



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

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**EVALUATION REPORT**

**STUDY FIELD of MUSIC**

at Kaunas University of Technology

**Expert panel:**

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Report language – English

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### Study Field Data\*

Title of the study programme	<b><i>Music Technologies</i></b>	<b><i>Composition and Performance of Electronic Music</i></b>
State code	6121PX030	6211PX025
Type of studies	University cycle studies	University cycle studies
Cycle of studies	First cycle	Second cycle
Mode of study and duration (in years)	Full-time studies, 3 years	Full-time studies, 1,5 years
Credit volume	180	90
Qualification degree and (or) professional qualification	Bachelor of Arts	Master of Arts
Language of instruction	Lithuanian	Lithuanian
Minimum education required	Secondary education	Higher university education (Bachelor's Degree)
Registration date of the study programme	29 May 2003	18 April 2013

*\* if there are **joint** / **two-fields** / **interdisciplinary** study programmes in the study field, please designate it in the foot-note*

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## I. INTRODUCTION

### 1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluation of study fields is based on the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) 31 December 2019 Order [No. V-149](#).

The evaluation is intended to help higher education institutions to constantly improve their study process and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) site visit of the expert panel to the higher education institution; 3) production of the external evaluation report (EER) by the expert panel and its publication; 4) follow-up activities.*

On the basis of this external evaluation report of the study field SKVC takes a decision to accredit study field either for 7 years or for 3 years. If the field evaluation is negative then the study field is not accredited.

The study field and cycle are **accredited for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).

The study field and cycle are **accredited for 3 years** if one of the evaluation areas was evaluated as satisfactory (2 points).

The study field and cycle are **not accredited** if at least one of evaluation areas was evaluated as unsatisfactory (1 point).

### 1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure (hereinafter referred to as the Procedure) as approved by the Director of Centre for Quality Assessment in Higher Education on 31 December 2019 [Order No. V-149](#). The site visit to the HEI was conducted by the panel on *12 May, 2021*. Due to the coronavirus pandemic, the Review Visit was organised online using a video-conferencing tool (Zoom).

**Prof. Dr. Martin Harlow (panel chairperson)**, *Emeritus Professor formerly Vice Principal (Academic), Royal Northern College of Music, United Kingdom;*

**Ms. Gretchen Amussen**, *Independent consultant, France;*

**Prof. Dr. Habil. Mihály Duffek**, *Pianist, Head of Piano Department, University of Debrecen, Hungary;*

**Mr. Simonas Cepenas**, *CEO, Live music agency Rootslive, Lithuania*

**Ms. Larisa-Mirela Matei**, *PhD student in Musical Education, National University of Music, Romania*

### 1.3. GENERAL INFORMATION

The documentation submitted by the HEI follows the outline recommended by SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site visit:

No.	Name of the document
1.	No additional information

### 1.4. BACKGROUND OF THE STUDY FIELD/STUDY FIELD POSITION/STATUS AND SIGNIFICANCE IN THE HEI

Kaunas University of Technology (hereafter – KTU, University) was established in 1920 and is one of the largest technical universities in the Baltic countries. It consists of 9 faculties, the library, 8 research institutes as well as the departments of administration and support. The University has 1915 employees. The University is currently educating 8442 students of whom 5965 are bachelor’s students and 2035 are master’s students. 655 foreign students are currently enrolled in the University. The vision of Kaunas University of Technology is to be a leading European University with knowledge and technology development and transfer-based activities.

KTU has two study programmes in the field of music: one at first cycle level, *Music Technologies* (state code – 6121PX030) (hereafter – the first cycle study programme), and one at second cycle level, *Composition and Performance of Electronic Music* (state code 621W30003) (hereafter – the second cycle study programme). These studies are organized within the Faculty of Social Sciences, Arts and Humanities.

The last evaluation of the programmes in the study field of Music at first cycle level was in 2014. The current evaluation is the first to include the second cycle programme *Composition and Performance of Electronic Music*. After the earlier evaluation, improvements to the first cycle programme were carried out and all recommendations of this previous evaluation were considered carefully.

The self-evaluation report (hereafter - SER) for the present evaluation was carried out by a team as follows: the Head of the Study Programme, two professors, a lecturer, the Vice Dean for Studies, one student, one social partner and an administrator.

## II. GENERAL ASSESSMENT

Music study field and first cycle at Kaunas University of Technology is given a **positive** evaluation.

*Study field and cycle assessment in points by evaluation areas*

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	3
2.	Links between science (art) and studies	3
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	3
5.	Teaching staff	3
6.	Learning facilities and resources	3
7.	Study quality management and public information	3
	Total:	21

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

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

3 (good) - the field is being developed systematically, has distinctive features;

4 (very good) - the field is evaluated very well in the national and international context, without any deficiencies;

5 (excellent) - the field is exceptionally good in the national and international context/environment.

Music study field and second cycle at Kaunas University of Technology is given a **positive** evaluation.

*Study field and cycle assessment in points by evaluation areas*

<b>No.</b>	<b>Evaluation Area</b>	<b>Evaluation of an Area in points*</b>
1.	Intended and achieved learning outcomes and curriculum	3
2.	Links between science (art) and studies	3
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	3
5.	Teaching staff	3
6.	Learning facilities and resources	3
7.	Study quality management and public information	3
	<b>Total:</b>	<b>21</b>

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5 (excellent) - the field is exceptionally good in the national and international context/environment.

### III. STUDY FIELD ANALYSIS

#### 3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

*Study aims, outcomes and content shall be assessed in accordance with the following indicators:*

*3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market (not applicable to HEIs operating in exile conditions)*

*(1) Factual situation*

The aims and outcomes of the first cycle and second cycle study programmes of the music study field at KTU (see 3.1.2 below for detail) address technological and musical knowledge and skills demanded by an expanding creative arts industry in Lithuania as well as in the EU, where professional specialists in the areas of music and music technology are in high demand. The relative 'newness' of music technology studies in Lithuanian higher education ensures that skilled graduates have an excellent opportunity to pursue careers in the music profession (SER, p.9).

Graduates of the first cycle study programme in *Music Technologies* 'can work as a music director, sound engineer, in the areas of technical maintenance of events, administration of art projects, editing of audio-visual material.' (SER, Annex 1). Graduates of the second cycle study programme in *Composition and Performance of Electronic Music* 'can work as an electronic music composer and performer in state and private concert organisations, companies in the fields of mass media and new media. The graduate can work as an expert and supervisor or establish a private company in the area of music industry' (SER, Annex 1).

The first cycle and the second cycle study programmes are constructed with reference to *Lithuanian Qualifications Framework*, the *Descriptor of the Study Field of Music* and the *Description of Study Cycles*. Learning outcomes of both first and second cycle programmes are organised in 7 areas: 1. Creation of music, creative projects, performance and interpretation; 2. Understanding and management of musical material, instruments and processes; 3. Knowledge of music theory, historical and cultural contexts; 4. Creativity; 5. Communication, cooperation and interdisciplinary activities; 6. Initiative and entrepreneurship; 7. Understanding of the role of a music specialist in the life of a man, society, and culture) (SER, pp.9–10). These learning outcomes map onto requirements of first and second cycle study programmes in the study field of music, which are distinguishable by level (see below, 3.1.5).

The first cycle and second cycle study programmes offer pertinent training for technological sectors of the music industry. 70% of graduates of the programmes work in a field that is related to their higher education studies (SER, p.30). Even during studies, most students, especially postgraduates, combine studies with work. Graduates work in Lithuania's theatres, radio stations, TV stations, sound rental companies and recording studios. Some open their own studios, offering work as freelance music producers (SER, p.30).

SER, Annex 2 maps study subjects learning outcomes with programme learning outcomes in a matrix. SER, Annex 3 describes modes of delivery and assessment and their relationship to programme learning outcomes. The *Study Programme Committee* is responsible for ongoing developments to programme content, delivery and assessment, and ensuring that the programme prepares a path to employment. There is a clear route mechanism for programme amendments, with final approval by the University Senate.

## *(2) Expert judgement/indicator analysis*

The content and level of aims and learning outcomes of the first and second cycle music study programmes are relevant for the labour market of music technology in Lithuanian as well as in international contexts. The expected learning from the first cycle *Music Technologies* programme is relevant for direct transfer to a position as a music technologist, or for further second-cycle study. The expected learning from the second-cycle *Composition and Performance of Electronic Music* programme is relevant for direct transfer to a position as electronic and electroacoustic musician, whether working in an employed position or as a freelance musician.

