



DET KONGELIGE
DANSKE
MUSIKKONSERVATORIUM

MASTER'S PROGRAMME VOICE

cand. musicae / Master of Music (M.Mus.)

MASTER'S PROGRAMME VOICE WITH/WITHOUT PEDAGOGY

CURRICULUM (VOL. II)

Teaching and examination regulations

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SCHEMA (ECTS AND THE STUDY PROGRAMME)

VOICE WITH PEDAGOGY

Subject	1st Year	2nd Year	
Principal study and career-related principal study	40	15	
Master's project			20
Methodology course	5		
Reflection assignment		10	
Supplementary subjects		5	
Learning theory	5		
Principal study-related pedagogy, Modules I –III	10	5	
Practical training		5	

The marking  indicates that the ECTS credits are triggered by certificate.

The marking  indicates that the ECTS credits are triggered by examination.

The marking  indicates the duration of the teaching.

VOICE WITHOUT PEDAGOGY

Subject	1st Year	2nd Year	
Principal study and career-related principal study	40	20	
Master's project			20
Methodology course	5		
Reflection assignment		10	
Supplementary subjects	5	5	5
Learning theory	5		
Practical training		5	

The marking  indicates that the ECTS credits are triggered by certificate.

The marking  indicates that the ECTS credits are triggered by examination.

The marking  indicates the duration of the teaching.

PRINCIPAL STUDY (VOICE)

(1st-4th semester)

AIM AND CONTENT OF THE PROGRAMME

The aim of the teaching in the principal study is to enable the student to work professionally as a singer in one or more of the following genres: lied, opera, oratorio, church aria/cantata, operetta and musical.

Vocal and musical skills are developed in parallel, on the basis of the individual student's skills at the commencement of the Master's programme. The teaching takes account of the student's individual abilities, developmental needs and interests, in such a way that the specific examination requirements are met.

To further consolidate the professional focus, the student also receives tuition in a number of career-oriented disciplines: Career-oriented principal study (vocal coaching), Career-oriented principal study (ensemble singing) and Career-oriented principal study (musical drama).

RULES FOR EXAMINATIONS AND TESTS

Voice

Master's project

After the 4th semester.

The purpose of the Master's examination in the principal study is to demonstrate that the student, as a soloist and ensemble singer, has acquired skills at a satisfactory artistic and technical level to present a programme of 45 minutes' duration.

The Master's examination in the principal study is held at the conclusion of the fourth semester.

Examination materials

In advance of the examination, the student submits a repertoire list, certified by the teacher of the principal study, of works studied during the Master's programme.

The repertoire list must principally include works from the classical genres, and must represent as many styles as possible, of which:

- At least one work must be composed after 1975
- At least one work must involve instrumental accompaniment other than piano
- At least one work must have a Danish text and be written by a Danish composer.

If the student so wishes, one of the works may represent a style within the genre of rhythmic music.

On the basis of the repertoire list, the student selects a programme of 45 minutes' duration, which is presented at the examination. The programme must cover works from different stylistic periods and include lyrics in several different languages. The programming is part of the examination material, and will therefore be included in the assessment. The programme should be submitted to the Study Administration.

Examination content

Solo singing with accompaniment.

Form of examination

Practical examination in concert form.

Duration and scope

The examination has a total duration of 60 minutes, including assessment.

Moderation and assessment

The examination is assessed by an external moderator, an internal moderator, and the student's own teacher.

A single grade is awarded under the currently applicable marking scale.

The grade is supplemented by a written statement on the student's level of proficiency.

Responsibility and deadlines

It is the student's responsibility to ensure that the certified repertoire list of works studied during the Master's programme is submitted to the Study Administration on time.

It is the student's responsibility to ensure that the examination programme is submitted to the Study Administration on time.

The student is responsible for ensuring the presence of other participants at the Master's examination.

If works with harpsichord or organ are included in the Master's examination, it is the student's responsibility to submit a requisition for these.

