

Curriculum for the Master of music programme (Music Education)

- *For students commenced 2020 or later*



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Introduction

This curriculum for the Master of Music programme (Music Education) has been compiled pursuant to section 30 of Executive Order no. 833 of 23 June 2017 on Study Programmes at the Academies of Music and the Opera Academy (hereinafter referred to as the Education Order) and section 20 of Executive Order no. 1244 of 11 December 2009 on Marking Scales and Other Forms of Assessment at Certain Educational Institutions under the Danish Ministry of Culture (hereinafter referred to as the Assessment Order).

The curriculum shall enter into force on 28 September 2020 and shall apply to all master's students who commence their study programme in August 2020 or later.

1. Title, entrance requirements, admission

1.1 Title

Graduates of the Master of Music programme are entitled to use the Danish academic title cand. musicae (Music Education).

In English, the title is Master of Music (MMus) (Music Education).

1.2 Entrance requirements and rules for admission

The entrance requirements for the master's programme are:

- A passed Bachelor of Music (Music Performance), (Composition), (Music Production) programme taken at RMC;
- a passed and relevant Bachelor study programme from another Danish music conservatory, or
- a passed and relevant Bachelor study programme from a foreign music conservatory.

Based on a specific assessment, the conservatory may recognise other artistic based Bachelor study programmes in music as qualifying for admission.

Admission

All applicants who meet the admission requirements are tested at an entry audition.

The number of students the Conservatory can admit to its master's courses is subject to a quota, and the admission decision will be based on a concrete assessment of the applicant's abilities and skills.

The entry audition comprises the basis for assessment.

Together with the application, the applicant submits:

- a study project plan, in which applicants, on the basis of the learning outcomes of the master's programme, formulate their own individual goals in taking the programme, including their own learning requirements in order to fulfil their ambitions;
- personal portfolio.

The entry audition

- Practical examination in pedagogy;
- Personal interview.

The assessment basis consists of the applicant's practical examination in pedagogy, the applicant's personal portfolio, the applicant's study project plan and the personal interview

In the assessment, emphasis is placed on:

- the applicant's academic standard;
- the applicant's study project plan.

2. Programme aims and learning outcomes

2.1 Programme Aims

The Master's programme qualifies the graduate at an advanced level to work as a music educator.

The aim of the master's programme is to augment the student's Bachelor study programme with further studies within the field of music education.

The programme also focuses on enhancing the knowledge, skills and competencies of students, to enable them to manage their own careers in a changing employment market.

2.2 Programme Learning Outcomes

Pursuant to the applicable Danish qualifications framework for programmes of higher education, the learning outcomes for the study programme are formulated in three general categories:
Knowledge, which describes the student's knowledge and understanding;
Skills, which describe the student's central abilities;
Competencies, which describe the student's personal and independent application of knowledge and skills.
The goals for learning outcome describe the student's anticipated benefit from the programme at the conclusion of the learning process.
The focus is on the learning process and on each student's learning outcomes, rather than on the intention of a particular teaching or teacher.

At the conclusion of the master's programme, it is expected that the student will have achieved the following learning outcomes at an advanced level:

2.2.1 Skills

The Master's graduate will:

- be capable of creating, practising and communicating an independent pedagogical practice;
- possess musical, instrumental/vocal and other professional skills that develop and support the student's pedagogical profile as a music teacher;
- possess the ability to make and justify individual and collective choices in relation to teaching practice;
- possess skills in relation to creating and developing music and/or musical experiences as a music teacher;
- be capable of handling communication about pedagogical development work and to discuss professional and relevant issues with both colleagues and non-specialists;
- possess skills in relation to creating and strengthening the graduate's employment as a music teacher.

2.2.2 Knowledge

The Master's graduate will possess:

- knowledge that develops and supports the student's pedagogical profile as a music teacher;
- knowledge of relevant processes and forms of work in relation to pedagogical

- development;
- an understanding of the role of reflection in relation to pedagogical working processes;
- knowledge of how to translate ideas and possibilities into value;
- knowledge of the employment market and employment prospects within the field of rhythmic music.

2.2.3 Competencies

The Master's graduate will be able to:

- formulate, initiate and implement professional and interdisciplinary tasks and projects in a professional context, both independently and in collaboration with others;
- plan and carry out complex developmental tasks that demand new and innovative solutions;
- give and receive professionally-based criticism in relation to both working processes and products;
- take independent responsibility for his or her own professional development and specialisation.