### *3.1.2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI*

#### *(1) Factual situation*

The aims of the first cycle study programme in *Music Technologies* are 'to educate creative personalities, who has skills in the field of new musical technologies, as well as competence in the spheres of multimedia and computers, provide knowledge about the equipment used in musical industry, enable to tune, repair, improve it and adjust in creative work.' (SER, Annex 1)

The aims of the second cycle study programme in *Composition and Performance of Electronic Music* are 'to educate creative personalities, who are able to implement their musical ideas by creating and performing meaningful compositions of electronic and electroacoustic music.' (SER, Annex 1)

KTU's Mission is 'to provide the research-based studies at international level; to develop and to transfer knowledge and innovative technologies for sustainable development of the State and development of innovations; to create an open creative environment which inspires talents and leaders (Table 3, SER p.12).

KTU's strategy is 'based on KTU traditions and strengths – links with industry, wide range of studies and scientific research related to technologies, aligned with the needs of the State and international development trends. The objective of the University's strategy is to become a leading university, competitive in the international space. The Strategy is focused towards the strengthening of KTU's responsibility to the society and the country, towards consolidating its activities for the improvement of the people's life quality and acceleration of the statehood development. The main activities in this area are related to the transfer of knowledge and technologies created at the University so as they contributed to the country's vitality and its sustainable knowledge-based economic, social and cultural development.

The alignment of the KTU and Faculty missions is described in tabulated form in the SER (SER, p.12). The programme aims (first and second cycles) clearly align with the institutional emphasis on links with industry, science and technology and the societal role played by University; the music study field programme aims (first and second cycles) align with Faculty level aims, which are not only to impart knowledge and skills, but to cultivate responsible, creative and open graduates. Both programmes (first and second cycle) aim to educate creative personalities with, respectively, specialisms in new musical technologies and the composition of electronic and electroacoustic music, two areas of scientific investigation wholly consonant with the technological emphasis of the University.

#### *(2) Expert judgement/indicator analysis*

The aims and learning outcomes comply with the mission, vision and strategy of KTU.

### *3.1.3. Evaluation of the compliance of the field and cycle study programme with legal requirements*

#### *(1) Factual situation*

The first cycle study programme in *Music Technologies* is a 3-year programme of 180 ECTS. This credit consists of general university courses, 18 ECTS; study field (music) courses, 135 ECTS; and free electives, optional courses and internship, 27 ECTS. There is a logical progression from general courses, and those offering a grounding in music technology (in the first semesters) to those with increased focus on music-specific specialisation (e.g. Cinema Music and Sound Effects; Music Recording; Sound System Design). Annex 3 describes how course study learning outcomes correlate to those of the overall programme.

The first cycle study programme in *Music Technologies* was recently reduced in duration from four to three years. The *Study Field Programme Plans* (SER, Annex 1, p.1) lists the duration of studies as 4 years, with a credit value for the programme of 240 ECTS. The *Cultural Industries* module (Semester 5) also has an incorrect credit allocation (6 rather than 3, the KTU website confirms this error) which gives overall ECTS for the programme as 183.

The second cycle study programme in *Composition and Performance of Electronic Music* is a 1.5-year programme of 90 ECTS. This credit is constituted of study field (music) courses, 84 ECTS; and free electives and optional courses, 6 ECTS. Studies across the first two semesters are progressive, in the sense that courses in electronic music (composition and performance) take place in each semester but with a progressively challenging curriculum. The second semester sees the introduction of other specialisations, for example Virtual Music Instruments, Composition for Cinema, TV and Computer Games. The final semester of study is given over to the Final Degree Project. Annex 3 describes how course study learning outcomes correlate to those of the overall programme.

The planned student workload for a semester is 800 hours (first and second cycle programmes). The contact hours for each subject are 40% for both cycles. 100% of the teachers at both cycles hold a scientific degree or are established artists. The second cycle programme is taught for staff 50% of whom hold the position of Professor. The structure and qualifications of teachers meet the legal requirements of Lithuania.

#### *(2) Expert judgement/indicator analysis*

The study programmes at both first and second cycle level meet the general legal requirements in Lithuania. The Expert Panel would have liked to have read more in the SER, and heard more in the site visit meetings, of the rationale for the reductions in the programme duration of the first cycle study programme in *Music Technologies* from 4 to 3 years, and the implications that this reduction had on the overall programme learning outcomes. The errors in Annex 1 (programme credits; module credit value) suggest that a compression of the programme has occurred.

### *3.1.4. Evaluation of compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes*

#### *(1) Factual situation*

The aims of the first cycle and the second cycle study programmes are presented in an intelligible and concise way, detailing what students should achieve by completing them. They are divided into 7 different categories (see above, 3.1.1). The SER, Annex 3 displays how the achieved learning outcomes of a study course correlate with programme learning outcomes. During the evaluation team's site meetings it was clear that teachers are familiar with

programme level learning outcomes, and follow the prescription of the matrices for teaching and assessment.

KTU has an excellent website structure, which gives details of programme and study field course aims, learning outcomes, and assessment methods for the music study field programmes. The subject studies have a variety of teaching methods including lectures, seminars and workshops. Learning outcomes are sufficiently detailed so that assessment is purposeful and understood by the student. The assessment methods are wide-ranging and relevant to the study field. Annual review of the programmes is undertaken by the *Study Programme Committee*, in order to implement refinements to the subject studies offered. This includes input from teaching staff, students and industry partners.

### *(2) Expert judgement/indicator analysis*

Learning outcomes, teaching and assessment follow the principles of ‘constructive alignment’ (where all components in the teaching system – the curriculum and its intended outcomes, the teaching methods used, the assessment tasks – are aligned to each other). There are an appropriate range of teaching modes and assessments that ensures that students can construct their own learning journey. There is scope for the programme to respond to individual learner’s needs through specialisation.

The presentation of subject studies on the KTU website are not always consistent (for example, the learning outcomes of *Informatics 1* (P175B169) ‘ability to ...’, *Fundamentals of Audio Technologies* (H320B023) ‘is able to...’, *Basics of Sound Synthesis* (H120B104) ‘get familiar with ...’) and there are some unfortunate (though minor) infelicities in English (for example, *History of the 20<sup>th</sup> Century Music* (H320B006), summary: ‘The wide panorama of contemporary music – the presentations of the various composers of the 20th century. Extensive discography and related video records about modern music are to be used. The analysis of musical compositions according to stylistic and technological methods. Analysis of concreate stylistical waves, such us aleatoric, puantilism, concreate music.’ KTU should make these published materials consistent and error free.

### *3.1.5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competences of students*

#### *(1) Factual situation*

Both first and second cycle study field programmes have a specialist musical emphasis.

Semesters 1 and 2 of the first cycle study programme in *Music Technologies* focus on general studies and grounding in the fundamental knowledge of music technologies and acoustics; Semesters 3 and 4 offer more advanced study in audio technologies and acoustics; music production, arrangement, basics of sound synthesis, edition of music recordings and publicity projects; Semesters 5 and 6 present more in-depth study of music recording, sound and video production and cinema music. The final semester has a placement (traineeship) and is devoted to the preparation of the final thesis. There is a logical and progressive development of the intellectual and practical skills that will equip graduates for the labour market.

Semesters 1 and 2 of the second cycle study programme in *Composition and Performance of Electronic Music* offers 4 ‘core’ modules in electronic music composition and performance plus additional modules in cinema, computer games and media. Semester 3 is devoted to the preparation of the final thesis. There is a logical and intensive training development of the intellectual and practical skills that will equip graduates for the labour market.

## *(2) Expert judgement/indicator analysis*

The first cycle study programme in *Music Technologies* has relevant level and content with a good balance between general grounding in the fundamentals of the discipline, and the development of industry-specific areas of expertise. The specialist focus of the programme is in line with KTU ambitions and is relevant to the needs of the labour market. The theoretical and practical depths are enough for second cycle study.

The second cycle study programme in *Composition and Performance of Electronic Music* has relevant level and content with a focussed development on the artistic and technical needs of those working in electronic music fields. The balance of subjects and the summative project ensure the development of industry-specific areas of expertise. The specialist focus of the programme is in line with KTU ambitions and is relevant to the needs of the labour market. The theoretical and practical depths are enough for third cycle study.

In short, both the first cycle and the second cycle study programmes offer a balanced, logical, practical and progressive development of competences, relevant to the needs of the labour market.

### *3.1.6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes*

#### *(1) Factual situation*

The amount of free-choice 'elective' credit in the first cycle study programme is 45 ECTS; the amount of free-choice 'elective' credit in the second cycle study programme is 6 ECTS.

The first cycle study programme has the option of some bridging courses from other study fields, that relate the interdisciplinary and technical focus of the programme (e.g. mathematics, English language, IT). General university modules are available (18 ECTS). The student is able to shape a free-choice final project; additional study modules and internships are bespoke to the individual.

