme, it would help students not only to orientate themselves in the chosen industry, but also to see the connections between different art forms. A comprehensively developed (multi-faceted) person is able to react independently to the situations created by life. For example, the students of the sub-programmes should work together to create an "interdisciplinary dictionary" where each note has its own colour tone, each colour tone has a movement, and each movement has a word. This "vocabulary" can be endlessly expanded as needed, as each note can be played with different touches on the piano key or string. A word can be said in different intonations, changing its meaning in the diametrically opposite direction. A brushstroke or a touch to the canvas can change the emotional character of a painting, even without changing the colour palette. With the help of the created "dictionary", students should be able to "translate" the artwork of another sub-discipline into their own. A dance - in a composition of colours and lines, a painting - in a music composition, a music composition - in a theatre performance, etc.

Strengths are the following:

1. The qualifications of the lecturers involved in the implementation of the study programme and each sub-programme meet the conditions for the implementation of the study programme.
2. The requirements of the regulatory enactments, ensure the achievement of the objectives and study outcomes of the study programme, all sub-programmes, and the corresponding study courses.
3. All academic staff is aware of the scale of development trends of the industry.

4. The academic staff often participate in the creation and updating of content at the national level, which is often facilitated through cooperation with several educational and cultural institutions, labour market entities, specialists in relevant industry, etc.

Students are rather satisfied with the teaching quality of their chosen programmes, teaching facilities, examination requirements, and the “climate” of fairness at the HEI, library facilities, training spaces, information services, etc.

Weaknesses are the following:

1. Furthermore, the academic staff (outside the field of music studies) is not so aware of the importance of mobility for developing teaching skills, new ways of creating curricula, infrastructure concepts, etc.
2. The international segment of teaching and their studies is something students are not fully satisfied with.

### **Assessment of the requirement [7]**

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

**Assessment of compliance:** Fully compliant

The qualifications of the lecturers involved in the implementation of the study programme and each sub-programme meet conditions of the implementation of the study programme and the requirements of regulatory acts, provides the study programmes (SAR, see p. 142). However, it would be desirable to involve more lecturers in the teaching of special subjects so that students have the opportunity to choose a master. This would increase students' motivation and subsequently also the quality of studies.

## **2.5. Assessment of the Compliance**

### **Requirements**

- 1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

**Assessment of compliance:** Partially compliant

The description of the programme “Music, dance, arts vocationally oriented and interest-related education teacher” (41141) has been developed in accordance with the requirements of Standard for First Level Professional Higher Education.

Despite this, no division between semesters is evident in the description of the study courses, as well all language courses (English (level A2/B1); English (level B2/C1); Russian (for beginners); Russian (with background); French (for starters); French (with background); German (for beginners); German (with background)) are included in one course description.

As well, C part courses have not been added in the study plan.

- 2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)



**Assessment of compliance:** Fully compliant

With reference to the annex 3.2. "Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification" and the annex 3.2. "Compliance of the study programme with the specific regulatory framework applicable to the relevant field", the study programme complies with the Teacher's Occupational Standard. The annex provides extensive data on how the study programme complies with the Teacher's Occupational Standard. Table indicates relation of the component from the occupational standard and relevant study courses. A professional standard describes attributes of teaching qualification. Regarding a teaching qualification requirements are met.

- 3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

**Assessment of compliance:** Partially compliant

With reference to the annex 3.2. "Descriptions of the study courses/ modules", the annex 3.2. "The curriculum of the study programme", the descriptions of the study courses and the study materials have been prepared in Latvian and English languages. The programme is implemented in Latvian language. For the external assessment purposes the descriptions of study courses are prepared in English, complying with other requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions. No division between semesters and language courses is present in the description of the study courses (see explanation in requirement No. 1).

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

**Assessment of compliance:** Partially compliant

The sample of the diploma to be issued for the acquisition of the study programme does not comply with Regulations of the Cabinet of Ministers No. 202 and with the procedure according to which state recognised documents of higher education are issued owing to the fact that first page of the diploma with reference to Regulations of the Cabinet of Ministers No. 202 "The procedure for issuing documents certifying higher education recognized by the state" has not been added in the annex 3.1. "Sample of the diploma and its supplement to be issued for completing the study programme"

- 5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

**Assessment of compliance:** Not relevant

N/A

- 6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

**Assessment of compliance:** Not relevant

N/A

- 7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

**Assessment of compliance:** Not relevant

N/A

- 8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

**Assessment of compliance:** Fully compliant

With reference to the annex 2.3. "Knowledge of the state language of academic staff", a statement is signed by the rector that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties. Additionally, the annex 2.3. "CV of academic staff" proves that the teaching staff members are proficient in the official language of the State.

- 9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

**Assessment of compliance:** Not relevant

N/A

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

**Assessment of compliance:** Fully compliant

With reference to the annex 2.1. "Standard sample of study agreement", the sample complies with the mandatory provisions mandated by the Regulations of the Cabinet of Ministers No. 70 "Mandatory provisions in the study contract" in accordance with Section 46, Paragraph two of the Law on Higher Education Institutions.

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

**Assessment of compliance:** Partially compliant

With reference to the annex 2.1. "Warranty for first level study programme" states: "[...]to continue their education in the professional bachelor study programme "Teacher of Music, Theatre Arts, Dance, Visual Arts"" certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme if the implementation of the study programme is terminated, however, the JVLMA provides the possibility to continue studies only in their own academy, therefore that is seen as a factor of a great risk. Besides this, the provided possibility is to study in the study field of Arts, and it excludes a possibility to receive the profession of a teacher that is the main object of this programme.

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

**Assessment of compliance:** Fully compliant

With reference to annex 2.1. "Warranty for compensation of losses", the higher education institution has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's licence is revoked.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

**Assessment of compliance:** Not relevant

N/A

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

**Assessment of compliance:** Not relevant

N/A

#### **Assessment of the requirement [8]**

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

**Assessment of compliance:** Partially compliant

Mainly the study programme complies with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments. However,

1) No division between semesters and language courses is present in the description of the study courses.

