

## PUBLISHED PROGRAMME ANALYSIS



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The programme analysis has been completed and published by the programme coordinator. The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration, Student Centre.

*Bachelor Programme in Music, 180 ECTS cr*  
*Programme coordinator: Kicki Liljedahl*

### **Basic LADOK data**

Programme code: HGMSK  
Specialisation:  
Application code: 79931  
Starting semester: HT -22  
Pace of study: 100%  
Form of study: Campus  
City: Arvika

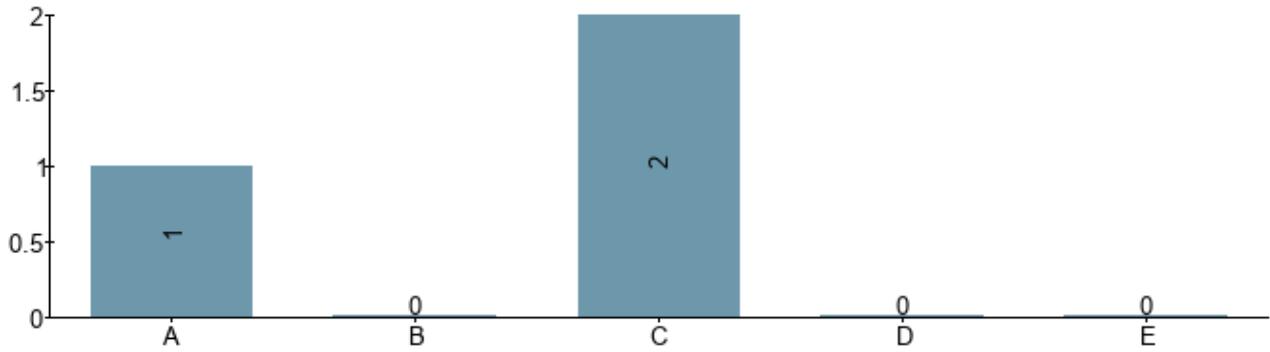
### **Programme data**

Number of students registered on the programme <sup>[1]</sup> :	6
Number of current programme students <sup>[2]</sup> :	6
Number of academic year questionnaires answered <sup>[3]</sup> :	3

# Programme evaluation

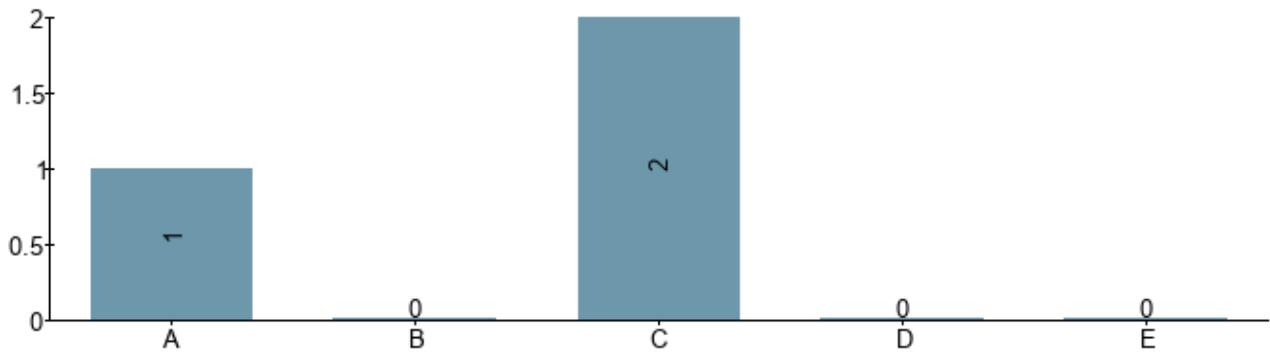
## Student evaluation compilation

1. I think that the courses in the degree programme were relevant to the required learning outcomes.



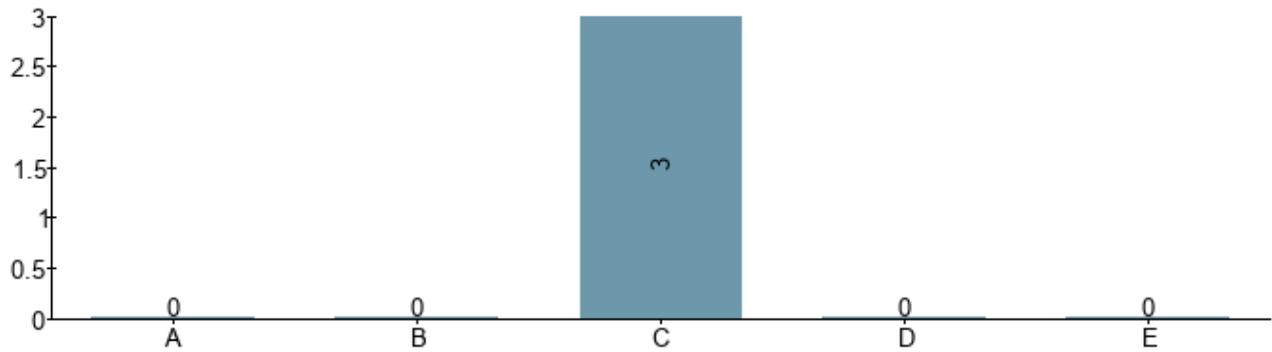
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all
- E) Don't know