The Study Administration will post notices of the deadline for submission of the repertoire list and examination programme.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of artistic practice, repertoire and methods of solving technical issues in relation to the principal study.
- The student understands and can reflect upon artistic practice and methods of solving technical issues in relation to the principal study, and can identify artistic and technical challenges.

Skills

- The student masters principal study-related methods, tools and forms of expression.
- The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.
- The student can communicate and discuss professional issues.

Competencies

- The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.
- The student is able to take independent responsibility for his or her own professional development and specialisation.

CAREER-ORIENTED PRINCIPAL STUDY (VOCAL COACHING)

(1st-4th semester)

AIM AND CONTENT OF THE PROGRAMME

The aim of the subject 'vocal coaching' is for the student to build up a repertoire and form a clear idea of the individual characteristics of the various styles.

In collaboration with the répétiteur, the student rehearses specific material, develops a repertoire, and acquires rehearsal technique.

RULES FOR EXAMINATIONS AND TESTS

Vocal coaching is an auxiliary subject to the principal study Singing. The Master's examination in the principal study Singing thus includes an assessment of the benefits achieved through the subject of vocal coaching.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of artistic practice, repertoire and rehearsal techniques in relation to the principal study.
- The student understands and can reflect upon artistic practice and rehearsal techniques in relation to the principal study, and can identify artistic and technical challenges.

Skills

- The student masters principal study-related methods, tools and forms of expression.
- The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.
- The student can communicate and discuss professional issues.

Competencies

- The student is able to take independent responsibility for his or her own professional development and specialisation.

CAREER-ORIENTED PRINCIPAL STUDY (ENSEMBLE SINGING)

(1st-3rd semester)

AIM AND CONTENT OF THE PROGRAMME

The aim of the teaching is to enable the student to function as part of an ensemble at a satisfactory artistic and technical level.

The teaching represents a continuation of the repertoire in ensemble singing studied in the Bachelor programme.

The works studied may be drawn from all genres and styles, with the emphasis on the opera, oratorio and lied literature, and the teaching is adapted to match the abilities of the student and the combination of students in the year group.

Some of the teaching time available will be devoted to tuition in musical drama. The musical drama repertoire is selected in co-operation with the person administratively responsible for the teaching in ensemble singing.

Participation in the course occurs subject to the Concert Regulations on non-scheduled teaching. Attendance is measured in the number of hours of attendance during the prescribed periods. Assignment of classes takes place with one week's notice; however, in some circumstances changes may be made at a minimum of 24 hours' notice.

RULES FOR EXAMINATIONS AND TESTS

Ensemble singing

After the 1st-3rd semester .

Examination content

Ensemble singing

Examination materials

The project conclusion material chosen during the course.

Form of examination

Project conclusion(s)

Duration and scope

60 - 90 minutes.

Moderation and assessment

The project conclusion is assessed by an internal moderator and the student's own teacher.

The project conclusion is awarded the grade pass/fail.

Responsibility and deadlines

During the Master's programme, the student must participate in at least one project conclusion.

It is the responsibility of the teachers to summon students to project conclusions.

The teachers also undertake the organisation of the project conclusion, including the choice of ensembles to rehearse and present the programme material.

- See also the "Study Programme for Musical Drama and Ensemble Singing".

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of artistic practice and repertoire in relation to ensemble singing.
- The student understands and can reflect upon artistic practice in relation to ensemble singing, and can identify artistic and technical challenges.

Skills

- The student masters principal study-related methods, tools and forms of expression.
- The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.
- The student can communicate and discuss professional issues.

Competencies

- The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.
- The student is able to take independent responsibility for his or her own professional development and specialisation.

CAREER-ORIENTED PRINCIPAL STUDY (MUSICAL DRAMA)

(1st-3rd semester)

AIM AND CONTENT OF THE PROGRAMME

The aim of the programme is to develop the student's expressive possibilities within musical drama and give the student experience of stage work.

The teaching represents a continuation of the repertoire in musical drama studied during the Bachelor programme.