Although the majority of the second cycle study programme is formed of 'core' activities, this situation is understandable given the specialised skills training that is needed and the small student numbers on the programme. There are good options for the student to shape their own learning within modules.

#### *(2) Expert judgement/indicator analysis*

The students in the first cycle study programme have good possibilities to personalize their studies. They have opportunities to pursue specialist areas of interest as they develop their skills during the programme.

The students in the second cycle study programme have good possibilities to personalize their education and shape their creative-musical personality (a significant programme learning outcome).

Both the first and the second cycle study programmes strike a good balance between essential 'core' studies, and flexibility to accommodate individual student's needs and curriculum choices.

### *3.1.7. Evaluation of compliance of final theses with the field and cycle requirements*

#### *(1) Factual situation*

KTU has guidelines for preparation and defence of final degree projects. This and the Faculty's methodological requirements are described in the SER (p.17). Students may select from a range of final projects approved by the Study Programme Committee (which may include suggestions coming from social partners). Students prepare their project independently, and this is assessed by a commission of a minimum 5 people. Final degree projects presented in the years 2017-2019 are listed in the SER, Annex 4.

The topics for the first cycle Final degree projects give students the opportunity to develop independently the skills acquired during the programme (for example, audio editing, field recording, film soundtrack methodologies). The variety of topics confirms both the breadth and depth of the programme learning and is appropriate to this level of study.

The topics for the second cycle Final degree projects are technological and research orientated (for example, analysis of technological equipment and its creative application) or have direct relationship to the artistic products of the degree (for example, a reflective analysis of an electronic music work or its performance). The topics propose a high level of ambition, appropriate to this level of study.

#### *(2) Expert judgement/indicator analysis*

There are clearly articulated procedures for the final thesis and its assessment in both first and second cycle study programmes. Students are well prepared by the preceding subjects in the first cycle study programme in *Music Technologies* to work independently in this summative work, particularly given the laboratory-based approach adopted in music recording, sound design and cinema music modules. This practically orientated teaching, in 'laboratory' settings, also prepares students in the second cycle study programme in *Composition and Performance of Electronic Music* for their second-cycle thesis. The topics of the final thesis in both cycles are appropriately challenging and inspiring to the students, and relevant to the practical and intellectual challenges that they will encounter in the music industry.

#### ***Strengths and weaknesses of this evaluation area:***

##### ***(1) Strengths:***

1. The alignment of the first and the second cycle study programmes aims and outcomes with the industry requirements for music technologists and electronic music performers and composers.
2. Opportunities for first and second cycle students to pursue individual interests and develop specialisations within the music field.

##### ***(2) Weaknesses:***

1. Inconsistent presentation of modules (learning outcomes etc.) on the KTU website.
2. Infelicities in English translations on the KTU website.
3. Lack of clarity (in the SER, not the website) over the duration of the programme, and overall credit allocations.

### 3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

*Links between science (art) and study activities shall be assessed in accordance with the following indicators:*

*3.2.1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study*

#### *(1) Factual situation*

The sixteen teachers active in the first and the second cycle study programmes are musicologists, artists (composers and performers), and sound engineers, and hold Master level or doctoral degrees in their respective fields (SER, p.33). Annex 5 of the SER details their major professional scientific and art achievements over the 3-year evaluation period. All are recognized practitioners in their areas of specialisation, which are in turn pertinent to the programmes being evaluated. Activities include publications, new works (compositions), live performances, CDs and DVDs. Active in national and European professional associations, European and international networks and platforms such as INTERREG, these teachers are engaged in joint international scientific research projects with prestigious partner institutions (SER, pp.19-20, 34). The close connections between research topics and courses suggest research results are well integrated into the curriculum.

MOSTA, the Research and Higher Education Monitoring and Analysis Centre (current name – STRATA), in its 2018 evaluation of research and experimental development, gave the music field study programmes a score of 4, the highest within the Faculty of Social Sciences, Arts and Humanities. The evaluation noted teachers' nationally and internationally published monographs, participation in international scientific conferences worldwide, prestigious national cultural and scientific awards, the international dimension of doctoral studies, and extensive participation in artistic activities (concerts, festivals, film...) (SER, p.19).

Strong relationships exist with a broad array of external partners, be they cultural, educational, media or in the music industries (music recording, sound studios, radio, television, etc.): the leading actors in the field collaborate with the programmes and lecture to students (SER, p.20).

The university encourages teachers' participation in specific research groups, while also making it possible for them to engage in independent research, a fact much appreciated by teachers in the first and second cycle study programmes (Site visit, meeting with teachers). KTU's mission is to provide "research-based studies of the international level" (SER, p.4), although neither the SER nor the site visit indicated a music-specific research strategy for the two programmes evaluated here.

#### *(2) Expert judgement/indicator analysis*

The teachers in KTU's first and second cycle music programmes are nationally and internationally recognized for their art activities and research and contribute to developing the field while enhancing the curricular offer. From academic to applied scientific research, partners range from international institutions of higher education to key actors in the Lithuanian cultural sector and music industries. KTU is the country's acknowledged leader for training in music production, and teachers' links to both culture and music industries furnish students with strong opportunities to integrate knowledge and experience of innovative artistic and cutting-edge technological research into the learning process.

Research and art activities by teaching staff are strong and are integrated into the teaching process; teachers' cooperation with cultural and scientific partners nationally and

internationally is of the highest standard. KTU would, however, benefit from clarifying its overall strategy as to the specific role of research and art activities within the first and second cycle music programmes.

### *3.2.2. Evaluation of the link between the content of studies and the latest developments in science, art and technology*

#### *(1) Factual situation*

KTU's *Music Technologies* programme (the first cycle), though recent, remains unique in Lithuania, and as such its graduates hold key positions within the Lithuanian music industry, in major cultural venues, organisations, radio and television (site visit, meeting with students). The first cycle programme as well as the second cycle programme *Composition and Performance of Electronic Music* are both rooted in research and best practice (SER, Annex 5, and pp.33-34). Technological aspects of the programmes are curated and taught by active teacher-practitioners as well as sound directors and technicians from well-known Lithuanian musical companies. This input is critical in allowing studies to integrate the rapid nature of market changes (SER, p.33). Second cycle students benefit from renowned teacher-artist-creators active in a variety of performance sectors and media. Technology-based teaching integrates the latest software and acoustic programmes (SER, p.20). Site visit meetings with teachers and students confirmed facilities being well adapted to programmes and to the relevance for these programmes of being integrated into a technological university (Site visit meetings with teachers and students).

#### *(2) Expert judgement/indicator analysis*

KTU's first and second cycle music programmes integrate the latest technological innovations and benefit from a teaching staff composed of leading professionals in the field. This ongoing collaboration between academic training and professional practice ensures cutting-edge programmes, up to date with artistic and industry trends.

The content of the first and second cycle study programmes is well managed and the latest artistic, scientific, and technical developments are fully integrated into these.

### *3.2.3. Evaluation of conditions for students to get involved in scientific (applied science, art) activities consistent with their study cycle*

#### *(1) Factual situation*

During their studies, first cycle students in *Music Technologies* participate in numerous "practical" activities, working in sound recording studios, concert sound companies, as sound directors in theatres, and 60% of diploma theses are defended based on these experiences (SER, p.20).

Second cycle students in *Composition and Performance of Electronic Music* are encouraged to realise their final art projects in public, the one example cited being a sound installation realised by KTU students and composers in December 2020 at Kaunas Artist' House (SER, p.20). During the site visit, the Panel met a second cycle student who had been accepted into the prestigious one-year electronic music course at IRCAM in Paris (Site visit, meeting with students).

Nevertheless, KTU does not appear to be fully convinced of the value of instilling a research mindset in students of the second cycle study programmes of *Music Technologies* and *Composition and Performance of Electronic Music*, although clearly much of the training is technologically innovative and benefits from leading practitioners, for whom research and

artistic activities go hand in hand (SER, Annex 5). Academic, research and career mentoring exist at KTU, however during the site visit, students didn't appear to be aware of the research mentoring option (Site visit, meeting with students); further, KTU itself suggests research mentoring may not be relevant for either programme, given that both programmes are "more practical and not focused on research" (SER, p. 27). The SER does however indicate an increase in academic mentors to 13 in the two programmes in 2019-20, up from 11 (SER, p.27).

There appears to be some confusion as to the distinction between scholarship and research: students appeared to consider problem-solving as equivalent to research (site visit, meeting with students). Nevertheless, titles of final project papers listed for the first cycle study programme *Music Production* suggest a scientific research approach to questions posed in the field (SER, Annex 4).

The SER cites periodic scientific/artistic/practical conferences involving teachers and students (SER, p.20), however the one example given of "Social Sciences, Humanities and Arts in Modern Society 2020" appears quite general.

