

Avdelning
Utvärderingsavdelningen
Handläggare
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Rektorer vid berörda lärosäten

Utvärdering av utbildning på forskarnivå inom musik

Beslut

Universitetskanslersämbetet (UKÄ) beslutar att ge följande samlade omdöme för utbildningar på forskarnivå som leder till licentiat- och doktorsexamen/konstnärlig licentiat- och doktorsexamen inom musik.

Luleå tekniska universitet

Musikalisk gestaltning - licentiat- och doktorsexamen, hög kvalitet

Lunds universitet

Musik - konstnärlig licentiat- och doktorsexamen, hög kvalitet

Utbildningar med det samlade omdömet *hög kvalitet* uppfyller kvalitetskraven för högre utbildning på forskarnivå. Utbildningar med det samlade omdömet *ifrågasatt kvalitet* uppfyller inte kvalitetskraven för högre utbildning på forskarnivå. För de utbildningar som fått omdömet *ifrågasatt kvalitet* innebär det att UKÄ ifrågasätter tillståndet att utfärda dessa examina.

Ärendets hantering

UKÄ har i enlighet med regeringens uppdrag genomfört en nationell utvärdering av utbildningar som leder till licentiat- och doktorsexamen/konstnärlig licentiat- och doktorsexamen på forskarnivå inom musik. I de fall lärosätet ger både licentiat- och doktorsexamen i musik har dessa utvärderats som en enhet. Utvärderingen har utgått ifrån de krav som ställs i högskolelagen (1992:1434) och högskoleförordningen (1993:100). Uppdraget ligger inom ramen för det nationella systemet för kvalitetssäkring av högre utbildning (*Nationellt system för kvalitetssäkring av högre utbildning. Redovisning av ett regeringsuppdrag, Rapport 2016:15*).

För granskningen av berörda utbildningar har UKÄ efter ett nomineringsförfarande utsett en bedömargrupp bestående av ämnessakkunniga, doktorandrepresentanter och arbetslivsföreträdare. Bedömarna har inte deltagit i beredning eller bedömning av utbildningar vid lärosäten där de uppgett jäv. En förteckning över bedömare och jävsförhållanden framgår av bilaga 2 i bedömargruppens yttrande.

De underlag som ligger till grund för bedömningen framgår av bilaga 3 i bedömargruppens yttrande. Utifrån underlagen har bedömargruppen redovisat en

bedömning med vidhängande motivering av respektive utbildnings kvalitet utifrån nedanstående bedömningsområden (se bedömargruppens yttrande, bilaga 1).

- förutsättningar
- utformning, genomförande och resultat
- doktorandperspektiv
- arbetsliv och samverkan

I bedömargruppens yttrande ges även ett förslag till samlat omdöme för respektive utbildning.

UKÄ har innan detta beslut fattats skickat bedömargruppens preliminära yttranden till respektive lärosäte på delning, för att korrigera eventuella sakfel. Delningstiden var tre veckor. De svar som lärosätena inkom med framgår av bilaga 4. Bedömargruppen har tagit del av lärosätenas svar, och i de fall där det bedömts vara relevant har ändringar gjorts i yttrandena.

Universitetskanslersämbetets bedömning

Med utgångspunkt i bedömargruppens förslag ger UKÄ respektive utbildning det samlade omdömet *hög kvalitet* eller *ifrågasatt kvalitet*. Det samlade omdömet ifrågasatt kvalitet innebär att UKÄ ifrågasätter lärosätets tillstånd att utfärda licentiat- och doktorsexamen/konstnärlig licentiat- och doktorsexamen inom forskarutbildningsämnet och att UKÄ efter uppföljning kommer att ta ställning till om tillstånd att utfärda dessa examina bör dras in. (För närmare information, se *Vägledning för utvärdering av utbildning på forskarnivå*, Universitetskanslersämbetet 2018).

UKÄ:s samlade omdöme för respektive utbildning och lärosäte redovisas i bilaga 1.

Beslut i detta ärende har tagits av generaldirektören Anders Söderholm efter föredragning av utredaren Carolina Källgren i närvaro av biträdande avdelningschef Lisa Jämtsved Lundmark, och strategi- och planeringsansvarige Per Westman.