Work is done with specific musical drama tasks, selected in accordance with the student's abilities and those of the combination of students in the year group. The musical drama repertoire is selected in co-operation with the person administratively responsible for the teaching in ensemble singing.

Participation in the course occurs subject to the Concert Regulations on non-scheduled teaching.

Attendance is measured in the number of hours of attendance during the prescribed periods. Assignment of classes takes place with one week's notice; however, in some circumstances changes may be made at a minimum of 24 hours' notice.

RULES FOR EXAMINATIONS AND TESTS

The examination in musical drama forms part of the examination in ensemble singing. See the curriculum under the subject "Career-oriented principal study (ensemble singing)".

- See also the "Study Programme for Musical Drama and Ensemble Singing".

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of artistic practice and methods in relation to musical drama.
- The student understands and can reflect upon artistic practice and methods, and identify artistic challenges, in relation to musical drama.

Skills

- The student masters methods, tools and forms of expression relating to musical drama.
- The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.
- The student can communicate and discuss professional issues.

Competencies

- The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.
- The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.

- The student is able to take independent responsibility for his or her own professional development and specialisation.

PRINCIPAL STUDY-RELATED PEDAGOGY

(1st-3rd semester)

AIM AND CONTENT OF THE PROGRAMME

Modules 1 and 2 are mandatory for singing students in the Master's programme with pedagogy, and are taken in the first and second semesters of the programme.

It is a prerequisite for participation in module 3 that modules 1 and 2 have been taken and passed in examination. Module 3 may be replaced by a pedagogical subject in a different department, on application.

Modules 1 and 2

The aim of the modules is for the student to acquire teaching skills with a view to being able to teach at beginner level.

The programme includes:

- **Diagnosis and analysis of beginner-level pupils:** The registered pupils are invited to a singing audition. A number of pupils are then selected, corresponding to the number of students in the year group. On the basis of analysis and diagnosis, the students discuss strategies for the tuition. The tuition is of both theoretical and practical character.
- **Body and sound for singers:** Improvisation exercises for body and voice
 1. The students instruct each other
 2. The students instruct the pupil group
- **Repertoire knowledge for teaching at beginner level.**
- **Other styles – selected on the basis of the pupil group.**
- **Pupil tuition:** Teaching the students' own pupils in plenary session or in smaller groups. The students work individually with their own pupils between classes. The repertoire is selected in relation to the pupils' standard, and in relation to the teaching in repertoire knowledge for beginner level and other styles. The students keep a logbook in which planning, considerations, factual information and reflections on the course of the programme are noted.

Module 3

The aim of the teaching is for the student, on the basis of the first two modules, to acquire teaching skills with a view to teaching intermediate-level pupils at the level of the preparatory class for music academies (MGK).

The programme includes:

- **Diagnosis and analysis of solo pupils:** The registered pupils are invited to a singing audition. A number of pupils are then selected, corresponding to the number of students in the year group. On the basis of analysis and diagnosis, the students discuss strategies for the tuition.
- **Interpretation and technical guidance:** Teaching of the students' own pupils in smaller groups. The repertoire is selected on the basis of the pupils' abilities and standard, and is primarily drawn from the classical repertoire. An accompanist will be provided. The students work individually with their own pupils between classes.

RULES FOR EXAMINATIONS AND TESTS

Principal study-related pedagogy, modules 1 and 2

The examination takes place at the conclusion of module 2.

Examination content

At the examination, examinees demonstrate their teaching skills by teaching:

1. A small group
2. The student's own pupil

The teaching should include both technical and musical guidance. The examinee demonstrates the practical use of the piano as a supportive tool in teaching. The examination concludes with an interview with the moderators, in which the examinee comments on the progress of the lessons and answers any questions from the moderators in relation to the logbook.

Examination materials

The student submits a list of the repertoire studied, and a logbook of the teaching provided to the student's own pupil.

Form of examination

Practical examination

Duration and scope

The examination has a duration of 55 minutes. (teaching solo: 20 minutes and small group: 25 minutes) The interview with the moderators has a duration of ten minutes. The total duration is one hour and 10 minutes, including assessment.