2) The page No1 of the diploma with reference to Regulations of the Cabinet of Ministers No. 202 "The procedure for issuing documents certifying higher education recognized by the state" has not been added in the standard sample of the study agreement.

3) The JVLMA only provides the possibility to continue studies in their own academy.

4) The C part courses are not presented in the study plan.

#### **General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme**

The overall evaluation of the study programme is average with the reference to seven main problems that have been identified and can be eliminated within the term of accreditation of the study field. Long-term recommendation is to achieve an agreement for the possibility to continue studies in a different HEI if the implementation of the study programme is terminated. The international segment of teaching-learning area is to be developed involving academic staff and students into mobility activities for developing diverse teaching skills, new ways of creating curricula, infrastructure concepts, inter-disciplinary research etc. Moreover, this program is a short program (two years) and the main focus is on acquiring teaching competences while students should already acquired competences in subjects of the Arts' field (Music etc).

The first level professional higher education study programme includes three sub-programmes "Music Teacher", "Dance Teacher" and "Art Teacher" where sub-programme "Music Teacher" offer

such specialisations: piano, accordion, violin, cello, double bass, kokle, guitar, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, euphonium, tuba, percussion, music theory and literature. There are no specialisation under the sub-programme "Dance Teacher" and "Art Teacher".

Term "sub - programmes" is not used in accordance with the requirements set in Law on Higher Education Institutions under section No.55. Therefore JVLMA should reconsider the use of term sub - programmes and specialization.

Strength is the following:

1. The staff of the HEI is highly proficient in the field.
2. Subject in pedagogy are reflected in the program.

Weaknesses are the following:

1. There is no division between semesters in the course descriptions for courses that last more than one semester.
2. For all language courses there is one joint description of the study course, which cannot be considered as the best practice example.
3. The proportion of drawing, painting, sculpture, composition in sections B-I and B-II of the art sub-programme is insufficient. With insufficient skills in the profession, the teacher cannot teach the students the trade, even if he has mastered the methodology perfectly.
4. With reference to Regulations of the Cabinet of Ministers No. 202 "The procedure for issuing documents certifying higher education recognised by the state" , the first page of the diploma has not been added in the standard sample of the study agreement.
5. The HEI only provides the possibility to continue studies in their own academy and in the study field of Arts.
6. There are no C part courses provided in the study programme.
7. Term "sub - programmes" is not used in accordance with the requirements set in Law on Higher Education Institutions under section No.55.

### **Evaluation of the study programme "Music, dance, arts vocationally oriented and interest-related education teacher"**

Evaluation of the study programme:

Average

### **2.6. Recommendations for the Study Programme "Music, dance, arts vocationally oriented and interest-related education teacher"**

#### **Short-term recommendations**

- |  |
|--|
| 1. The final thesis as a common international practice in studies should have a chapter for summary in English.  |
| 2. C courses should be added in the study plan.  |
| 3. There should be a division added between semesters in the course descriptions.  |
| 4. Language courses should be divided in the study plan.   |
| 5. When adding the documentation, the sample diploma should involve the first page from the standard of Regulations of the Cabinet of Ministers No. 202 "The procedure for issuing documents certifying higher education recognized by the state". |

6. IT technologies, that support teaching and creative process, e.g., some cloud-based software programs, online music programs for pupils to use both at home and school, to compose and create their own music, so future Music teachers could prepare themselves to work in any type of educational institution with new innovative interest-related educational activities.
7. The international segment of teaching-learning area is to be developed.
8. The proportion of drawing, painting, sculpture, composition in sections B-I and B-II of the art sub-programme has to be balanced out to eliminate the risk that with insufficient skills in the profession, the teacher cannot teach the students the trade, even if he has mastered the methodology perfectly.
9. Overlook the terminology used regarding term "sub - programmes" and rethink whether they adjust them as specializations or change them to sub-programs according to Higher education law.

### Long-term recommendations

1. Sustainable public communication and information campaigns should be developed in order to strengthen recognition and identification of the programme in the potential market of students in order to demonstrate that studies in artistic education and pedagogy are provided by the cooperation of three institutions - the JVLMA, the LMA and the LKA.
2. Achieve agreements for the possibility to continue studies in a different HEI if the implementation of the study programme is terminated.

## II - "Music, theatre arts, dance, visual arts teacher" ASSESSMENT

### II - "Music, theatre arts, dance, visual arts teacher" ASSESSMENT

#### 2.1. Indicators Describing the Study Programme

##### Analysis

##### 2.1.1.

The professional bachelor study programme Music, Theatre Arts, Dance, Visual Arts Teacher, licensed on 13 October 2020 (programme code 42 141) in the study programme group Teacher Education is provided by the JVLMA as the main host of this programme. However, the programme is implemented in cooperation with partners (the LMA and the LKA) on the agreement basis for specific content areas (courses in the fields of arts, visual arts, and theatre). The nature of partnership with mentioned HEIs by the JVLMA management team during the meeting with experts was presented in a way of academic provision only while sustainability of the programme depends on involvement of cooperating institutions into strategic development of the programme, close interdisciplinarity and last but not least publicity campaigns for all sub-programmes. The programme title and relation to teaching in the context of artistic activities is in compliance with the study field Education and Pedagogy.

##### 2.1.2.

The SAR provides justification how the study programme code corresponds to Cabinet Regulation No 322 Regulations on the Classification of Latvian Education, where "42" indicates the Latvian Qualifications Framework level 6, while "141" refers to the group of education programmes Teacher Education. The programme code awards a Professional Bachelor's degree in the relevant field of professional activity with a level 5 professional qualification Teacher. The programme code

corresponds to the title of the study programme, the degree to be obtained and the professional qualification.