## *(2) Expert judgement/indicator analysis*

Students' applied science and art activities in both first and second cycle music field programmes at KTU benefit from close links with the profession and extensive professional opportunities of the highest standard, although the SER documents this almost exclusively for the first cycle *Music Technologies* programme. Clearly, one of KTU's greatest strengths is the high quality of the teaching staff's own research and innovative professional practice, and opportunities afforded students for hands-on internships with national cultural and creative arts organisations and media.

While site visit meetings indicate the concept of research is not always well understood by students, first cycle final thesis titles suggest fine, cutting-edge examples of scientific (applied science) activities. There is only one example given of a final project in the second cycle, albeit an impressive one; additional evidence as to the high level of artistic achievement in this course is suggested by the acceptance of a second cycle student in the highly competitive and prestigious IRCAM electronic music programme. While recognizing that the number of students in the second cycle *Composition and Performance of Electronic Music* programme is very small and that the programme is very recent, the Panel finds it is difficult to judge results of second cycle artistic activities with so few examples.

The Panel recommends that KTU clarify the distinction between scholarship and research, and that it defines a subject-specific research (applied science, art activities) strategy for first and second cycle students of *Music Technologies* and *Composition and Performance of Electronic Music*. Such a strategy could greatly serve to enhance these programmes. Opportunities for joint activities (research, projects, conferences, etc.) involving students and teachers need to be affirmed. The Panel recommends formally integrating interdisciplinary collaboration between the first and second cycle study programmes, thereby strengthening yet further student participation in scientific and artistic activities.

## ***Strengths and weaknesses of this evaluation area:***

### ***(1) Strengths:***

1. Scientific research by KTU teaching staff in both first and second cycle study programmes is of the highest standard and has been recognized as such by MOSTA; teachers' artistic activities are highly visible and valued by leading Lithuanian professional cultural organisations.

2. Applied science and art activities by KTU teachers relate directly to and are fully integrated into the first and second cycle study programmes.
3. Close links to external partners, many of whom are graduates of KTU, re-enforce the proximity and practice of cutting-edge technological and artistic innovation, be it in the first cycle or second cycle programme.
4. Student internships and work opportunities with external partners nourish student final theses and projects, and lead to employment following graduation.

**(2) Weaknesses:**

KTU needs to develop a clear, subject-specific research strategy for both *Music Technologies* and *Composition and Performance for Electronic Music*, one which distinguishes research from scholarship.

### 3.3. STUDENT ADMISSION AND SUPPORT

***Student admission and support shall be evaluated according to the following indicators:***

***3.3.1. Evaluation of the suitability and publicity of student selection and admission criteria and process***

***(1) Factual situation***

The admission procedure for music field study programmes (*Music Technologies*, the first cycle; and *Composition and Performance of Electronic Music*, the second cycle) is described on KTU websites in both Lithuanian and English at <https://admissions.ktu.edu/>. An explicit description of entrance examination procedures for *Music Technologies* is available in LAMA BPO system at <https://bakalauras.lamabpo.lt/international-and-eu-students/list-study-programmes/>.

Admission to *Music Technologies*, the first cycle study programme, is organized by the Association of Lithuanian Higher Education Institutions LAMA BPO and it is conducted in two stages: the first is via the Internet, the second is a competition for the remaining state-funded and non-funded vacancies.

Applicants to the first cycle study programme *Music Technologies* must possess a Maturity Certificate. The admission score is calculated according to the entrant's data of school leaving certificate and entrance exam score \*1.0. Extra points for other activities or achievements can be added when calculating the competitive score, such as winning national and international competitions (from 0.5 to 2.5 extra points), participation in national or international youth volunteer work (0.25 extra point), having passed Musicology exam (0.15 x exam's evaluation grade) etc. (SER, p.21).

Admission to the second cycle study programmes is organized by KTU. Applicants to *Composition and Performance of Electronic Music* need a Bachelor Degree in Arts and a proof of English level B2. The admission score is calculated as follows: entrance exam \* 0.7 + research activities \* 0.2 + the coefficient of evaluation of the entrant's motivation \* 0.1. Extra points can be added for any of these three criteria (0.5 extra point each; and no more than 1.5 altogether): second foreign language at level B2 at least, partial studies in foreign higher education institution (24 ECTS or more), completed talent development program at higher education institution (e.g. KTU GIFTed talent academy). (SER, p.21)

The first cycle study programme *Music Technologies'* student numbers vary from 11 in 2018 to 18 in 2019. The second cycle study programme *Composition and Performance of Electronic Music's* student numbers varies from 3 in 2019 to 4 in 2017.

The site visit meeting with students revealed that KTU and Lithuanian Music and Theatre Academy entrance examinations were scheduled on the same day, meaning students had to choose which to attend.

*(2) Expert judgement/indicator analysis*

Information on the KTU websites is clear and accessible. This is confirmed by the students who pointed out at the site meeting that KTU is a technological university and that the website is user friendly. The website is easy to navigate and the necessary information is freely available. Some students chose KTU precisely because of the way the site is presented, which increased their trust in the institution. They reported that the entire admissions process was made easier by the several consultations prior to the entrance exam.

The number of students is low, especially in the second cycle study programme *Composition and Performance of Electronic Music*. It would be appropriate for KTU – which has responsibility for the organisation of admission to the second cycle programme – to do more to popularize it.

The students drew attention to the admission criteria, considering that they should be designed so as to prevent too much difference between the skill levels of those admitted to the study programmes.

*3.3.2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application*

*(1) Factual situation*

The procedure for the recognition of foreign qualifications, partial studies and prior non-formal and informal learning are regulated by the Guidelines listed in the SER (p.23). These describe that the subjects and learning outcomes achieved at other higher education institutions and via non-formal education and informal learning can be recognized and considered for KTU study programmes. The guidelines state that a maximum of 75% of the study programme, which the student intends to study, can be recognized. In the recognized part there can be modules of lower study cycle or study type compared to the study programme intended to be studied, however, their amount cannot exceed 50% of the study programme intended to be studied in the first study cycle and 25% of the study programme intended to be studied in the second study cycle. Student's optional modules are recognized without any limitations. The final project is not recognized.

*(2) Expert judgement/indicator analysis*

The procedure for recognition of foreign qualifications, partial studies and prior non-formal and informal learning is appropriate. The examples given in the SER demonstrate that these procedures are applied and work in practice.

*3.3.3. Evaluation of conditions for ensuring academic mobility of students.*

*(1) Factual situation*

Student mobility possibilities are announced by various channels: *KTU DISCOVERed international students' exchange*, which is used for publicizing various mobility, website, University's newsletters, the country's media, different publications and events where students who participated in academic exchange (studies or internships) share their experience with other students; *Go Abroad Fair* – each spring, seminar *How to find a place for internship abroad* – twice a year, individual consultations with a specialist from the Department of International Relations at KTU students' campus *Discovered Info Point, Café*

*Erasmus, KTU GIFTed* mentorship programmes and events organized by KTU Doctoral School, career days event *KTU WANTed*, science festival *Spaceship Earth* and other different study fairs and events. In 2020, a course module entitled “Intercultural learning” (3 ECTS) was introduced for students who go abroad for academic exchange which is taught before and after the mobility (SER, p.23).

The institution provides many opportunities for academic mobility. However, very few students access them. During the period of 2017-2019 there were two students (one from the first cycle study programme *Music Technologies*, and one from the second cycle study programme *Composition and Performance of Electronic Music*) who took the opportunity to go to an internship in Italy (academic year of 2018/2019).

Between 2017 and 2019, only one international student came to study the full programme of *Composition and Performance of Electronic Music* (the second cycle). That student had completed the first cycle study programme *Music Technologies* (between 2013 and 2016). One factor that influences this situation is that both programmes are carried out in Lithuanian language only (SER, p.24).

Low rate of academic mobility is due to the fact that students of *Composition and Performance of Electronic Music* (the second cycle) and especially *Music Technologies* (the first cycle) are sought after in the (Lithuanian) labour market. Many students find work locally in their second or third year of study, and (not wishing to lose the continuity of their employment) are reluctant to participate in an exchange programme for studies or an internship abroad.

During the meeting with the Panel, students’ expressed the opinion that in the second and third year of the *Music Technologies* (the first cycle) less information was available about Erasmus or other exchange opportunities.

## *(2) Expert judgement/indicator analysis*

According to the SER, KTU has taken multiple steps to improve the rate of academic mobility, with multiple ways of disseminating information, and the introduction of a training course. This was not confirmed by the students, and the mobility rate for music students is low. Whilst there are clearly legitimate reasons for this lack of mobility (employment opportunities in Lithuania for students), music students did not seem well acquainted with the procedures for exchange. Offering studies in English would help attract more international students. This will be helpful because it will increase, also, the number of students attending the study programmes.