Moderation and assessment

The examination is assessed by an external moderator, an internal moderator, and the student's own teacher.

A single grade is awarded under the currently applicable marking scale.

Responsibility and deadlines

It is the student's responsibility to ensure that the repertoire list is submitted to the Study Administration on time.

The student is responsible for ensuring the presence of the student's own pupil at the examination.

The Study Administration will post notices of the deadline for the submission of the repertoire list and logbook.

The logbook must be submitted in four copies.

Principal study-related pedagogy, module 3

The examination takes place at the conclusion of module 3.

Examination content

At the examination, examinees demonstrate their teaching skills by teaching:

1. The student's own pupil
2. An assigned pupil

The task for the assigned pupil will be supplied on the weekday before the examination. The examination concludes with an interview with the moderators, in which the student comments on the progress of the tuition and characterises the student's own pupil, as well as possibly providing a prognosis for the pupil's further development.

Examination materials

The student submits a list of the repertoire studied during the tuition.

Form of examination

Practical examination

Duration and scope

Teaching of 1) the student's own pupil: 30 minutes, and 2) the assigned pupil: 20 minutes. The interview has a duration of ten minutes. Total duration: one hour and twenty minutes, including assessment.

Moderation and assessment

The examination is assessed by an internal moderator and the student's own teacher.

A single combined grade is awarded under the currently applicable marking scale.

Responsibility and deadlines

It is the student's responsibility to ensure that the repertoire list is submitted to the Study Administration on time.

The student is responsible for ensuring the presence of the student's own pupil at the examination.

The student may obtain information on the task chosen for the assigned pupil from the Study Administration on the weekday before the examination.

The Study Administration will post notices of the deadline for submission of the repertoire list.

The Study Administration will provide information on the task chosen for the assigned pupil on the weekday before the examination takes place.

The logbook must be submitted in four copies.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of pedagogical methods and practices relating to teaching pupils at beginner and intermediate level.
- The student understands and can reflect upon pedagogical practices and methods, and identify pedagogical challenges relating to teaching pupils at beginner and intermediate level.

Skills

- The student masters pedagogical methods and tools, and can apply these as relevant.
- The student can evaluate and choose between pedagogical methods and tools, and propose solution models.
- The student can communicate and discuss pedagogical issues.

Competencies

- The student can manage pedagogical work and development situations that are complex, unpredictable, and require new solution models or expressions.
- The student is able to take independent responsibility for his or her own professional development and specialisation.

SUPPLEMENTARY SUBJECTS

(1st-3rd semester) for students not taking pedagogy

(3rd semester) for students taking pedagogy

AIM AND CONTENT OF THE PROGRAMME

The aim of the supplementary subjects is to provide the student with knowledge within the area of the principal study.

The student chooses a supplementary subject from a catalogue, which is revised annually.

RULES FOR EXAMINATIONS AND TESTS

Stated in the current supplementary subjects catalogue.

METHODOLOGY COURSE FOR REFLECTION ASSIGNMENT

(1st-2nd semester)

AIM AND CONTENT OF THE PROGRAMME

The aim of the subject is to provide the student with knowledge and guidance in relation to the design of the reflection assignment. The tuition is designed to enable the student to delimit a topic and formulate an assignment description.

The tuition includes guidance in idea development, research, documentation and assignment formulation. The teaching is initially provided in the form of lectures for all students in the year group, and subsequently for smaller groups.

RULES FOR EXAMINATIONS AND TESTS

Methodology course for reflection assignment

After the 2nd semester.

Examination content and materials

At the end of the course, the student submits a description of the reflection assignment in the form of a topic, assignment formulation and documentation form, and a proposal for an internal supervisor.

Moderation and assessment

The topic, assignment formulation and documentation form must be approved by the Department Head, the Head of Studies and the subject teacher.

Responsibility and deadlines

The student is responsible for submitting the reflection assignment formulation to the Study Administration on time.

The Study Administration will post notices of the deadlines for submitting the reflection assignment formulation.