The programme's strategic goal (see Programme description in SAR) is related to the field of Pedagogy and relevant artistic context in terms of providing "professional studies that meet cultural and social needs, are based on the theoretical foundations of education, the humanities and the arts, and that meet the standards of the teaching and professional specialisation professions and are applicable in practice and main objectives: to educate students to achieve Level 6 professional qualifications, and to contribute to their competitiveness in a changing socio-economic environment and international labour market; to ensure the achievement of study outcomes (knowledge, skills and competence) in accordance with the knowledge, skills and competence of level 6 of the European Qualifications Framework as defined in the Latvian Classification of Education". Learning outcomes are specified taking into account sectors of employability within the educational system and required level of competences not just focusing on teaching but also on artistic (or professional) performance.

Admission requirements are explicit in terms of grouping them into general (results of centralised examination) and additional that are specified according to specialisations. This system of admission ensures competitive recruitment of potential students when both - pedagogical and artistic prerequisites according to specialisation - are taken for consideration in recruitment procedure.

The duration of the study programme is 4 years (8 semesters) with a total of 160 LV credit points (CP)/ECTS 240 and it meets general international practice for this type of study programmes.

The professional bachelor study programme "Music, Theatre Arts, Dance, Visual Arts Teacher" includes four sub-programmes "Teacher of music and cultural studies", "Teacher in dance and cultural studies", "Teacher in arts and cultural studies", and "Teacher of theatre arts and cultural studies" where sub-programme "Teacher of music and cultural studies" offers three specialisations: "General Education Music Teacher", "Professional Education Music Teacher (piano playing, accordion, violin, viola, cello, double bass, kokle, guitar, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, euphonium, tuba, percussion teacher), and "Professional Education Music Teacher (music theory and literature teacher). There is one specialisation offered for the sub-programme "Teacher in dance and cultural studies" - "Vocationally oriented and interest-related dance and culture studies teacher". The sub-programme "Teacher in arts and cultural studies", specialisation "Professional Education Music Teacher" has also the following profiles: popular and jazz music teacher - playing jazz instruments (name of a specific musical instrument), jazz music singing teacher; academic singing teacher; choir conducting teacher; sound direction teacher. And there is one specialisation offered for the sub-programme "Teacher of theatre arts and cultural studies" - "General education and interest-related theatre and cultural studies teacher".

The sub-programme "Teacher of theatre arts and cultural studies" enrolled 3 students in 2021 that currently study in the 4th semester.

However, experts noticed that the term "sub - programmes" is not used in accordance with the requirements set in Law on Higher Education Institutions under section No.55. Experts conclude that sub - programmes in this case rather are specializations considering that at the end of the programme students receive the same qualification. Therefore JVLMA should reconsider the use of term sub - programmes and specializations.

### 2.1.3.

The corrections made to the study programme's parameters within the assessment of the study field are analysed, justified and would be supported.

The SAR provides justification for the amendments made to the Law on Higher Education Institutions On March 24, 2022 when the law supported the possibilities of creating sub-programmes. These amendments legitimised the existing practice and provided a framework for further consolidation of study programmes. A sub-programme of a study programme is a part of a study programme that corresponds to a specific branch (or sub-branch) of science, branch of economy or qualification to be obtained. The JVLMA licensed study programmes and sub-programmes meet the requirements that were legitimised by amendments to the Law on Higher Education Institutions. As part of the evaluation procedure, changes in the study programme have been made only in connection with clarifications of the distribution of credit points in study plans. As a result of these changes this programme of bachelor's degree and the programme of a short-cycle professional higher education and professional qualification diploma are interrelated in terms of providing graduates of a short cycle programme to continue their studies for the bachelor's degree.

#### 2.1.4.

Demand of this study programme is explained from the policy or national development point of view in the field of Education and considering shortage of teachers. New policy (the Ministry of Education and Science "Proposals for conceptually new competency-based teacher education in Latvia" of 14 November 2017) communicates necessity to ensure conceptually new competency-based teacher education in Latvia. To improve teacher education, the report identifies the need for newly established education programmes at all levels of higher education, including programmes of study for the professional qualifications in teaching. The Ministry of Education and Science report states that teacher education should be concentrated in higher education institutions whose strategic specialisation includes the implementation of pedagogical studies, including the JVLMA. The Ministry of Education and Science supports the preparation of new teachers. The SAR also provides evidence on the shortage of teachers in the field of different artistic activities.

Since the beginning of the programme growing and stable interest in the number of students has been observed, where in 2020/2021 - 136 students studied in the programme, in 2021/2022 - 149 and 2022/2023 - 157 students. These numbers demonstrate sustainability of the programme to fulfil needs of the educational market.

Since the licensing procedure in 2020 the programme is not able yet to provide data on graduates. However, given that the programme is being developed on the background of programmes with similar content, the JVLMA provides analysis of graduates general employment based on data from the Higher Education Graduate Monitoring Tool of the National Education Information System for the period 2017-2019.

#### 2.1.5.

N/A

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

The content of studies and implementation is meeting requirements of the national regulation regarding the study field and the professional qualification of a Teacher.

Strengths are the following:

1. The programme is grounded on the foundation of a new educational policy regarding teacher

educations in the country;

2. Within the field of Education and Pedagogy this study programme Music, theatre art, dance, visual arts teacher is closely related to the short-cycle study programme Music, dance, art professional orientation and interest education teacher;

3. Admission requirements are competitive and provide relevant criteria to recruit potential students who will be able to perform not only in the educational context but also in artistic activities;

4. The number of students is stable and demonstrates potential to fulfil educational market needs.

Weakness is the following: The ownership is on the side of the JVLMA while other cooperating institutions (the LMA and the LKA) participate on the basis of agreement to provide specialised courses in the fields of visual arts and theatre art.