### *3.3.4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field*

#### *(1) Factual situation*

At KTU there is a combined academic support for students: *GUIDed* mentorship programme, *GIFTed* talent academy, training on levelling major subjects (English language, math, physics, chemistry, IT) for the first-year bachelor students, individual teachers’ consultation, etc. (SER, p.25).

The mentoring system is very complex. KTU *GUIDed* mentorship programme is oriented towards an educational partnership between a mentor and a student. Students can choose the mentors at each stage of their studies: a peer mentor, academic mentor, research mentor or a tutor. There is also a Career mentor, a practical mentor who is an expert in their area.

KTU *GIFTed* talent academy provides all opportunities for talented KTU students to improve and realize their abilities in research and business areas. The University offers students the

opportunity to strengthen their abilities in other 'major' disciplines free of charge by participating in online self-learning courses.

Financial support is provided in several ways: the reimbursement of the tuition fee, loans for the tuition fee, loans for subsistence, loans for studies abroad, social grants, support to Lithuanians abroad, and targeted payments to the disabled.

Students' consultation on study issues and academic, as well as other support is consistent. Relevant information for students is provided on KTU students' intranet Office365 and AIS, in weekly newsletters sent by KTU Student Information and Service Center, via email, Faculty's information screens, etc. On AIS there is a *one window* feature allowing students to receive answers to relevant questions in one place.

Evidence of adequate social, psychological and personal support for students structures was found: KTU encourages students' social life and offers to get involved in activities of non-formal education programs (WANTed, GIFTed platform, GUIDed mentorship program, UNITED, INSPIRed - KTU Folk Art Ensemble Nemunas, KTU academic choir Jaunystė, KTU Photostudio, KTU theater studio 44, KTU dance studio Modance, KTU brass band The BrassBees); students are offered to participate in KTU Sports and Wellness center events free of charge and use the facilities of modern KTU sports club ACTIVATed, students can join and be active at Startup Space which unites teams creating Innovations; psychological and personal support for students is provided by assigning tutors and mentors, providing opportunities to go to a psychologist, chaplain or personal health care institution free of charge. At KTU there are two psychologists who work at KTU Student Information and Service Center and can provide these services: personal and group consultations and activities, stress management, relaxing activities, a separate art group; KTU also offers spiritual support: there are two chapels, one of which is always open. Spiritual support is coordinated by chaplain and pastoral coordinator; when a student is sick or had an accident during semester or exam session, they can go to the InMedica clinic, which offers primary personal health care services for KTU students free of charge (SER, p.26-27, discussions with students).

## *(2) Expert judgement/indicator analysis*

KTU offers an excellent range of support mechanisms for students, with the mentoring system providing many complementary opportunities. The Career mentor scheme is innovative, was praised by the students in the site meeting, and exemplifies KTU's desire to integrate students into the labour market.

### *3.3.5 Evaluation of the sufficiency of study information and student counselling*

#### *(1) Factual situation*

There are different means by which information about activities related to the study process are provided to the students: discussions with prospective students and their parents prior to the admission to the University, individual consultations, discussions of the students with their specialty and other teachers etc.

According to the SER (p. 28), students benefit from timely information about the studies or counselling related to student accommodation, scholarships, benefits, career counselling, etc through personalized emails, through KTU students' intranet and other communication forms.

KTU's Student Union and the Student Union of the Faculty of Social Sciences play an important role.

## *(2) Expert judgement/indicator analysis*

There is a functional system at KTU for providing study information and student counselling services. However, sometimes communication problems arise, which negatively impacts the interests of students. Students mentioned in the site meeting that “there are miscommunications about the good things that can happen to students and some of them can’t find their way”.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. KTU has a user-friendly website that inspires trust in the student user.
2. The mentoring system provides multiple opportunities. An innovative feature is the Career mentor.

#### ***(2) Weaknesses:***

1. A low number of students, especially in the second cycle study programme *Composition and Performance of Electronic Music*.
2. The first and the second cycle study programmes are provided in Lithuanian only which prohibits the participation of most international students.

## **3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT**

***Studying, student performance and graduate employment shall be evaluated according to the following indicators:***

*3.4.1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes*

### ***(1) Factual situation***

KTU’s music study field consists of *Music Technologies* (first cycle) and *Composition and Performance of Electronic Music* (second cycle) studies. Both study programmes are based on traditional, online and practical studies. Students are exposed to a wide variety of teaching and learning methods as well as assessment methods. To stimulate the active involvement in the learning process and encourage the creativity of students, different methods of active learning are applied in both cycles, for example, project activities (preparation and visualization of projects), design thinking, working in teams, creative workshops, study visits, discussions, problem-solving sessions, and activity reflections. For study achievement evaluations various methods are used, for example, examination, colloquium, laboratory work defence, work portfolio, solution of problematic tasks, activity reflection, and critical self-evaluation. The evaluation system and principles of study are regulated by Regulations of study modules assessments. Evaluation is based on cumulative evaluation methods.

### ***(2) Expert judgement/indicator analysis***

The site meeting with students confirmed information given in the SER, that studies at both first and second cycle levels are based on practical as well as theoretical classes, which allow students to meet programme intended learning outcomes. Students are encouraged to be active participants in their education. Assessment methods are appropriate to both the first and second cycle studies. University has strict and clear policy and rules for the assessment of learning outcomes. The SER lacked detail concerning the encouragement of self-directed study, and promoting this element of the learning experience. This lack of detail was confirmed in site visit meetings.

### *3.4.2. Evaluation of conditions ensuring access to study for socially vulnerable groups and students with special needs*

#### *(1) Factual situation*

The SER states that employees and students have the right to work and study in an environment where respect is encouraged for each person's dignity. KTU aims to provide equal opportunities to work and study for all members of the community including socially vulnerable groups and students with special needs. The Faculty is applying flexible modes of assessment for students with special needs: for instance, the text size of the exam tasks is enlarged, the accessibility of examination venues, etc. The Faculty's Study Center informs module teachers about those students with special needs and ensures that the venues of academic activities and assessments are adjusted accordingly. The Department of Student Affairs and Studies initiates activities related to the education of the University's community and nurtures the culture of equal rights: it provides training for administrative and teaching staff on the nature of disabilities, ethics, adjustment of studies, inclusive design, etc. Together with KTU Students' Union they organize social events 2 or 3 times per year on the topic of equal rights.

#### *(2) Expert judgement/indicator analysis*

KTU is focussed on ensuring access to study for socially vulnerable groups and students with special needs. Procedures and processes to support socially vulnerable groups and students with special needs are clearly described in the SER. There is a lack of information concerning the financial support for such students. Although the SER does not explicitly state details about accessibility to Universities buildings and other facilities, site visit meetings revealed that buildings and facilities have entrances designed for students with special needs, and the KTU management is working to further improve conditions for physical access.

### *3.4.3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress*

#### *(1) Factual situation*

KTU has a clear system for monitoring students' progress. As it is stated in SER the Faculty does annual presentations of the monitoring data, which is thoroughly analysed and used to improve the quality of studies. The University also uses an Academic Information System, which monitors students' achievements, the average mark of the whole study course, data of the current semester mid-term and final assessments, and attendance records. Annual determination of students' study levels is regulated by The Description of the procedure of determination of students' study achievement levels, establishment of comparative queues and distribution of state-funded places. The aim of this system is to identify students whose study results or behaviour can lead to study termination and foresee further actions that should be taken to help the student study successfully at the University with the help of academic mentors.

#### *(2) Expert judgement/indicator analysis*

KTU has a clear and strict policy for monitoring students' behaviour and study achievements. From the information presented in SER and information gathered during interviews it is evident that students receive valuable feedback on their results and achievements but also, where there are areas that require improvement and actions, these are well managed.

#### *3.4.4. Evaluation of employability of graduates and graduate career tracking in the study field.*

##### *(1) Factual situation*

KTU has developed a Graduate Subsystem in the Academic Information System for the KTU community. The aim of this is to monitor the employment and career of graduates of the study field (in this case music), assessing their employment experience 12 months after graduation with reference to their acquired qualification. Around 70% of music study field graduates work according to their qualifications. Music field graduates build their careers in various workplaces such as theatres, main national television and radio stations, sound rental companies, recording studios. Graduates include those who are multiple-Grammy nominees. Most graduates of the first cycle study programme continue their studies for a master's degree in Lithuania or abroad.