3. Structure and subject areas

3.1 Study Plan

The Master's programme corresponds to 120 ECTS points, equivalent to two years of full-time study. A year of full-time study includes teaching, independent study, examinations and all other study-related activities.

The location of the subjects, and their ECTS values, are shown in the figure below.

	1st semester	2nd semester	3rd semester*	4th semester	ECTS
Music Education	15	15			30
Entrepreneurship	5	5			10
Electives	10	10		10	30
External, Integrated Module (Music Education, Entrepreneurship, Electives)			30		30
Master's Project				20	20
ECTS	30	30	30	30	120

* *External semester*

"Out-of-house activities" (internship or defined project with external partners).

3.2 Course Registration

The programme is organized in a progressive academic sequence and each student is automatically registered for courses in accordance with the programme curriculum.

3.3 Criteria for participation

Any special criteria for participation will be set out in the course plan for the individual subject or project.

3.4 Organisation of the teaching

The teaching is mainly provided within a particular year group; however, the subjects and projects may also be provided in classes of students drawn from various years and/or study programmes.

Before a year of study commences, a *course plan* is compiled for each subject or project. For each subject or project, the course plan contains information on its organisation, credits, premises and equipment, and class composition. In subjects where assessment is based on attendance at classes, etc., the course plan will include specific requirements towards assignment submissions and/or presentations.

The course plan is approved by the Principal and may be viewed on the Conservatory's intranet at the start of the semester.

4. Assessment

4.1 Object

The object of assessment is to evaluate whether the student's qualifications comply with the programme's learning outcomes.

4.2 Rules for assessment

At the Rhythmic Music Conservatory (RMC), assessment of the student's qualifications can take place in three ways:

A. Assessment on the basis of examinations at which the student's proficiency is assessed by teachers, possibly supplemented by internal and/or external examiners. The assessment awarded is a grade from the seven-point scale, possibly supplemented by a written statement, or the assessment Approved/Not approved.

B. Assessment on the basis of a submitted assignment, where the student's proficiency is assessed by teachers, possibly supplemented by internal and/or external examiners. The assessment awarded is a grade from the seven-point scale, or the assessment Approved/Not approved.

C. Assessment on the basis of the student's active subject-specific participation in the course. The assessment awarded is Approved/Not Approved.

4.3 Other provisions

All subjects must be passed before a diploma can be issued for a successfully completed study programme.

Students who depart the study programme without completing it are entitled to documentation indicating in ECTS points the parts of the study programme that have been passed.

The programme is organised in a progressive sequence, and each student is automatically registered for assessment in accordance with the student's location in the study programme.

For information on other rules governing assessment through examinations, class attendance, etc.; please see the Conservatory's intranet.

4.4 Examination overview

Subject	ECTS	Location	Mode of assessment	Assessment	Examination status	Moderation
Music Education	15	1 st sem.	A	Grade awarded from the seven-point scale	Semester Assessment	Internal
	15	2 nd sem.	A	Grade awarded from the seven-point scale	Concluding	External
Entrepreneurship	5	1 st sem.	B	Approved/Not approved	Semester Assessment	Internal
	5	2 nd sem.	A	Grade awarded from the seven-point scale	Concluding	External
External integration module (Music Education, Entrepreneurship, Electives)	30	3 rd sem.	A	Two grades awarded from the seven-point scale: One grade for the pedagogical presentation (20 ects) and one grade for the entrepreneurial presentation (10 ects)	Concluding	Internal
Electives	5	1st sem.	C	Approved/Not approved	Concluding	Internal
Electives	5	1st sem.	C	Approved/Not approved	Concluding	Internal
Electives	5	2nd sem.	C	Approved/Not approved	Concluding	Internal
Electives	5	2nd sem.	C	Approved/Not approved	Concluding	Internal
Electives	10	4th sem.	A	Grade awarded from the seven-point scale, plus written statement (joint assessment with Master's Project)	Concluding	External
Master's Project	20	4th sem.	A	Grade awarded from the seven-point scale, plus written statement	Concluding	External

* For students, commenced August 2018

** For students, commenced August 2019 or later

4.5 Calculation of standard pages

Where subject descriptions refer to the size of the syllabus or written assignments, the pages referred to are in all cases standard pages of 2,400 keystrokes (including spaces). The front cover, table of contents, bibliography and appendices do not count towards the size of the written assignments.