## **2.2. The Content of Studies and Implementation Thereof**

### **Analysis**

#### **2.2.1.**

The SAR provided detailed information on the relevance of the structure and content of the study programme. Programme design is framed in 6 parts: general studies; core courses in education and IT; core courses in professional activities in the context of pedagogy; professional specialisations courses in a specific field; optional study courses; internships and national examination including the final thesis. are designed to meet the requirements of music, theatre arts, dance and visual arts teacher education. Meetings with students confirmed that this structure and content generally are meeting their needs.

The content of study courses is developed and regularly updated according to the requirements of the labour market as lecturers of the professional courses are directly involved in the labour market as conductors in professional orchestras and choirs, artistic directors in dance groups for children, youth, middle generation and seniors, as teachers in Latvian cultural and educational institutions, and as employees of music, dance, art and theatre art institutions. Social partners are engaged in collaboration with the study programme providers.

The content and objectives of the sectoral and professional study courses are linked to the objectives and outcomes of the study programme. The programme and course content incorporate the skills, attitudes, professional knowledge and competences required for the teaching profession. The content of the study process is adapted to the requirements of Skola 2030 and list of references in course descriptions indicate relevance to research in pedagogy.

#### **2.2.2.**

N/A

#### **2.2.3.**

The methods of study implementation, methods of competence assessment, types and requirements are specified in the description of each study course (see evidence presented in the annexes of the course description). The learning outcomes at the level of each study sub-programme are mapped with the learning outcomes of study courses. In order to ensure the link between the outcomes of the study sub-programme and the outcomes of the study courses, the content of the study courses and their volume in credit points are formulated and the topics and their volume in hours are designed according to the outcomes of the study course. The sequence of the learning outcomes cascade (from the level of sub-programme to the level of courses) and assessment methods is evident.



Student-centred approach is respected and implemented by the following principles: personalisation of study plans (according to differences in specialisations); adaptation of learning paths according to the appropriate artistic programme taking into account individual abilities of the student. The meeting with students confirmed that a family and close community approach is evident which provides support and personalised attitude.

#### 2.2.4.

It is evident that the internship system is established in terms of documentation and procedures to monitor students' learning in placements. The SAR provides extensive information on the internship arrangements and types of institutions for placements that are relevant (a pre-school educational institution, comprehensive school of interest education, a vocational education institution, a cultural education institution, a private school/studio with students of different age groups: pre-school, primary,, secondary, middle and senior) for achieving programme learning outcomes in the pedagogical context.

The internship is highly personalised as according to the course description, the internship supervisor develops a pedagogical practice programme for each student intern. The objectives of the internship are related to the outcomes of the study programme and the requirements of the professional standard. During the internship, students have to perform variety of tasks (lesson and class observations, evaluation of the work plan and content of collectives/groups/studios, analysis of the organisation and documentation of collective/group/studio activities, study of the thematic plan of the lesson calendar, development of lesson plans, preparation and conducting of lessons, analysis and evaluation of master classes attended, analysis of events, concerts, performances attended) that are supporting achievement of learning outcomes.

On the other hand, the internship (26 CP) consists of teaching practice (12 to 16 CP: CP quantity may vary according to sub-programme specialisations) and professional specialisation practice (10 to 14 CP) which leads to almost equal distribution of credits and work-load to achieve learning outcomes. Taking into account that professional specialisation courses consist of 60 CP, the internship part for professional specialisation practice is overestimated.

The final assessment of the internship is the National Diploma Examination (e.g. conducting a lesson, creating a concert or a performance), which has to demonstrate competence to work as a teacher. This composition of the final assessment shows that not only pedagogical skills are assessed but also artistic performance.

#### 2.2.5.

N/A

#### 2.2.6.

At present, topics of students' final theses are not available yet as the implementation of this programme started in the second semester of the academic year 2020/2021. External assessment procedure was organised in the beginning of 2023. Final theses of the previous graduates have been presented and the main observation by present experts is a lack of a chapter that summarises a research paper in English.

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

The programme design is relevant and related to the framework (structural parts) and the content of the courses. Moreover, the programme content is rich in providing the sub-programmes that are

related to specialised fields of artistic activities. The offer to students in terms of the portfolio of specialisations is diverse.

Strengths are the following:

1. The content of the programme focuses not only on learning outcomes of pedagogical activities but also on the artistic mastery in the specialised field that confirms implementation of a concurrent model in teacher education;
2. Implementation of internships is supported by well developed documentation and administration system that helps to personalise internship programme;
3. The programme applies a student-centered approach as a personalised attitude to development of students' competences is evident.

Weaknesses are the following:

1. The content and implementation of the programme strongly focus on development of competences that are related to professional fields of artistic activities when learning outcomes of the programme are explicit in the field of Education and pedagogical context.
2. The component of professional specialisation in the internship requires to demonstrate professional mastery while that is not evident in the composition of programme learning outcomes.

#### **Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)**

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

**Assessment of compliance:** Not relevant

N/A

### **2.3. Resources and Provision of the Study Programme**

#### **Analysis**

##### **3.3.1.**

The study provision, scientific provision, informative provision (including library), material and technical provision and financial provision comply with specific features and the conditions for the implementation of the study programme, create prerequisites for the achievement of the learning outcomes and indicate the possibility to ensure a high-quality study process. As it stated in SAR, there is no division of any kind of resources of study field "Education and Pedagogy" are not shared between both study programmes, comments in section 1.3.3 are applicable also for this criteria.

Experts highly appreciate that the JVLMA has paid special attention to the methodological equipment and materials (e.g., The Carl Orff instrumentarium), infrastructure that corresponds to the requirements of Skola2030 MusicLesson/Classroom that is necessary for the sub-programme "Teacher of Music and Cultural Arts". JVLMA has equipped special areas suitable for the sub-programme "Teacher in Dance and Cultural Arts" (see SAR, p. 137-138). But, as it is mentioned in the SAR (see p.137) and after discussing with the students and also teaching staff it is possible to conclude that there is a necessity for more space (extra room) that would correspond to the necessities for training in dance improvisation using modern technologies as well. The management team of study programmes during the interviews admitted that investments are planned specifically for the dance teachers' studying infrastructure, e.g., special flooring, sound-proof areas etc.