##### *(2) Expert judgement/indicator analysis*

There is a lack of detailed factual information and statistical data about graduate students and student employment in KTU study field of Music in the SER. The University has, however, developed its own system for monitoring those graduates who enter employment or pursue further studies (at second or third cycle). Evidence from site meeting interviews with students, graduates, employers and social partners demonstrated that most students start employment related to their education and training during their study years, many with KTU social partner companies. The KTU study field of music has gathered a wide range of professional partner companies, and opportunities for music industry employment play an important complementary role in their development.

#### *3.4.5. Evaluation of the implementation of policies to ensure academic integrity, tolerance and non-discrimination*

##### *(1) Factual situation*

KTU's Board of Academic Ethics ensures compliance with the University's Code of Academic Ethics. Any member of the KTU community has a right to submit a report concerning academic violation to the Board of Academic Ethics, which then investigates the case. All students sign a learning agreement and declaration of integrity. The University has a strict policy on plagiarism. Electronic plagiarism inspection systems, such as EPAS for Lithuanian texts and iThenticate for international texts, are used. If a case of academic violation is identified it is analysed and the decision is made by the Faculty's Dean or the Commission for Settlement of Academic Violations to undertake appropriate action. In the period of 2010 – 2020 only 3 cases of academic malpractice were identified among the students of the first cycle music study programme. It was decided to declare the students' exams failed, with a resubmission opportunity.

KTU has a policy to ensure the equal status of all its employees, students and the persons who apply to the University, regardless of their gender, sexual orientation, disability, race, ethnic origin, nationality, religion, faith, language, origin, social status, convictions or views, citizenship, family status, intentions to have a child (children). Equal opportunities and diversity principles apply in all the areas of the University's operation. All employees and students can submit complaints regarding harassments, discrimination, and violation of equal opportunities. The complaints are investigated, analysed and the decisions are taken by the University's Equality Committee. The SER reports, however, that "there are no cases of tolerance and discrimination violations in the first and the second cycle study programmes in the field of music".

*(2) Expert judgement/indicator analysis*

The University has strong policies on academic integrity, tolerance and non-discrimination. The procedures are clear and well developed. That these policies and procedures were applied in practice was confirmed in site meetings with students and the alumni community.

*3.4.6 Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies*

*(1) Factual situation*

KTU has well-established systems for appeals and complaints regarding the study process. Students are encouraged to appeal or make a complaint according to the Guidelines for the Submission and Processing of the Students Appeals and Complaints. An appeal may be submitted individually while a complaint can be submitted by one student or a group of students. If an appeal or a complaint is related to the violation of academic ethics, the document is transferred to the chairman of the Board of Academic Ethics. The student, who disagrees with the commission's decision, has a right to apply to the University's Dispute Settlement Commission within 10 working days. There were, however, no appeals or complaints during the evaluation period in either first or second cycles in the field of music studies.

*(2) Expert judgement/indicator analysis*

KTU has clearly articulated policies and practices on educational transparency and honesty. There are clear procedures for the submission and examination of appeals and complaints, regarding the study environment and processes.

***Strengths and weaknesses of this evaluation area:***

***(1) Strengths:***

The policy on transparency and educational honesty.

***(2) Weaknesses:***

More attention is needed to adapt premises for students with special needs.

### **3.5. TEACHING STAFF**

***Study field teaching staff shall be evaluated in accordance with the following indicators:***

*3.5.1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes*

*(1) Factual situation*

The music study field study programme's teaching staff consists of 16 teachers in first and second cycle music programmes: 3 professors, 4 associate professors, 9 lecturers. There are also guest teachers. The average age of the teachers' group is 42 years, this number is 51 years among the professors, 40 years among the associate professors and 38 years among the lecturers. The teachers-students ratio is 1 to 3. The teachers are in three groups: scientists of study of art, artists, and sound engineers. The scientists, who have scientific degrees in study of art and musicology, are titled academic professors. The professors take part in national and international conferences, are members of several domestic and international organizations, committees, produce scientific publications with impact, and participate in different scientific collaborative projects. The KTU field of research in music is mainly musicology. There are

both art and musicology doctoral students who are supervised by staff. Staff are expert music researchers in Lithuania and abroad (SER, p.34).

All artists have a master's degree, with some also possessing a doctorate. They are established artists, two of whom are prominent representatives of the country's cultural life and have won numerous awards. They organize workshops for the students, and they are invited to foreign countries to present seminars.

The teachers of the first cycle study programme *Music Technologies* are often associated Lithuanian music companies, as sound engineers and technologists. The SER reports that 'the teachers-practitioners' input is highly significant relating the studies with ever-changing market needs and graduate employment, since quite many the first cycle study programme *Music Technologies* and the second cycle study programme *Composition and Electronic Music* graduates are employed in mentioned companies or through their mediation' (SER, p.33).

The SER, Annex 5 details 5 teachers' (3 professors and 2 associate professors) research fields (musicology, music production, music history, music performance, audio engineering, sound design, audio technologies). During the evaluation period teachers' musical activity was impressive with CDs, DVD recordings, radio and TV broadcasts and the production of musical editions.

## *(2) Expert judgement/indicator analysis*

The music field teachers at KTU are a small, but very active community. They possess the necessary qualifications and competences for their teaching (be that at first or second cycle). KTU offers staff good possibilities for interdisciplinary cooperation with the other technical fields of the University. Although staff may be 'lone' researchers there are good opportunities for taking part in collaborative scientific research, and there is a good balance between staff research and their teaching. The site meetings with teachers revealed a commitment to encourage the development of staff through third cycle programmes. There are young teacher staff who are bringing fresh scientific knowledge to the field study of music. The well-known artists are bringing their qualities and awards, and they have numerous alternative experiments with shared achievements. Collaboration between students and staff in research-orientated projects is a feature of both KTU first and second cycle study programmes of the music study field. In general, the meeting of the science, art, and technology in this area of the study field (technology, electronic composition) gives possibilities for staff to develop their research as individuals and collaborators, and for this to feed the study programmes.

### *3.5.2. Evaluation of conditions for ensuring teaching staffs' academic mobility (not applicable to studies carried out by HEIs operating under the conditions of exile)*

#### *(1) Factual situation*

The university is continuously encouraging the teaching staff members to participate in Erasmus+ mobility programmes. This offers very good possibilities for cooperation with international scientific life, and with other universities. One Erasmus+ project was undertaken by a KTU music teacher during the last evaluation period. Other mobilities were organized, however, where teachers attended foreign universities (Germany, USA, Italy). There were no visiting teachers on Erasmus in the evaluation period. The university provides a range of professional academic development opportunities, including additional professional and academic qualifications (SER, p.34-35). The Faculty has recently expanded the roster of international partners, with the intention to expand opportunities for mobility. Personal contacts and the individual's motivation for co-operation with foreign colleagues is the main engine for common projects. Participation in international conferences, projects is strongly

encouraged by KTU. Site meetings revealed that, through the period of the pandemic, when academic mobility was not possible in the usual way, KTU staff continued with partners electronically.

### *(2) Expert judgement/indicator analysis*

Most qualified professors and associate professors undertake academic mobility but this is an area that should be improved. KTU's internationalization agenda, with an increasing number of partnerships, presents a good possibility for increased activity in the future. Whilst staff membership of scientific committees and organizations is evident, there is little physical mobility of teaching staff members. Erasmus+ possibilities should be exploited after the pandemic restrictions. This was a recommendation from a previous evaluation: 'to encourage students and teachers to use more actively the opportunities provided by the Erasmus exchange programme' (SER, p.35).

### *3.5.3. Evaluation of the conditions to improve the competences of the teaching staff*

#### *(1) Factual situation*

The improvement of the teaching competences is an important strategic target of the university. Didactic competence and innovations in teaching methods are developed through the university's teacher training and development programmes. The university has guidelines for development of teachers' didactic competences. The *Follow Up* programme gives the possibility for teachers' continuing consultations with *EDU\_Lab* experts, improving their study modules. Teachers can also take part in scientific and practical conferences, academic internships, teachers' internships, long-term training, and seminars. The university gives the possibility for improving the foreign language skills, organises English teaching courses, which are funded by the Faculty. Teachers speak English and a range of other languages including German, Polish, Russian, Italian and French. The university organises additional staff training (described in KTU Staff additional staff training regulations) is also an important possibility for professional development. The Erasmus and Erasmus+ exchange programmes are little used for individual teacher's development (see above 3.5.2).

#### *(2) Expert judgement/indicator analysis*

KTU provides opportunities to improve the competences of the teaching staff. Whilst many of the teachers join these programmes, the lack of mobility suggests that KTU music staff are not benchmarking their work against international standards, different practices, techniques and teaching methodologies. There are clearly good possibilities for the teaching staff to improve their language learning activities within KTU, which should make exchange opportunities more accessible.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. The university's multidisciplinary environment gives excellent possibilities for teachers' collaboration across study fields.
2. KTU has teaching staff of high quality who extend their professional competences through close association within the labour market.