Written assignments may deviate from the specified number of pages by at most +/- 10%.

5. Other provisions

5.1 Language

The language of instruction is usually Danish, but teachers may provide teaching in English to individuals or small groups as necessary.

RMC also offers selected courses in English. The course plan will state the language in which each of the courses is taught.

Non-Danish-speaking students may choose to write their assignments or take their examinations in one of the other Scandinavian languages, or in English.

5.2 Rules for practical training

The practical elements of the study programme are described in the subject descriptions and course plans for the subjects.

5.3 Rules for credit transfer

5.3.1 Equivalence

Approved programme elements taken at an academy that offers a study programme under the Education Order are equivalent to corresponding programme elements at other academies that offer the same programme of study.

5.3.2 Credit agreement

Credit for programme elements may be obtained under the academies' joint credit agreement.

5.3.3 Other credit

Study programme elements passed as part of another non-completed Danish or foreign course of higher education may substitute for study programme elements covered by the Education Order, subject to the decision of the Conservatory in each individual instance, or in accordance with rules laid down by the Conservatory.

5.4 Disciplinary measures

Students at Rhythmic Music Conservatory are subject to the Conservatory's rules of conduct. Students are required to be familiar with and keep themselves informed of the rules. The rules of conduct may be viewed on the Conservatory's intranet.

5.5. Attendance

Attendance is compulsory at tuition and related activities at the Conservatory. The Conservatory shall lay down specific regulations for procedures and sanctions towards students who fail to observe the Conservatory's rules for attendance. The rules for attendance may be viewed on the Conservatory's intranet.

5.6 Evaluation

The study programme is subject to continuous evaluation through systematic evaluation procedures. The Conservatory shall lay down the specific procedures for the evaluations.

5.7 Exemptions

The Conservatory may grant exemptions from any rules in the curriculum that are determined solely by the Conservatory.

6. Subject descriptions

Subject description: Music Education (Pæd)

The teaching in rhythmic music is based on the fundamental characteristics of the musical form, focusing especially on the performative and creative aspects, together with the development of an independent artistic expression.

For the teacher of rhythmic music, it is essential to develop an independent and development-oriented pedagogical practice, which will comprise the core of the teacher's future professional practice.

In the subject Music education, the student alternates between practical experience and reflection in order to develop a music teaching practice which is based on the student's artistic and creative profile. In this work, students apply and utilise their overall academic skills, knowledge and competencies in both set and self-defined projects, in an agreed academic progression.

Learning outcomes

At the conclusion of the teaching in Music education in the third semester, the student must, at an advanced level:

- be capable of creating, practising and communicating an independent pedagogical practice;
- possess musical, instrumental/vocal and other professional skills that enhance and support the student's pedagogical profile as a music teacher;
- possess the ability to make and justify individual and collective choices in relation to teaching practice;
- possess skills in relation to creating and developing music and/or musical experiences as a music teacher;
- possess knowledge that supports and develops the student's pedagogical profile as a music teacher;
- possess knowledge of relevant processes and forms of work in relation to pedagogical development;
- possess an understanding of reflection in relation to pedagogical working processes;
- be capable of handling communication about pedagogical development work and to discuss professional and relevant issues with both colleagues and non-specialists;
- be able to formulate, initiate and implement professional and interdisciplinary tasks and projects in a professional context, both independently and in collaboration with others;
- be able to plan and carry out complex developmental tasks that demand new and innovative solutions;
- be capable of giving and receiving professionally-based criticism in relation to both working processes and products;
- be capable of taking independent responsibility for his or her own professional development and specialisation.

Content

In the subject Music education, work is done to acquire understanding of and practical experience with teaching methods and theories within one or more areas of pedagogy selected by the student.

The subject may include: modular and/or course-based teaching practice, presentation of relevant teaching theories and methods, development of pedagogical teaching methods and materials, clarification and formulation of the student's own theory of teaching practice and learning goals,

For students, commenced 2020 or later

development of relevant musical communication tools, and compilation of a project report, oral and written communication of one's own pedagogical development work and discussion of professional and relevant issues with both colleagues and non-specialists

ECTS

1st sem.	15
2nd sem.	15
ECTS, total	30

Teaching and learning methods

- Personal guidance at all stages – both individually and in groups
- Other teaching – both individually and in groups

Chronological location

1st and 2nd semester.