Although financial resources are distributed by collegial agreement of the heads of all structural units of the JVLMA (see SAR, p. 38), during the meeting with the coordinators and students it was possible to conclude that the planning of financial support for materials (e.g., for visual art teachers) could be refined. which are provided by the partner institutions (B part).

It was possible to ascertain that JVLMA is investing in the renewal of the professional educational literature and databases; later acquisitions are mentioned in the SAR (see p. 138-139). JVLMA has invested in high-quality LoLa audio/video systems (see SAR, p.137) for synchronous master classes and rehearsals for choir or choral groups.

After the tour to the Library of the JVLMA and discussions with the teaching staff and students experts conclude that further and on-going investments should be provided to ensure that students get an access to the teaching and learning materials which are used at comprehensive schools, especially the ones developed (and the ones still being in production) after the implementation of the new standards of primary and general secondary education.

The resources and facilities available at the JVLMA meet the conditions for the implementation of the study programme and the achievement of the study outcomes (see SAR, Annex 7).

Experts were provided with the possibility to get to know the premises of the LMA and the LKA, where the B-part study courses are provided for art teachers' and theatre art teacher' sub-programme, through videos which were really helpful. Cooperation between academies makes the use of existing resources (classrooms, workshops, dance halls, libraries, etc.) more efficient. This allows avoiding unnecessary financial investments to enrich study equipment. This especially applies to part B of studies (see SAR, pp. 41-45, 99-101, 137-139). In the interviews with experts, the students also highly rated the learning equipment.

Experts could suggest to invest in IT technologies, that support teaching and creative process, e.g., some cloud-based software programs, online music programs for pupils to use both at home and school, to compose and create their own music, so future Teachers of Music and Cultural Studies could prepare themselves to work in general educational institutions ensuring a qualitative and innovative study process. As future Teachers in Arts and Cultural studies need to be equipped with the skills in using new digital tools which could help pupils to express themselves creatively in the study process. The experience of interdisciplinary arts (music, arts, theatre) projects during the study process within study courses where elements of digital tools are included - that could enhance the creative potential of future teachers.

### 3.3.2.

N/A

### 3.3.3.

It is stated in the SAR that "the minimum number of students in the study programme in order to ensure the profitability of the study programme, assuming that the study base funding of the state budget is 1630.11 EUR and the coefficient of the thematic area is 3.1" (see p. 141), there are at least 8 students in each sub-programme of the study programme necessary. As we can see from the SAR (see p.123), 44 students have been enrolled in the study year 2022/2023 (an average of 42 students every year since study year 2013/2014 (see SAR, p.122)), more specifically 4 students in the sub-programme "Teacher in Dance and Cultural Studies"; 6 students in the sub-programme "Teacher in Arts and Cultural Studies". There are 34 students enrolled in the sub-programme "Teacher of Music and Cultural Studies". These students are divided into the specialisations

(Instrument playing - 21 students; Academic singing - 3; Jazz singing - 2; Popular and Jazz music - 2, and experts want to point out that only 6 students have chosen the specialisation “General Education Music Teacher”, and there are no students studying in the sub-programme “Teacher of Theatre arts and Cultural Studies”).

Taking into account the fact that there is a high rate in demand for General Education Music Teachers, experts want to encourage JVLMA to pay attention to the necessity to develop communication and information campaigns specifically for these sub-programmes: “Teacher in Dance and Cultural Studies”, “Teacher in Arts and Cultural Studies”, “Teacher of Theatre arts and Cultural Studies”, and for the specialisation “General Education Music Teacher” under the sub-programme “Teacher of Music and Cultural Studies”.

The dropout rate is very low - 0,08% (see SAR, p.124) which is a very good sign.

Because of the idea that the resources of the three academies are combined, the use of the resources of programmes 41141 and 42141 is very efficient and ensures the implementation of studies. However, existing funding is insufficient (see comments above in section 1.3.3.).

### **Conclusions on this set of criteria, by specifying strengths and weaknesses**

The idea of combining the intellectual and material and technical resources of the three HEI - the JVLMA, the LMA and the LKA implemented in the given study programme makes their use more efficient and avoids the creation of similar - duplicative study programmes of the LMA and the LKA.

Strengths are the following:

1. The investments in the methodological equipment and materials, infrastructure are carried out to correspond to the Skola2030 MusicLesson/Classroom that is necessary for the sub-programme “Teacher of Music and Cultural Arts”.
2. Cooperation between academies (JVLMA, LMA and LKA) makes the use of existing resources (classrooms, workshops, dance halls, libraries, etc.) more efficient.
3. JVLMA has invested in high-quality LoLa audio/video systems, audio, video recording equipment and other technical solutions.

The total number of students in the programme seems to be adequate to ensure the programme’s profitability and effectiveness in the long-run.

Weaknesses are the following:

1. There is a lack of extra room that would correspond to the necessities for training in dance improvisation using modern technologies for sub-programme “Teacher in Dance and Cultural Studies”.
2. More investments in IT technologies that support teaching and creative process is lacking, to ensure future arts teachers could prepare themselves to work in any type of educational institution with new innovative approaches, using new digital tools which could help pupils to express themselves creatively in the study process.
3. The experience of interdisciplinary arts (music, arts, theatre) projects during the study process within study courses where elements of digital tools are included are lacking.
4. The number of students in some sub-programmes are not sufficient and they are: “Teacher in Dance and Cultural Studies”, “Teacher in Arts and Cultural Studies”, “Teacher of Theatre arts and Cultural Studies”, and for the specialisation “General Education Music Teacher” under the sub-programme “Teacher of Music and Cultural Studies”.

## Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

### Assessment of compliance: Fully compliant

Because of the idea of combining the resources of the three academies, the use of the resources of the programme and 42141 is very efficient and ensures the implementation of studies.