#### ***(2) Weaknesses:***

Erasmus+ programme opportunities are insufficiently used, to develop teaching methods in an international context, and to enhance foreign language competences.

### 3.6. LEARNING FACILITIES AND RESOURCES

*Study field learning facilities and resources should be evaluated according to the following criteria:*

*3.6.1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process*

#### *(1) Factual situation*

The KTU physical infrastructure available for teaching, learning, and training is sufficient to deliver the first and the second cycle study programmes of the music study field. Meetings held during the site visit confirmed students' and teachers' satisfaction with the facilities.

The number of students enrolled is predicated on available facilities, and curriculum and study processes are aligned with workplaces available. Concretely, this translates to a maximum of 25 students in lecture classes, 16 in practical classes, and 8 in laboratories.

Lectures are held largely at the Faculty of Social Sciences, Arts and Humanities. Four computer laboratories are equipped with new computers, multimedia projectors and speakers, and an additional classroom offers the possibility to record lectures or to provide virtual lectures. One of the computer classrooms is music specific, with sound interfaces, midi keyboards, headphones, studio monitors, piano, and specialised software (SER, p.36).

A professional quality, fully furnished sound recording studio is reserved for students in the first and second cycle study programmes of music study field, and includes 3 separate spaces, recording equipment, surround and stereo sound systems, microphones, instruments, synthesizer, CD/DVD and vinyl disc players, as well as additional equipment. Further, two portable multichannel recording systems allow students to make recordings outside the university, in concert halls or elsewhere. The recording studio can be reserved by students after or between lectures, and additional computers are available at the library and in designated classrooms. The recording studio and dedicated computer classroom for music programme students are equipped with software used in study modules (Sibelius, Max, Audacity, Steinberg's Wavelab, to name but a few) (SER, p. 36-37).

KTU's library is well equipped with computerized workplaces, and offers students training in assessing information sources, researching and academic skills, and in methods to avoid plagiarism. Scientific literature is up to date and includes books, electronic documents, and electronic databases: these are updated regularly. The library staff consult regularly with the Programme head, teachers, and students to consider requests and supplement scientific literature and databases (SER, p.38). However, the Chief Librarian is unable to track discipline-specific usage of electronic databases (Site visit, learning facilities meeting).

KTU has provisions to adapt premises to ensure access to students with disabilities and special needs on an individual basis. This includes those with reduced mobility, visual and hearing impairments, or mental health issues).

#### *(2) Expert judgement/indicator analysis*

The infrastructure for teaching and learning includes well equipped lecture halls, laboratories, computer rooms, appropriate discipline specific hardware and software, a professional sound recording studio, library, electronic and digital resources are adequate and up to date.

The teaching and learning facilities are situated close by to each other, and the addition of video cameras in all the classrooms allowed students to access classes online during the pandemic; equipment allows for interactive and blended learning. The high quality of

equipment available for both study programmes, as for example a professional quality sound recording studio and subject-specific software, ensures optimal conditions for students to learn, practice and create.

The physical, informational and financial resources are sufficient to ensure effective learning.

### *3.6.2. Evaluation of the planning and upgrading of resources needed to carry out the field studies*

#### *(1) Factual situation*

Software, hardware, recording and additional equipment resources are updated yearly for the *Music Production* course, based on consultations with members of the Study Committee, teachers, and students. In 2020, the recording studio and one of the music production computer classrooms were targeted for major upgrades, for a total of 40 000 Euros (SER, p.37-38). The SER notes that experts in a recent first cycle study programme *Music Technologies* self-assessment had recommended improving listening conditions for students through investments in equipment and new mixing studios, but that the decision had been made to increase availability outside of class hours of existing well equipped teaching classrooms and the sound recording studio via an online reservation system (SER, p.37-38). The library updates digital journals and documents regularly, acquiring relevant scientific literature as necessary (SER, p.37-38).

The SER suggests as the sole area of improvement the ventilation system in an important computer classroom (SER, p.38).

#### *(2) Expert judgement/indicator analysis*

Facilities dedicated to the two first and second cycle study programmes of music study field have continued to improve steadily in the last few years, with state-of-the-art sound equipment required for both the first cycle study programme *Music Technologies* and the second cycle study programme *Composition and Performance of Electronic Music*, as well as digital interfaces needed to deliver blended and virtual learning. Students and teachers are consulted annually as part of the planning process, and major acquisitions are budgeted every three or four years.

The Panel was unable to ascertain either in the SER or in site visit meetings that a long-term strategy exists for upgrading facilities and equipment related to the first and second cycle study programmes of music study field, the sole area of improvement indicated being the ventilation system in one classroom.

The Panel recommends the development of a long-term financial planning strategy that addresses short-term, mid-term and long-term needs, taking into consideration funding opportunities and, where possible, exploring additional funding sources.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Infrastructure facilities are well-equipped to support teaching and learning of the two first and second cycle study programmes of the music study field. These include up-to-date sound equipment and instruments, computer hardware, software, and digital interfaces, and a well-equipped library.
2. The input of students and teachers is sought in planning decisions relative to facilities' and equipment upgrades.

#### ***(2) Weaknesses:***

Long-term facilities and infrastructure planning for the two first and second cycle study programmes of the music study field appears to be lacking.

### 3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

*Study quality management and publicity shall be evaluated according to the following indicators:*

#### *3.7.1. Evaluation of the effectiveness of the internal quality assurance system of the studies*

##### *(1) Factual situation*

The KTU's study programmes are governed by the Statute of the University, on Provisional Academic regulations, on the Code of Academic Ethics, on LR Law on Science and Studies, and other general rules of higher education. Overall responsibility for quality assurance, quality enhancement, administration and the operation of the University rests with KTU's Senate. The responsibility of the Vice-Rector for Studies is for strategy, with the responsibility for quality control of the study programmes assumed by the head of the Study Programme Committee. This committee is responsible for the development of KTU's first and second cycle music field studies, for the structure and legal compliance of the study programme. The Department of Academic Affairs is also responsible for the education's quality, development, and implementation of the quality guidelines, monitoring the University's study programmes portfolio, and the efficient organisation of studies at University's level. The KTU Quality Manual describes the quality assurance system. The basis for this is the package of EU documents, and declarations of the policies for higher education. The internal quality assurance system in studies directs every important element of the education: the study management, the application of the educational philosophy, the improvement of the competences of the lecturers, student progress, the feedback and monitoring system (SER, p.38-40).

The Faculty makes yearly action plans for improvement of study quality. The responsibility for human resources rests with the Dean in cooperation with the central responsible committees of the University. The practical operation of study programmes are informed by the TT Law on Science and Studies, the recommendations of European Commission on the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

Students have representatives in the principal committees of the University. Alumni organise different events for the University (open lectures, meetings, conferences). The social partners take part in many processes of the study programme's delivery and enhancement. Representatives sit as members of the Study Programme Committee, the Qualification Commission, and the Faculty's Council. Employers are also involved in teaching individual topics within study modules and supporting students in developing their final degree project and research work.

The first and second cycle music field studies are the part of Philosophy and Art grouping, located in the Faculty of Social Sciences, Arts and Humanities. All the Faculty commissions are responsible for the total studies, led by the dean and the vice dean for studies. The study programmes are reviewed and updated yearly. There is important feedback from the students, from lecturers, programme managers, as well as from the alumni and employers. Anonymous surveys are used for the improvement of the quality of studies. The social stakeholders' remarks and advice are important for the University to improve the quality of studies. There are round table discussions and yearly meetings with the social stakeholders concerning the relevance of learning outcomes, modes of delivery, assessment etc. External stakeholder input is seen as an essential part of quality management.

In the site visit meeting with teaching staff the view was expressed that the multi-layered infrastructure of the academic quality committees was such that KTU management was sometimes slow to respond to innovations and ideas being developed at study programme level. In the site visit meeting with students it was made clear that informal lines of communication between students and staff (possible through the small numbers of students on the first and second cycle study programmes of music study field, the small 'core' staff group, and the intensive working) were an important means of achieving quick enhancements to the programmes.

KTU publishes information about all aspects of the first and second cycle study programmes of the music study field: the website provides the results of the surveys and the reactions of the labour market and employers. The students' survey data provides important feedback information for the teachers. The system of surveys, meetings, and roundtable discussions provides substantial evidence for the continuing improvements to the KTU music study programmes.

#### *(2) Expert judgement/indicator analysis*

The quality management system of KTU is well organized, and at every level of the University responsibilities of academic leaders and committee chairs is well understood. There is a seeming disparity between the ability to react swiftly to quality assurance and enhancements matters at a local level (student-teacher interaction) and the ability to react swiftly at an institutional level (through committees).