Requirements for participation

None.

Assessment

1. Semester assessment ultimo 1st semester

The examination must be passed before the study programme can be deemed to be completed.

Examination description

Content

The examination consists of an oral presentation of the results of the student's work in Music Education during the semester, followed by an interview in which the panel asks questions about the presentation.

Written material, video clips ao. to a limited extent can be presented.

The presentation must contain reflections regarding working methods and results of these methods, course contents, the student's own evaluation of outcome achieved and areas of focus for the following semester.

Duration

- Presentation, 15 minutes
- Reflection, 10 minutes
- Assessment, 10 minutes
- Disclosure of examination result and explanatory interview, 10 minutes.

Assessment

- A grade from the seven-point scale is awarded;
- The assessment basis consists of the student's presentation and reflection.

- The assessment is based on an evaluation of the extent to which the examination performance meets the learning outcomes for the subject.
- In the assessment, emphasis is placed on the student's artistic and academic standard, and on the student's ability to reflect.

Examination panel

The examination panel consists of a common internal expert and a second common internal expert (examination supervisor).

Pursuant to section 13 of the Assessment Order, the common internal expert acts as "moderator", while the second common internal expert (the examination supervisor) act as "examiner".

Form

- Individual examination.
- The student is responsible for ensuring that all relevant material is available at the exam.

2. Concluding Master's examination, ultimo 2nd semester

The examination must be passed before the study programme can be deemed to be completed.

Content

The examination consists of two parts – presentation and interview:

- Presentation:
 - Oral introduction, duration 5 minutes
 - Practical – pedagogical demonstration, related to the student's own teaching practice, workshop or longer formats, duration 25 minutes.
- Interview: An interview in which the panel asks questions relating to the student's presentation and project folder.

Duration

- Presentation, 30 minutes
- Interview, 15 minutes
- Assessment process, disclosure of examination result included, 15 minutes

Assessment

- A grade is awarded from the seven-point scale;
- The assessment basis consists of the student's presentation, interview and project folder.
- The assessment is based on an overall evaluation of the extent to which the examination performance meets the learning outcomes for the subject.
- In the assessment, emphasis is placed on the student's academic standard.

Examination panel

The examination panel consists of a common external expert, a common internal expert, and a second common internal expert (examination supervisor).

Pursuant to section 13 of the Assessment Order, the common external expert acts as "moderator", and the first common internal expert and the second common internal expert (the examination supervisor) act as "examiners".

Form

- Individual examination.
- As a condition for taking the examination, the student must compile a project folder, containing the practical pedagogic projects of the semester. The student selects one of these projects for presentation at the exam.
- The project folder must include:
 1. Approved project description for each of the two projects (1-2 standard pages per project), containing:
 - Project title
 - Description of the student's own theory of teaching practice
 - Justification for the choice of subject on the basis of practice theory, and considerations regarding the target group
 - Subject delimitation
 - Short problem statement
 - Reflections on teaching methodology and materials
 - Results of preliminary literature searches
 2. Project report (8 – 10 standard pages) about the project presented. The project report must include:
 - An overview of the project, including a list of meeting times and supervisor participation
 - Description of the theories and concepts utilised
 - Description of experience acquired in terms of teaching methodology, as for example exemplified by selected teaching situations
 - Description of the pupils' development during the course
 - Description of the student's development as a teacher during the course
 - Description of the benefits of knowledge sharing
 - Conclusion and contextualisation
 3. Project resume (3- 4 standard pages) about the project, *not* presented at the exam. The project resume must include:
 - An overview of the project, including a list of meeting times and supervisor participation
 - Description of the theories and concepts utilised
 - Description of experience acquired in terms of teaching methodology, as for example exemplified by selected teaching situations
 - Description of the pupils' development during the course
 - Description of the student's development as a teacher during the course
 - Conclusion and contextualisation
 4. Appendices, including bibliography (references) and illustrative examples of teaching materials.
 5. Standard front page

The project folder must at the latest be submitted approximately two weeks prior to the examination. The precise deadline for submission will be set by the Study Administration and stated in the relevant course plan.