## 2.4. Teaching Staff

### Analysis

#### 2.4.1.

In the SAR (see p. 105 and p. 142) it is written that the qualifications and professional skills of the teaching staff meet the conditions of the study programme implementation and regulatory acts and requirements. The order of procedures for attracting and employing the teaching staff is clearly described in the SAR (see pp. 50-52). It is possible to conclude from the SAR (see p.144) that 50 lecturers out of 81 in total (including invited) are holding PhD (61,7 %), 29 out of 81 lecturers are professors and associate professors (35,8%). 7 out of 10 lecturers who teach the general education music teachers' study courses hold PhD. 6 out of 9 lecturers who teach visual arts and theatre arts teachers' study courses hold PhD. 3 out of 9 lecturers who teach specifically dance teachers' study courses hold PhD (see SAR, p.143-144). 32 of all lecturers involved in the implementation of the study programme are elected lecturers of the JVLMA, 19 of them are LKA lecturers and 15 are LMA lecturers (see SAR, p.145). During the meeting with the students, experts concluded that students highly value the masterclasses led by the lecturers from other universities, e.g. from Royal Stockholm School of Music (see SAR, p.145). Experts would like to pay attention that closer cooperation with other HEI in this field could be suggested, e.g., University of Latvia, Daugavpils University, Liepāja University etc. to ensure the holistic approach to teacher education in Latvia.

#### 2.4.2.

In SAR (see p. 142) it is written that the qualifications of the lecturers involved in the implementation of the study programme and each sub-programme meet the conditions of the implementation of the study programme and the requirements of regulatory acts. However, looking at the list of lecturers of the programme 42141 Looking at the list of lecturers (Annex 8\_list of lecturers\_42141.xlsx) it can be seen that in the art sub-programme in the specialty subject B-I, B-II section LMA drawing is represented by one lecturer, painting and composition are represented by one lecturer, sculpture is represented by one lecturer . The number of lecturers invited to the theater sub-programme is higher in the specialty subjects (Methodology of Theater Art Teaching, Acting, Directing, Stage and Public Speaking Methodology). Different generations are also represented.

#### 2.4.3.

N/A

#### 2.4.4.

The qualification of the teaching staff is confirmed not only by publications, but also by participation in exhibitions, theater performances, concerts and other public events, where their performance has been evaluated. Dominant field of research development is in the field of music studies, although the JVLMA is open to different fields, so maybe interdisciplinary research should be encouraged. Scientific research and applied research and artistic creation are not fully integrated in the study

process and in the study programmes of all BA levels, so this should be improved by developing specific curricula. Experts are impressed by the amount of artistic activities, but there is a room for development in the area of publications in international refereed peer reviewed research journals as well as to develop publications together with the students, giving them opportunity to experience the cooperation in the research process. Only some of the members of the teaching staff are active in this area as we can conclude from the data provided (see SAR, Annex "Outgoing mobility of academic staff (staff training)).

#### 2.4.5.

In the interviews, students were asked to describe the work of interdisciplinary coordinators and no one could answer this question. At the same time, they were interested in the development of interdisciplinary cooperation. Some even expressed the idea that the disciplines could be combined.

### **Conclusions on this set of criteria, by indicating strengths and weaknesses**

The teacher's personality is very important in pedagogy. Currently, students are not given the opportunity to choose the basic subject of visual arts - teachers of drawing, painting, sculpture, composition. Therefore, the programme should involve more industry specialists of all generations so that students can choose a master with whom to learn a given subject. This would certainly raise the level of students' motivation and learning results. This could be implemented by including the student in the chosen workshop. Given the relatively small number of students in the programme, the LMA's resources allow for this. This could also apply to the other areas of the programme - dance, theater, music.

If talking about interdisciplinary cooperation, perhaps it would be useful to create a system of interdisciplinary tasks, with the aim of giving students an understanding of the other sub-disciplines of the programme. This would allow us to understand the principles of their construction, because all sub-disciplines - music, dance, performing arts, visual arts - are united by one thing - composition. This could be one practice assignment per semester. For example, the students of the sub-programmes should work together to create an "interdisciplinary dictionary" where each note has its own color tone, each color tone has a movement, and each movement has a word. This "vocabulary" can be endlessly expanded as needed, as each note can be played with different touches on the piano key or string. A word can be said in different intonations, changing its meaning in the diametrically opposite direction. A brushstroke or a touch to the canvas can change the emotional character of a painting, even without changing the color palette. In the next study stages, the task can be developed by modifying it and making it more complex. With the help of the created "dictionary", students should be able to "translate" the artwork of another sub-discipline into their own. A dance - in a composition of colors and lines, a painting - in a composition, a composition - in a theater performance, etc. At the end of the study programme, it would help students not only to orientate themselves in the chosen industry, but also to see the connections between different art forms. A comprehensively developed (multi-faceted) person is able to react independently to the situations created by life.

Strengths are the following:

1. The qualifications of the lecturers involved in the implementation of the study programme and each sub-programme meet the conditions for the implementation of the study programme.
2. The academic staff often participate in the creation and updating of content at the national level, which is often facilitated through cooperation with several educational and cultural institutions, labour market entities, specialists in relevant industry, etc.
3. The amount and quality of the artistic creations of teaching staff members are impressive that

shows the high professional standards for the future teachers.

Weaknesses are the following:

1. Furthermore, the academic staff (outside the field of music studies) is not so aware of the importance of mobility for developing teaching skills, new ways of creating curricula, infrastructure concepts, etc.
2. The amount of publications developed by academic staff members in international refereed peer reviewed research journals in the represented scientific areas are not sufficient.

### **Assessment of the requirement [7]**

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

**Assessment of compliance:** Fully compliant

The qualification of the academic staff meets the conditions of programme implementation, as well as the quantity and quality of their artistic creations are impressive. However, it would be desirable to enhance the involvement into mobility activities, interdisciplinary projects as well as in developing publications in peer-reviewed journals.