### *3.7.2. Evaluation of the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assurance*

#### *(1) Factual situation*

The evaluation of the involvement of stakeholders in internal quality assurance is an interactive process (see above 3.7.1). It is collected systematically and subject to appropriate analysis. The University's internal regulations permit forums for the students and stakeholders to relay information and present proposals and opinions in order to improve the quality of first and second cycle study programmes of the music study field. The University has ultimate responsibility for quality management: the Vice Rector of Studies, the Dean, the Vice Dean of Studies. There are functional committees in the organization, within which students and stakeholders are represented. These are responsible for the study programme plans and receiving the suggestions for change or developments. The distributed responsibility of the system is logically organized.

#### *(2) Expert judgement/indicator analysis*

Stakeholder feedback is used effectively in the assurance and enhancement of quality of the music study programmes and the learning environments. Internal and external stakeholders play a democratic role in the maintenance of all elements of music field studies, the teaching practice, the competency of the students and in presenting recommendations for enhancements etc.

### *3.7.3. Evaluation of the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes*

#### *(1) Factual situation*

The University has an excellent website which contains all details of the music field study programmes (at first and second cycle). This includes study programme plans, aims, study

programme learning outcomes, subject descriptions including content, aims, subject descriptions, teaching modes, It is clear, concise and user-friendly. It includes information on the results from evaluations (surveys on studies, stakeholders' opinions, and the feedback of the employers) and accreditations. All necessary information about entrance exams, fees, and the most important rules of education are publicly accessible through the website. As the SER states: 'The information on the study programmes open for admission, the admission requirements for the candidates, the tuition fee, the learning outcomes (and their relation to the methods of studies and assessment), the composition of study programmes, the data of accreditation, the obtained qualifications and career opportunities, the programmes of the subjects (modules), the values of the study programmes, the guest lecturers, the possibilities of optional competences is provided on the University's website' (SER, p.41). KTU's quality management structures are also clearly described.

#### *(2) Expert judgement/indicator analysis*

The KTU website is informative, comprehensive and easily accessible. All information for both prospective and current students is available in both Lithuanian and English. The website details the opportunities for students outside of their study programme.

#### *3.7.4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the SKVC or the HEI) about the quality of the studies at the HEI*

##### *(1) Factual situation*

Student feedback is collected systematically in ways which include university level surveys, semester surveys on subject study, teaching quality, physical and equipment resources, as well as through formal committee meetings. In the music study field informal meetings (particularly between students and their specialty teachers) offer an important mechanism for students to express their opinions about the quality of studies at KTU.

The site meeting with students confirmed that feedback is considered carefully and acted upon.

##### *(2) Expert judgement/indicator analysis*

There are clear procedures to collect, analyse and monitor student opinions on the first and second cycle study programmes of the music study field, throughout the different levels of KTU management. KTU's concern over the low response rate of music students (SER, p.42) is a consequence of the excellent informal mechanisms for feedback available to the students on small-scale specialised study programmes.

#### ***Strengths and weaknesses of this evaluation area:***

##### ***(1) Strengths:***

1. KTU has a well-organized system to collect, receive and respond to student feedback in the first and second cycle study programmes of the music study field.
2. Close student-teacher working relationships in the music study field allow for quick responses to student concerns and suggestions.

##### ***(2) Weaknesses:***

Though informal student feedback is important, KTU needs to incentivise more students of music field studies to complete formal surveys.

#### **IV. EXAMPLES OF EXCELLENCE**

1. Student's opportunities to undertake employment in the music industry is an excellent feature of the first and second cycle study programmes of the music study field. It is an excellent commendation of the musical and technological skills that are being developed by students on their study programmes, and of the relevance of the programmes to the Lithuanian labour market.
2. KTU's website is excellent and accessible, providing comprehensive information about the University, admissions to programmes, as well as information about study programmes, subjects and teaching staff.

## V. RECOMMENDATIONS\*

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ul style="list-style-type: none"> <li>● Details of first and second cycle study programmes of the music study field and subjects could be more consistently presented (in English) on the KTU website. There are currently many inaccuracies (misspellings etc.) and inconsistencies in presentation.</li> </ul>
Links between science (art) and studies	<ul style="list-style-type: none"> <li>● The development of a clear, subject-specific research strategy for both the first cycle study programme <i>Music Technologies</i> and the second cycle study programme <i>Composition and Performance for Electronic Music</i>, one which distinguishes research from scholarship.</li> <li>● Reinforce student-teacher collaboration as well as interdisciplinary collaboration between students of the two study programmes, to increase overall student involvement in applied science and art activities and foster a resilient research mindset among its students, integrating the cutting-edge practices already present within each study programme.</li> </ul>
Student admission and support	<ul style="list-style-type: none"> <li>● KTU and LMTA exams were held on the same day. There was no possibility to attend both entrance exams. An annual meeting with other HEIs offering music field studies to avoid clashes is recommended.</li> </ul>
Teaching and learning, student performance and graduate employment	<ul style="list-style-type: none"> <li>● Review the adequacy and adjustments for students with special needs.</li> </ul>
Teaching staff	<ul style="list-style-type: none"> <li>● Promote Erasmus+ programme opportunities are to develop teaching methods in an international context, and to enhance teachers' foreign language competences.</li> <li>● Teaching staff should make greater use of KTU's in-house training for the development of teaching skills.</li> </ul>
Learning facilities and resources	<ul style="list-style-type: none"> <li>● The development of a long-term strategic financial strategy for the music study field integrating infrastructure improvements, equipment purchases, and use of space.</li> </ul>
Study quality management and public information	<ul style="list-style-type: none"> <li>● Develop mechanisms to incentives students of music field studies to complete formal surveys</li> </ul>

\*If the study field is going to be given negative evaluation (non-accreditation) instead of RECOMMENDATIONS main **arguments for negative evaluation** (non-accreditation) must be provided together with a **list of “must do” actions** in order to assure that students admitted before study field's non-accreditation will gain knowledge and skills at least on minimum level.

## VI. SUMMARY

The following is a summary of the findings of the evaluation team based on the Self-Evaluation Reports and the interviews with the university administration (senior management and faculty administration staff), staff responsible for the preparation of the SER, teaching staff and stakeholders (students, alumni, employers, social partners). The expert panel gives a positive evaluation to the implementation of the study field of Music, *Music Technologies* first cycle and *Composition and Performance of Electronic Music* second cycle, at Kaunas University of Technology with all areas assessed as good.

The first and second cycle study programmes in Music at Kaunas University of Technology are imaginative, relevant, and well-structured. They are offered in the Lithuanian language. They recruit small numbers of students – given their specialist focus – coming almost exclusively from Lithuania. For the University to develop its international reach in music field studies, there will be a need to offer music study field programmes in English.

There are strong connections between the first and second cycle study programmes of the music study field and the music industry in Lithuania and beyond. The employability of graduates is high, and it is a distinctive feature of the programmes that many students commence work in the music industry during their studies. Alumni and employers are satisfied with the study programmes, and supportive of the relevance of the practical skills gained by following the study programmes.

The teachers are nationally and internationally recognised for their artistic activity and research and are committed and supportive of the students. Staff share their expertise and professional connections with the students, which enhances employment prospects both during and after their studies. Teaching staff are leading professionals in the field of music technology and electronic music. The intersection of academic training and professional practice ensures cutting-edge programmes which are responsive to the latest artistic and industry trends. There are several mechanisms to support teacher development, and a University unit is dedicated to this. There is a commitment to encourage teachers to make more use of the Erasmus exchange programme: there is a need for more staff to benefit from such academic mobility.

The procedures around Final degree projects work well. Students find interesting and challenging topics for their projects, which are directly applicable and relevant to the contemporary music industry. It is straightforward for students to select their project, and the range of subjects suggest that students are well-equipped to select and self-manage their work.

The management structure for first and second cycle study programmes of the music study field functions well. The Study Programme Committee has local responsibility for quality assurance and enhancement, reporting through the Faculty to the Senate, which has overall responsibility for academic standards and quality. Feedback from students, alumni and stakeholders are collected and used to improve all aspects of the programmes. A better balance between music students' formal and informal feedback is needed: the number of student survey responses are rather low.

The infrastructure for teaching and learning includes a well-equipped library, lecture halls, laboratories, computer rooms, appropriate discipline specific hardware and software, a professional sound recording studio, library, electronic and digital resources are adequate and up-to-date. The high quality of equipment available for first and second cycle study programmes of the music study field, for example a professional quality sound recording studio and subject-specific software, ensures optimal conditions for students to learn, practice

and create. The physical, technological and financial resources currently allocated are sufficient to ensure effective learning on the music study field programmes.

Expert panel signature:

Prof. Dr. Martin Harlow (panel chairperson)