For students, commenced 2020 or later

Subject description: Entrepreneurship (ES)

The subject Entrepreneurship contributes to developing the student's ability to apply his/her creative and artistic skills into sustainable employment.

The subject concentrates on enhancing the student's ability to combine knowledge with opportunities, and thereby create value. The focus is on generating ideas, which encompasses creativity and the ability to recognise opportunities and sources of innovation, with a view to creating artistic and/or commercial value for oneself and others. Entrepreneurship is a fundamental element in the student's career management, and the subject has been included in the study programme in order to strengthen the student's ability to create progress and value in a changing employment market.

The subject links to the programme's other disciplines, provides an understanding of interdisciplinary work in particular and of innovation processes more generally and constitutes the academic foundation for working with entrepreneurship as part of the External, Integrated Module in 3rd semester.

Learning outcomes

At the conclusion of the teaching in Entrepreneurship in the third semester, the student must, at an advanced level:

- possess skills in relation to creating and strengthening the graduate's employment as a music teacher.
- possess knowledge of how to translate ideas and possibilities into value;
- possess knowledge of the labour market and employment prospects within the field of rhythmic music;
- possess knowledge of innovation, exploitation of rights, communication, project management, negotiation and fundraising;
- be able to formulate, initiate and implement professional and interdisciplinary tasks and projects in a professional context, both independently and in collaboration with others;
- be able to plan and carry out complex developmental tasks that demand new and innovative solutions;
- be capable of taking independent responsibility for his or her own professional development and specialisation.

Content

Entrepreneurship consists of a subject portfolio that systematically develops the entrepreneurial mindset of the student and moreover focuses on disciplines and concepts such as innovation, exploitation of rights, business start-up, communication, networking, project management, risk-taking, negotiation and fundraising.

The tuition alternates between theoretical studies and practical application, on the basis of the student's own practice.

ECTS

1st sem.	5
2nd sem.	5
ECTS, total	10

Teaching and learning methods

Individual and group tuition.

Chronological location

1st and 2nd semester.

Requirements for participation

None.

Assessment

1. Semester assessment ultimo 1st semester

The examination must be passed before the study programme can be deemed to be completed.

At the end of the first semester, the student's qualifications are assessed on the basis of a submitted assignment.

The specific submission requirements will be stated in the applicable module description.

The specific submission deadlines will be stated in the relevant course plan for the subject.

The assessment is undertaken by the teacher.

At assessments awarded is Approved/Not approved.

2. Concluding Master's examination, ultimo 2nd semester

The examination must be passed before the study programme can be deemed to be completed.

Examination description

Content

The examination takes the form of an oral examination on the basis of a written assignment that the student submits before the examination.

Duration

- Brief presentation, 5 minutes
- Examination, 15 minutes
- Assessment, 10 minutes.

Assessment

- A grade is awarded from the seven-point scale.
- The assessment basis consists of the written assignment and the oral examination.
- A combined assessment is given for the written assignment and the oral examination.
- The assessment is based on an evaluation of the extent to which the examination performance meets the learning outcomes for the subject.

Examination panel

A common external expert and a common internal expert (examination supervisor).

Pursuant to section 13 of the Assessment Order, the common external expert acts as "moderator", and the second common internal expert (the examination supervisor) acts as "examiner".

Form

- Individual examination.
- As a condition for taking the examination, the student must submit a written assignment on a topic of the student's own choice, with a point of departure in a potential within the student's own practice that could be translated into value. The assignment must be made according to a format, stated in the course plan of the subject. The assignment must at the latest be submitted approximately two weeks prior to the examination. The precise deadline for submission will be set by the Study Administration and stated in the relevant course plan.
- The assignment may be written in collaboration with another student.
- Size of the written assignment: 4-6 standard pages, excluding front cover and any appendices. If the assignment is written as a group assignment with a fellow student, the size is 6-9 standard pages.

Subject description: Electives (VALG)

For the music teacher who wishes to develop an independent pedagogical practice, it is important to be able to support the development of a profile as a teacher of music and to complement this profile with other relevant professional skills in a combined individual portfolio.

Through a broad, interdisciplinary range of courses, optional subjects focus on developing the students' professional skills through specialised course modules located within or outside the range of subjects offered by the study programme, and which continue throughout the study programme.

The student's development in the subject is viewed in association with his or her progression in the main area of the study programme, Music Education.