Anders Söderholm

Carolina Källgren

Kopia till:
Bedömargruppen

Bilaga 1: Samlat omdöme

Luleå tekniska universitet

Lärosäte	Forskarutbildningsämne	ID-nr	Samlat omdöme
Luleå tekniska universitet	Musikalisk gestaltning - licentiat- och doktorsexamen	A-2018-02- 4435	Hög kvalitet
<p>Universitetskanslersämbetet instämmer i bedömargruppens ställningstagande. <i>In conclusion, the programme is assessed as maintaining high quality.</i></p> <p>The assessment panel notes that although the present supervisor capacity is sufficient, additional supervisors will need to be recruited when/if the number of doctoral students and the range of topics increase. The assessment panel acknowledges the good collaborations within the higher education institution, but recommends the programme to engage more in national and international networks. Doctoral students should present more at international conferences and a post-doctoral programme should be installed to attract international researchers. The assessment panel notes with concern that the doctoral students, despite the excellent infrastructure, are rarely on Campus Piteå (only one week/month), which can have a negative impact on the research environment.</p> <p>The assessment panel notes that the target knowledge and understanding is well addressed by the research seminars, which are held regularly and efficiently. However, the assessment panel is concerned about the fact that no criteria seem to be in place to evaluate artistic work and it suggests a clear project description be added to the individual study plan. The assessment panel acknowledges the wide range of available courses and suggests, that some should be made compulsory. With respect to developing competence and skills, the assessment panel notes that students are well trained to plan and conduct research in a timely fashion and that there is a robust system in place for remedial measures should they be required. The students' intellectual autonomy and artistic integrity are also well-trained in the regular research seminars. With respect to gender equality the assessment panel notes a good balance among students and supervisory team. The content, design, implementation and examinations are systematically followed up. The outcomes of the follow-up are translated, when necessary, into actions for quality improvement. The assessment panel sees potential areas of improvement in developing and maintaining contact with alumni and feeding their knowledge and experiences back into the programme.</p> <p>The assessment panel notes that doctoral students have good opportunities to influence content and implementation of the programme. Doctoral students can choose from wide range of courses and seminars according that address their needs, both within and outside the institution. The working conditions are good due to the excellent infrastructure. The integration of doctoral students in the Bachelor's and Master's programmes is supported through teaching and supervision.</p> <p>The programme offers enough breadth to allow doctoral students sufficiently to prepare themselves for both an academic career and a career outside academia. It became evident from the self-evaluation that doctoral students in Musical performance almost always have considerable experience as professional musicians and, in many cases, as teachers. Moreover, the research within the program presupposes continued musical activity in public contexts by the doctoral</p>			

students. This means that the doctoral students bring experience from working life when admitted and continue their public musical work after admission, as a natural and necessary part of their research. The doctoral students are also prepared for a career within the academy since courses in university pedagogy and in supervision are part of their studies.

Lunds universitet

Lärosäte	Forskarutbildningsämne	ID-nr	Samlat omdöme
Lunds universitet	Musik - konstnärlig licentiat- och doktorsexamen	A-2018-02- 4434	Hög kvalitet
<p>Universitetskanslersämbetet instämmer i bedömargruppens ställningstagande. <i>In conclusion, the programme is assessed as maintaining high quality.</i></p> <p>Each doctoral student is allocated at least a principal and secondary supervisor, with up to 340 hours over four years of supervision. This amount is generous. The assessment panel acknowledges an active research environment at the higher education institution with high ambitions to actively participate and influence the field of artistic research. To improve the visibility of the doctoral students' work, the assessment panel suggests the institution to allocate funding for doctoral students to attend international conferences.</p> <p>The assessment panel notes that the Interference Laboratories is a good platform for developing knowledge and understanding within the artistic practice while providing a forum for discussion of artistic research. The programme is structured into eight well-articulated components. Overall the assessment panel notes that the programme is well connected to other similar programmes in Europe. Skills and competencies are further enhanced through opportunities where doctoral candidates are invited to the annual ARTikulationen event in Graz, Austria, among other events. The assessment panel found that there was little evidence in the self-evaluation, the interviews and the individual study plans on how the doctoral students, through their artistic and academic practice, contribute to the development of society particularly at a national level. The assessment panel notes that there is little mention of any outreach activities and recommends a much more focused effort on social engagement to be pursued by the higher education institution. It was noted in the interviews, that the students are able and willing to contribute to the development of society. Intellectual autonomy and artistic integrity are needed to define and execute research projects through artistic practice. Through the Interference Laboratories, the programme ensures that students can demonstrate and defend their intellectual and artistic choices. Special courses are offered (e.g. in gender analysis, ecology, or music psychology) to ensure the students develop an articulated understanding of their own practice as a prerequisite to make assessments of research ethics and understand the implications of artistic and scientific practice for society. The assessment panel found that there is a developed awareness about questions of gender and diversity as several projects and courses closely examine gender issues. During the interviews, senior staff commented on this issue and the assessment panel was pleased to hear that a special committee and a gender equality expert will be appointed. The assessment panel notes that there are several formats for evaluating the programme, ranging from group discussions to written responses, or a combination of both. Courses are redesigned based on student feedback, which is very positive.</p> <p>Doctoral students have good opportunities to influence content and implementation of the programme. The IAC provides the necessary infrastructure for the doctoral students to carry out their artistic research projects. The availability of competent technical support in the IAC and more individual workspace for the doctoral students are potential areas of improvement. Although the current student group is very small, it is active and coherent. The creation of further doctoral student</p>			

positions and institutional funding for doctoral students to attend international conferences are potential areas of improvement.

The programme offers enough breadth to allow doctoral students to prepare themselves for both an academic career and a career outside academia. It became evident from the self-evaluation that the higher education institution sees several options for the working life of the doctoral students after they have graduated. The fact that the doctoral students are most often experienced professionals is seen by the assessment panel both as an asset and as a prerequisite for a successful doctoral education.