The assignment formulation must be submitted in five copies.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges.

Skills

- The student can communicate and discuss professional issues.

Competencies

- The student is able to take independent responsibility for his or her own professional development and specialisation.

REFLECTION ASSIGNMENT

(4th semester)

AIM AND CONTENT OF THE PROGRAMME

The aim of the reflection assignment is for the student to demonstrate skills in illuminating the artistic, musical, professional and/or pedagogical issues associated with a particular topic.

Reflection assignments may vary a great deal in form, but through its documentation form, the assignment must provide an account of the background, assignment formulation, objective, method and procedure, as well as a contextualisation.

RULES FOR EXAMINATIONS AND TESTS

Reflection assignment

After the 4th semester.

Examination content and materials

The topic, assignment formulation and documentation form are subject to prior approval, cf. the examination regulations for “Methodology course for the reflection assignment”.

Form of examination

The form of the examination may vary, depending on the character of the reflection assignment. Common to all types of examinations is that they must be described in advance in the assignment formulation that concludes the subject “Methodology course for the reflection assignment”, and must include a written presentation. The examination concludes in a 10-15 minute interview with the moderators. The interview begins with an oral presentation by the student of the main points of the assignment.

Duration and scope

The duration and scope varies, depending on the type of assignment. A purely written project must contain 15-20 standard pages, excluding notes and references. If the reflection assignment takes the form of a combination of a written part and another form of communication (performance, web-based, lecture, etc.), the written part must comprise 5-10 standard pages. (1 standard page = 2,000 characters)

The examination normally has a total duration of 30 minutes, including assessment.

Moderation and assessment

The reflection assignment is assessed by an external moderator, an internal moderator, and the assignment supervisor. A single grade is awarded under the currently applicable marking scale.

Responsibility and deadlines

The student is responsible for ensuring that the written part of the reflection assignment and other relevant materials are submitted on time to the Study Administration.

The student is responsible for ensuring that any other participants are present at the presentation of the reflection assignment.

The Study Administration will announce deadlines for submitting the written part of the reflection assignment.

The assignment must be submitted in five copies.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student understands and can reflect upon artistic, professional and/or pedagogical issues, and identify artistic challenges.

Skills

- The student can evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.
- The student can communicate and discuss artistic, professional and/or pedagogical issues.

Competencies

- The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.
- The student is able to take independent responsibility for his or her own professional development and specialisation.

LEARNING THEORY

(2nd semester)

AIM AND CONTENT OF THE PROGRAMME

The aim of the subject is to develop the student's awareness and understanding of the various possible approaches to performance, teaching and communication.

The student acquires knowledge of various theories of learning, communication, knowledge, teaching strategies and pedagogy through a number of research-based lectures.

RULES FOR EXAMINATIONS AND TESTS

The subject is a certification subject, and is documented on the basis of at least 80% attendance.

Students with insufficient attendance must submit a written assignment.

Examination materials

A written assignment is set by the department heads in consultation with the lecturer(s) at the conclusion of the lecture series.

Form of examination

Written assignment in the course of a week.

Duration and scope

Five standard pages, excluding notes and references.

Moderation and assessment

The assignment is assessed by the relevant lecturer and an internal moderator, and is awarded the grade pass/fail.

Responsibility and deadlines

The Study Administration will announce the deadline for the submitting the written paper.

The assignment must be submitted in three copies.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of theories of learning, communication and cognition, teaching strategies and pedagogy.

PRACTICAL TRAINING (EXTERNAL)

(3rd semester)

AIM AND CONTENT OF THE PROGRAMME

The aim of external practical training is to give the student an opportunity to test his or her abilities and acquired skills as a practising musician and/or teacher by filling such a position on the professional labour market for a period of time. The Academy is responsible for the academic standard of the period of practical training, and for securing a trainee position for the student.

Practical training is a compulsory part of the Master's programme for all students. The trainee period and location will be chosen and organised in line with the student's study programme. Guidance will also be provided during the period of practical training. (See also under 'Responsibility and deadlines'.)