Learning outcomes

At the conclusion of the teaching in Electives in the fourth semester, the student must, at an advanced level:

- possess musical, instrumental/vocal and other professional skills that enhance and support the student's pedagogical profile as a music teacher;
- possess knowledge that supports and develops the student's pedagogical profile as a music teacher;
- be capable of taking independent responsibility for his or her own professional development and specialisation.

Content

1st and 2nd Semester

The Conservatory offers interdisciplinary courses in a wide range of subject areas.

The teaching content typically lies within the areas of instrumental/vocal tuition, ensemble playing, stage performance, composition, arranging, song-writing, improvisation, music technology, music education, industry knowledge and reflection.

The learning outcomes and forms of instruction and work of the course modules, together with the criteria for approval, are described in the relevant course plan.

Students, in dialogue with their supervisor, compile their own individual portfolios, consisting of one or two modules per semester.

4th Semester

The content of the subject must support the student's master's project and is decided in dialogue with internal project teacher when starting the 4th semester.

ECTS

1st sem.	10
2nd sem.	10
4th sem.	10
ECTS, total	30

Teaching and learning methods

- Individual tuition
- Group tuition
- Preparation, individually and in small groups

Chronological location

1st, 2nd and 4th semester.

Requirements for participation

None.

Assessment for 1st and 2nd Semester

At the conclusion of each of the subject's modules, the student's qualifications are assessed in terms of the student's active subject-specific participation in the course.

Assessment is undertaken by the teacher in accordance with the stated module criteria for active subject-specific participation, and will be carried out within a deadline, set by the Study Administration and stated in the relevant course plan for the subject.

The assessment awarded is: Approved/Not approved.

Assessment for 4th Semester

Assessment of the student's qualifications in Electives is included in the assessment of the master's project.

It is a condition for passing Electives that all modules are assessed as 'Approved'.

Subject description: External Integrated Module (EIM)

(EIM) For the teacher of rhythmic music, it is of crucial importance to his or her future professional work with a sustainable career in a changeable job market to be able, independently and in collaboration with others, to formulate, initiate and realise development-oriented, educational projects in a professional, interdisciplinary context, and be able to take personal responsibility for one's own professional development and specialisation.

The external integrated module integrates the disciplines Music Education (Pæd), Entrepreneurship (ES) and Electives (VALG) into a single project that is realised externally in a professional context in which the student further develops his or her independent pedagogical practice and educational profile as a teacher of music on the basis of the student's own artistic and creative profile, develops and applies his or her entrepreneurial knowledge and skills on the basis of the student's own practice, and refines other relevant professional skills that can support the student's academic profile.

Learning outcomes

At the conclusion of the teaching in the External Integrated Module in the third semester, the student must, at an advanced level:

(Pæd-VALG)

- be capable of creating, practising and communicating an independent pedagogical practice;
- possess musical, instrumental/vocal and other professional skills that enhance and support the student's pedagogical profile as a music teacher;
- possess the ability to make and justify individual and collective choices in relation to teaching practice;
- possess skills in relation to creating and developing music and/or musical experiences as a music teacher;
- possess knowledge that supports and develops the student's pedagogical profile as a music teacher;
- possess knowledge of relevant processes and forms of work in relation to pedagogical development;
- possess an understanding of the role of reflection in relation to pedagogical working processes;
- be capable of handling communication about pedagogical development work and to discuss professional and relevant issues with both colleagues and non-specialists;
- be able to formulate, initiate and realise pedagogical projects in a professional interdisciplinary context, both independently and in collaboration with external partners;
- be capable of taking personal responsibility for his or her own professional development and specialisation.

(ES)

- possess knowledge of and practical experience in relation to creating and strengthening his or her employment as a music teacher;
- possess knowledge of and practical experience in translating ideas and possibilities into value;
- possess knowledge of the labour market and employment prospects within the field of rhythmic music;
- be able to plan and carry out complex development processes that demand innovative

solutions;

Content

The subject encompasses:

- Development, planning, realisation and evaluation of one's own educational projects, both independently and in co-operation with external partners;
- Module and/or process-based teaching practice;
- Educational theory, teaching methods and materials;
- Development of one's own theory of practice, learning goals and musical communication tools;
- Reflections on one's own projects;
- Oral and written communication of one's own pedagogical development work and discussion of professional and relevant issues with both colleagues and non-specialists;
-
- Identification and development of skills, knowledge and competencies that support the student's pedagogical profile as a music teacher;
- Innovation, rights exploitation, company start-up, communication, networking, project management, risk-taking, negotiation techniques and fundraising.