### **2.5. Assessment of the Compliance**

#### **Requirements**

- 1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

**Assessment of compliance:** Partially compliant

The description of the programme Teacher of Music, Theatre Arts, Dance, Art and Culture Studies (code 42141) has been developed in accordance with the requirements of Cabinet Regulation No512 of 26 August 2014 Regulations on State Standards for Bachelor Study Programmes at the Second Level of Professional Higher Education with reference to the annex 3.2. "Compliance with regulations" that elaborates compliance with Standard requirements and study programme indicators.

In this program as well no division between semesters is evident in the description of the study courses, as well as all language courses (English (level A2/B1); English (level B2/C1); Russian (for beginners); Russian (with background); French (for starters); French (with background); German (for beginners); German (with background)) are included in one course description.

- 2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

**Assessment of compliance:** Fully compliant

The annex 3.2 "Compliance with occupational standard" provides extensive data on how the study programme complies with the Teacher's Occupational Standard. Table indicates relation of the component from the occupational standard and relevant study courses. The study programme complies with the valid professional standard.

- 3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

**Assessment of compliance:** Partially compliant

With reference to the annex 3.2. "Descriptions of the study courses/ modules", the annex descriptions of the study courses and the study materials have been prepared in Latvian and English. The programme is implemented in Latvian language. For the external assessment purposes the descriptions of study courses are prepared in English. It complies with language and other requirements set forth in Section 561, Paragraph two and Section 562, Paragraph two of the Law on Higher Education Institutions. Besides that, no division between semesters is evident in the description of the study courses, as well all and language courses (English (level A2/B1); English (level B2/C1); Russian (for beginners); Russian (with background); French (for starters); French (with background); German (for beginners); German (with background)) is evident in the description of the study courses are included in one course description.

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

**Assessment of compliance:** Partially compliant

The sample of the diploma to be issued for the acquisition of the study programme does not comply with Regulations of the Cabinet of Ministers No. 202 and with the procedure according to which state recognised documents of higher education are issued owing to the fact that first page of the diploma with reference to Regulations of the Cabinet of Ministers No. 202 "The procedure for issuing documents certifying higher education recognized by the state" has not been added in the annex 3.1. "Sample of the diploma and its supplement to be issued for completing the study programme"

- 5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

**Assessment of compliance:** Not relevant

N/A

- 6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

**Assessment of compliance:** Not relevant

N/A

- 7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

**Assessment of compliance:** Not relevant

N/A



- 8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

**Assessment of compliance:** Fully compliant

With reference to the annex 2.3. "Knowledge of the state language of academic staff", a statement is signed by the rector that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties. Additionally, the annex 2.3. "CV of academic staff" further proves that the teaching staff members are proficient in the official language.

- 9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

**Assessment of compliance:** Not relevant

N/A

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

**Assessment of compliance:** Fully compliant

With reference to the annex 2.1. "Study agreement", the sample complies with the mandatory provisions mandated by the Regulations of the Cabinet of Ministers No. 70 "Mandatory provisions in the study contract" in accordance with Section 46, Paragraph two of the Law on Higher Education Institutions.

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

**Assessment of compliance:** Partially compliant

With reference to the annex 2.1. "Warranty for first level study programme" states: "[...]to continue their education in the professional bachelor study programme of the relevant field of the Academy's study direction "Arts", additionally ensuring the acquisition of pedagogical competence within the programmes of the Continuing Education Department of the Academy" certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme whilst acquisition of pedagogical competence if the implementation of the study programme is terminated, however, the HEI only provides the possibility to continue studies in their own academy that is therefore seen as a factor of great risk. Besides this, the provided possibility is to study in the study field of Arts, and it excludes a possibility to receive the profession of a teacher that is the main object of this programme

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

**Assessment of compliance:** Fully compliant

With reference to annex 2.1. "Warranty for compensation of losses", the higher education institution has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's licence is revoked.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

**Assessment of compliance:** Not relevant

N/A

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

**Assessment of compliance:** Not relevant

N/A

### **Assessment of the requirement [8]**

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

**Assessment of compliance:** Partially compliant

Mainly the study programme complies with the requirements set forth in the Law on Higher Education Institutions and other regulatory and other regulatory enactments. However, first, no division between semesters and language courses is present in the description of the study courses.

Second, page one of the diploma with reference to Regulations of the Cabinet of Ministers No. 202 "The procedure for issuing documents certifying higher education recognized by the state" has not been added in the standard sample of the study agreement.

Third, the HEI only provides the possibility to continue studies in their own academy.

### **General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme**

The overall evaluation of the study programme is good with reference to four main problems that have been identified and can be eliminated within the term of accreditation of the study field.

The professional bachelor study programme "Music, Theatre Arts, Dance, Visual Arts Teacher" includes four sub-programmes "Teacher of music and cultural studies", "Teacher in dance and cultural studies", "Teacher in arts and cultural studies", and "Teacher of theatre arts and cultural studies" where sub-programme "Teacher of music and cultural studies" offers three specialisations: "General Education Music Teacher", "Professional Education Music Teacher (piano playing, accordion, violin, cello, double bass, kokle, guitar, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, euphonium, tuba, percussion teacher), and "Professional Education Music Teacher (music theory and literature teacher). There is one specialisation offered for the sub-programme "Teacher in dance and cultural studies" - "Vocationally oriented and interest-related dance and culture studies teacher". There is one specialisation offered for the sub-programme "Teacher in arts and cultural studies" - "General education visual arts and cultural studies teacher". And there is one specialisation offered for the sub-programme "Teacher of theatre arts and cultural studies" - "General education and interest-related theatre and cultural studies teacher".

There is a risk of imbalance between the sub-programmes of the professional bachelor programme for now as 34 students out of 44 are enrolled under the sub-programme "Teacher of music and cultural studies" and only 10 students in total for sub-programmes "Teacher in arts and cultural studies" (6 students) and "Teacher in dance and cultural studies" (4 students) in study year

2022/2023.