RULES FOR EXAMINATIONS AND TESTS

Practical training (external)

After the 3rd semester.

Examination content and materials

A written statement must be submitted by the training supervisor, and the student must submit a report of 1-3 standard pages describing his or her expectations towards the training period, as well as the actual experiences and lessons learned during the trainee period.

Moderation and assessment

On the basis of the training supervisor's statement and the student's report, the Head of Department and Director of Studies will determine whether the period of practical training can be given final approval.

Responsibility and deadlines

At the end of the 2nd semester, the student submits a brief description of the proposed period of practical training.

The Study Administration will announce the deadline for submitting the description of the period of practical training.

The character of the trainee period determines who issues the provisional approval:

- 1) Practical training as a practising musician/singer must be approved by the Head of Department and the Director of Studies.
- 2) Trainee teaching periods must be approved by the teacher of Pedagogy and the Director of Studies.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges.

Skills

- The student masters musical methods, tools and modes of expression, is able to use relevant tools and methods, and masters general skills relating to employment within the discipline.
- The student can evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.
- The student can communicate and discuss professional issues.

QUALIFICATIONS FRAMEWORK

The qualification framework reflects the skills that the students have acquired in connection with the individual subjects.

Master's programme Voice		Principal study				
	<i>After the Master's examination</i>	Principal study/ Master's project	Ensemble singing	Vocal coaching	Musical drama	Principal study-specific pedagogy
Knowledge and understanding						
Knowledge field	The student possesses knowledge which, in selected areas, is based on internationally-recognised artistic practices, artistic development and leading research in relevant disciplines.	X	X	X	X	X
Level of understanding and reflection	The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges and academic problems.	X	X	X	X	X
Skills						
Skill type	The student masters musical methods, tools and modes of expression, is able to use relevant tools and methods, and masters general skills relating to employment within the discipline.	X	X	X	X	X
Assessment and decision	The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.	X	X	X	X	X
Communication	The student can communicate and discuss professional issues with colleagues and non-specialists.	X	X	X	X	X
Competencies						
Sphere of action	The student can manage work and development situations that are complex, unpredictable, and	X			X	X

	require new solution models or expressions.					
Co-operation and responsibility	The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.		X		X	
Learning	The student is able to take independent responsibility for his or her own professional development and specialisation.	X	X	X	X	X

Qualification framework (continued)

Master's programme Voice		Other subjects	
	<i>After the Master's examination</i>	Learning theory	Practical training
Knowledge and understanding			
Knowledge field	The student possesses knowledge which, in selected areas, is based on internationally-recognised artistic practices, artistic development and leading research in relevant disciplines.	X	
Level of understanding and reflection	The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges and academic problems.		X
Skills			
Skill type	The student masters musical methods, tools and modes of expression, is able to use relevant tools and methods, and masters general skills relating to employment within the discipline.		X
Assessment and decision	The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.		X
Communication	The student can communicate and discuss professional issues with colleagues and non-		X

	specialists.		
Competencies			
Sphere of action	The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.		
Co-operation and responsibility	The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.		
Learning	The student is able to take independent responsibility for his or her own professional development and specialisation.		

Qualification framework (continued)

Master's programme Voice		Other subjects, continued	
	<i>After the Master's examination</i>	Method-ology course	Reflection course
Knowledge and understanding			
Knowledge field	The student possesses knowledge which, in selected areas, is based on internationally-recognised artistic practices, artistic development and leading research in relevant disciplines.		
Level of understanding and reflection	The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges and academic problems.	X	X
Skills			
Skill type	The student masters musical methods, tools and modes of expression, is able to use relevant tools and methods, and masters general skills relating to		

	employment within the discipline.		
Assessment and decision	The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.		X
Communication	The student can communicate and discuss professional issues with colleagues and non-specialists.	X	X
Competencies			
Sphere of action	The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.		X
Co-operation and responsibility	The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.		
Learning	The student is able to take independent responsibility for his or her own professional development and specialisation.	X	X