The specific academic content of the module is included in an overall study plan agreed with the Conservatory in advance of the course.

The study plan must include:

- Individual reasoned academic objectives which support in both topic and content the learning outcome goals in the subject description.
- Description of the planned activities in the form of a work schedule, with a specification of the distribution of working hours;
- Documented agreements with external partners and/or external teachers.

ECTS

3rd sem.	30
ECTS, total	30

Teaching and learning methods

The external module may be implemented as educational work within the framework of a public or private company, or as freelance work.

Independent work, in which the student is allocated a supervisor throughout the process and is provided with specific academic guidance.

Chronological location

Third semester

Requirements for participation

None.

Assessment

Concluding Master's examination test at end of third semester.

The examination must be passed before the study programme can be deemed to be completed.

Examination description

Content

The examination consists of two parts – presentation and interview:

- Presentation:
 - On the basis of the project folder submitted, the student orally presents her/his reflections regarding the module, hereunder video documentation of own teaching practice, duration 10 minutes. The oral reflection should address the following questions:
 1. Briefly summarise your individual aims with the module;
 2. *a.* Describe how and in which field you feel your teaching practice work is located in the pedagogic world in general; *b.* Describe how you feel that your teaching work contributes to the development of pedagogy in this field;
 3. Describe your working processes and forms of work in relation to the teaching practice during the module;
 4. Description of developmental outcome of the target group/groups.
 5. On the basis of the module, describe how you have worked to realise your pedagogic work in a professional context;
 6. *a.* Describe your cooperation with your partners during the module, and the networking benefit you have obtained from the module; *b.* Describe how your cooperation with your partners during the module, could be translated into value;
 7. Briefly summarise your own assessment of your overall outcome of the module.
- Interview, in which the test panel asks questions relating to the student's presentation.

Duration

- Presentation: 25 minutes in all
- Interview, 10 minutes
- Assessment process, including disclosure of examination result, 10 minutes.

Assessment

- A grade from the seven-point scale is awarded for the academic pedagogical presentation, and a further grade from the seven-point scale for the professional entrepreneurial presentation; in order to pass the exam, both parts of the exam must be passed separately.
- The assessment basis consists of the student's presentation, interview and project folder.

- The assessments are based on an evaluation of the extent to which the examination performance meets the learning outcomes for the subject.
- In the assessments, emphasis is placed on the student's pedagogical standard, the student's skills in relation to creating and strengthening his or her own employment as a music teacher, and the student's ability to engage in collaboration with external partners.

Examination panel

Common internal expert (Music Education, examination supervisor), common internal expert (Music Education) and common internal expert (Entrepreneurship).

Pursuant to section 13 of the Assessment Order, one common internal expert (Music Education, examination supervisor) acts as “moderator”, and the other two common internal experts as “examiners”.

Form

- Individual examination.
- As a condition for taking the examination, the student must compile a project folder. The project folder must contain:
 1. An approved study plan;
 2. Project report (8 – 10 standard pages) that must include:
 - An overview of the completed project activities
 - Description of central practical pedagogic experiences
 - Description of the development of the target group/target groups;
 - Description of the student's development of his/her own pedagogic profile as a teacher during the course;
 - Considerations of how the project is located in the field of music pedagogy
 - Conclusion

The project folder must at the latest be submitted approximately two weeks prior to the examination. The precise deadline for submission will be set by the Study Administration and stated in the relevant course plan.

Subject description: Master's Project (KA-proj)

For the music teacher, it is crucial to possess knowledge and skills in independent project work. The Master's Project is the concluding project in the study programme, in which the student independently develops and carries out an extensive project directed at creating an independent pedagogical practice.

In the Master's Project, the student studies a self-selected subject which falls within the main area of the study programme, Music Education.

In this work, students apply and utilise their overall professional skills, knowledge and competencies. The student is thus given an opportunity to implement an individual project that can serve as an indicator in relation to the student's future career.