However, the term "sub - programmes" is not used in accordance with the requirements set in Law on Higher Education Institutions under section No.55. Therefore JVLMA should reconsider the use of term sub - programmes and specialization.

The strengths involve that the external assessment purposes the descriptions of study courses are prepared in English and the staff of the HEI is highly proficient in the field.

However, the main issues are:

1. No division between semesters and language courses is present in the description of the study courses.
2. The first page of the diploma with reference to Regulations of the Cabinet of Ministers No. 202 "The procedure for issuing documents certifying higher education recognised by the state" has not been added.
3. The HEI only provides the possibility to continue studies in their own academy.
4. Term "sub - programmes" is not used in accordance with the requirements set in Law on Higher Education Institutions under section No.55.

### **Evaluation of the study programme "Music, theatre arts, dance, visual arts teacher"**

Evaluation of the study programme:

Good

### **2.6. Recommendations for the Study Programme "Music, theatre arts, dance, visual arts teacher"**

#### **Short-term recommendations**

- |  |
|--|
| 1. To give higher priority to teaching practice in the programme for internship and to balance learning outcomes between the internship programme and study programme. If competences of professional mastery in the specialised field of arts are developed in the internship period, then it has to be identified explicitly in a description of study programme learning outcomes.              |
| 2. The final thesis as a common international practice in studies should have a chapter for summary in English.  |
| 3. Provide a division between semesters and language courses in the study plan.  |
| 4. The Standard sample of study agreement should involve page one from the standard of Regulations of the Cabinet of Ministers No. 202 "The procedure for issuing documents certifying higher education recognized by the state"   |
| 5. An extra room that would correspond to the necessities for training in dance improvisation using modern technologies for sub-programme "Teacher in Dance and Cultural Studies" is needed.   |
| 6. There is a necessity to invest in IT technologies, to equip future arts teachers with the competency that support teaching and creative process, e.g., some cloud-based software programs, online music programs for pupils to use both at home and school, to compose and create their own music; digital tools which could help pupils to express themselves creatively in the study process. |

7. To provide students with the experience of interdisciplinary arts (music, arts, theatre) projects during the study process within study courses where elements of digital tools are included - that could enhance the creative potential of future teachers.

8. Closer cooperation with other HEI in the pedagogical field could be suggested, e.g., University of Latvia, Daugavpils University, Liepāja University etc. to ensure the holistic approach to teacher education in Latvia.

9. Overlook the terminology used regarding term "sub - programmes" and rethink whether they adjust them as specializations or change them to sub-programs according to Higher education law.

### **Long-term recommendations**

1. Sustainable public communication and information campaigns should be developed in order to strengthen recognition and identification of the programme in the potential market of students in order to demonstrate that studies in artistic education and pedagogy are provided by the cooperation of three institutions - the JVLMA, the LMA and the LKA, specifically, for the "Teacher in Dance and Cultural Studies", "Teacher in Arts and Cultural Studies", "Teacher of Theatre arts and Cultural Studies", and for the specialisation "General Education Music Teacher" under the sub-programme "Teacher of Music and Cultural Studies".

2. Achieve an agreement for the possibility to continue studies in a different HEI if the implementation of the study programme is terminated.

## **III - Assessment of the Requirements for the Study Field and the Relevant Study Programmes**

### **III - Assessment of the Requirements for the Study Field and the Relevant Study Programmes**

#### **Assessment of the Requirements for the Study Field**

Requirements	Requirement Evaluation		Comment
<p>R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:</p>		<p>Partially compliant</p>	<p>The JVLMA has established a quality policy that is publicly available. The quality assurance system contributes to the achievement of the aims and learning outcomes of the study field and the relevant study programmes, ensures continuous improvement, development, and efficient performance of the study field and the relevant study programmes. Sub-criteria 1.6. has to be enhanced: Though the JVLMA quality assurance system does ensure continuous improvement, development, and efficient performance of the study field, the practical implementation does not involve internationalisation to the needed extent, which is mentioned many times in the quality policy.</p>
<p>R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)</p>	<p>Fully compliant</p>		<p>The study field is based on artistic achievements and creations and research findings in the area of arts pedagogy (music, dance, arts, theatre). Highly qualified academic and teaching staff is very active in the field of artistic creation, but the scientific research and international cooperation of the academic staff in the area of arts pedagogy has to be enhanced. Identified weaknesses under the chapter 1.4. "Scientific Research and Artistic Creation" do not have any impact on the requirements as the effort that has been put into the this sphere is efficient especially in the arts area, there are some good input in pedagogy as well.</p>

<b>Requirements</b>	<b>Requirement Evaluation</b>			<b>Comment</b>
R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.	Fully compliant			There is a powerful cooperation between HEI and educational institutions, commercial companies, professional cultural institutions in Latvia and abroad, but international cooperation and mobility should be encouraged in the arts (music, dance, art, theatre) pedagogy area.
R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.	Fully compliant			4 recommendations of the accreditation procedure in 2011 are literally implemented. All recommendations made by the experts for the professional bachelor's degree programme have been implemented. Six recommendations for the 1st level vocational higher education study programme have been fully implemented and two planned to be implemented in 2023.

#### **Assessment of the Requirements for the Relevant Study Programmes of the Study Field**

<b>No.</b>	<b>Study programme</b>	<b>R5</b>	<b>R6</b>	<b>R7</b>	<b>R8</b>	<b>Evaluation of the study programme (excellent, good, average, poor)</b>
1	Music, dance, arts vocationally oriented and interest-related education teacher (41141)	Not relevant	Partially compliant	Fully compliant	Partially compliant	Average
2	Music, theatre arts, dance, visual arts teacher (42141)	Not relevant	Fully compliant	Fully compliant	Partially compliant	Good

#### **The Dissenting Opinions of the Experts**

N/A