Learning outcomes

At the conclusion of the Master's Project in the fourth semester, the student must, at an advanced level:

- be capable of creating, practising and communicating an independent pedagogical practice;
- possess musical, instrumental/vocal and other professional skills that enhance and support the student's pedagogical profile as a music teacher;
- possess the ability to make and justify individual and collective choices in relation to teaching practice;
- possess skills in relation to creating and developing music and/or musical experiences as a music teacher;
- possess knowledge that supports and develops the student's pedagogical profile as a music teacher;
- possess knowledge of relevant processes and forms of work in relation to pedagogical development;
- possess an understanding of reflection in relation to pedagogical working processes;
- be capable of handling communication about pedagogical development work and to discuss professional and relevant issues with both colleagues and non-specialists;
- be able to formulate, initiate and implement professional and interdisciplinary tasks and projects in a professional context, both independently and in collaboration with others;
- be able to plan and carry out complex developmental tasks that demand new and innovative solutions;
- be capable of giving and receiving professionally-based criticism in relation to both working processes and products;
- be capable of taking independent responsibility for his or her own professional development and specialisation.

Content

The concluding Master's project is taken within the main area of the study programme, Music Education.

The student develops plans, conducts and evaluates a major independent project within the main area of the study programme, Music Education.

In the project phase, work is done within the following areas, amongst others:

- Idea development, planning, implementation and evaluation of music teaching practice

- Compilation of project description
- Clarification and formulation of the student's own theory of teaching practice
- Development of teaching methods and materials
- Development of musical communication tools
- Logbook writing, etc.
- Process and product thinking
- Use of literature
- Practice observation and knowledge sharing
- Compilation of project report
- Oral and written presentation
- Oral and written communication of one's own pedagogical development work and discussion of professional and relevant issues with both colleagues and non-specialists.

ECTS

4 th sem.	20
ECTS, total	20

Teaching and learning methods

- Teaching practice
- Teaching practice with guidance
- Project group guidance
- Individual guidance

Chronological location

4th semester

Requirements for participation

None

Assessment

Concluding Master's examination at end of fourth semester.

Examination description

Content

The examination consists of two parts – presentation and interview:

- Project presentation in a manner relevant to the project
- Interview, based on the examination panel's questions about the student's project.

Duration

- Presentation, 45 minutes
- Interview, 15 minutes
- Assessment process, 25 minutes

Assessment

- A grade from the seven-point scale and a written statement are awarded for the examination performance.
- The assessment is based on the student's presentation, interview and project folder.
- The assessment is based on an overall evaluation of the extent to which the examination performance meets the learning outcomes for the subject.
- The assessment is based on the student's project, and the presentation, interview and project folder are all weighted equally.
- The written statement addresses the student's academic level, and consists of three elements:
 1. Project summary.
 2. Brief statement on the project.
 3. Brief statement on the presentation.

Examination panel

The examination panel consists of a common external expert, a common internal expert, and a second common internal expert (examination supervisor).

Pursuant to section 13 of the Assessment Order, the common external expert acts as "moderator", and the first common internal expert and the second common internal expert (the examination supervisor) act as "examiners".

Form

- Individual practical examination
- The project folder on the completed project must be submitted approximately two weeks before the examination. The precise deadline for submission will be set by the Study Administration and stated in the relevant course plan.
- The project folder must contain:
 - Approved project description (3-4 standard pages), containing:
 - Title
 - Description of the student's own theory of teaching practice
 - Justification for the choice of subject on the basis of practice theory, and considerations regarding the target group
 - Subject delimitation
 - Problem statement, with developmental goals for both the target group and the teacher
 - Reflections on teaching methodology and materials
 - Results of preliminary literature searches
 - Project report, which must include:
 - An overview of the project, including a list of meeting times and supervisor participation
 - Description of the theories and concepts utilised
 - Description of experience acquired in terms of teaching methodology, as for example exemplified by selected teaching situations
 - Description of the pupils' development during the course
 - Description of the student's development as a teacher during the course

- Description of the benefits of knowledge sharing
- Considerations of how the project is located in pedagogical terms, and in relation to the music teaching sector in a national and international context
- Conclusion and contextualisation
- Project summary: Brief project summary prepared by the student in accordance with the requirements of the relevant course plan, and approved by the supervisor prior to the examination.
- Brief summary of the project presentation
- Appendices, including bibliography (references) and illustrative examples of teaching materials.

The size of the project report is 15-20 standard pages, excluding front cover, table of contents and appendices.