2. The order of the courses was adapted to the required learning outcomes.



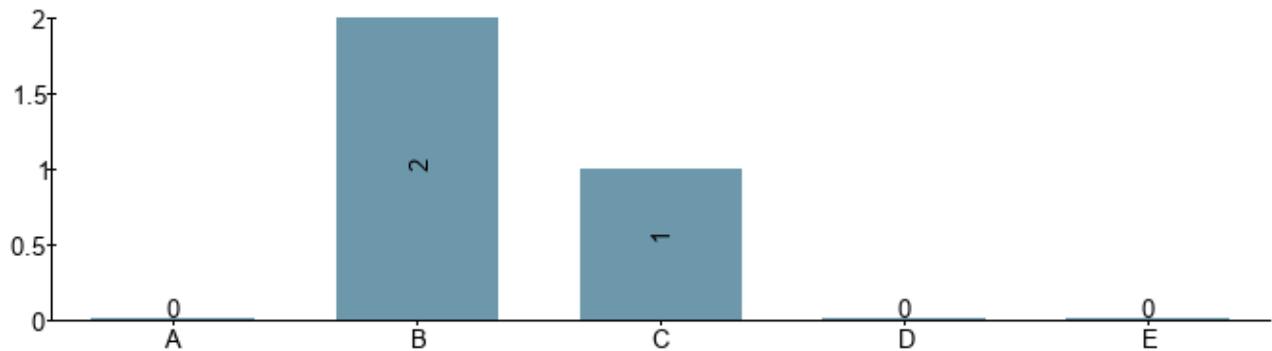
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all
- E) Don't know

3. I was academically prepared for carrying out the concluding independent degree project.



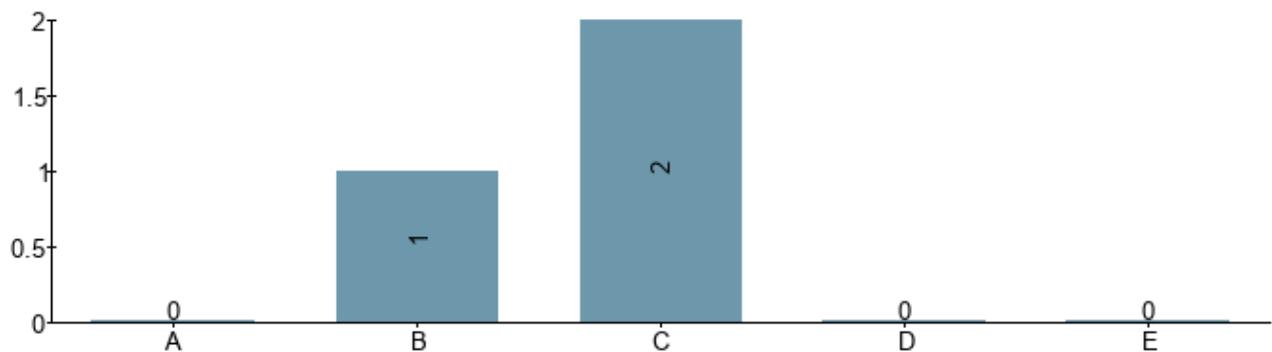
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all
- E) Don't know

4. I think that the degree programme has challenged my way of thinking, and that my studies have offered intellectual challenges.



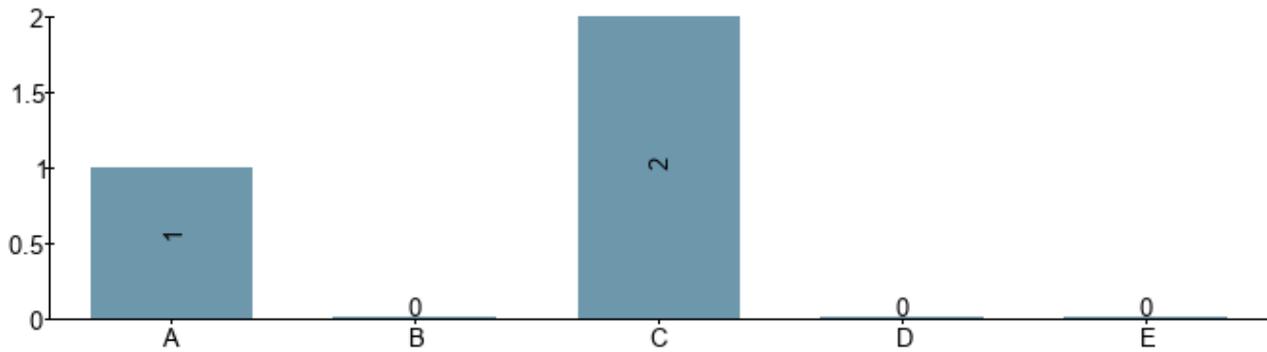
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all
- E) Don't know

5. By following this degree programme, I have developed the competences and skills I expect to need in future professional activities



- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all
- E) Don't know

6. I would recommend this degree programme to others.



- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all
- E) Don't know

### **Summary of student evaluations based on the questionnaire, free text comments and any other data.**

The evaluation summary says that three out of six students have responded to the centrally distributed program evaluation from Kau. In practice, however two of the students are re-registered for the courses. That means that three out of four students have responded to the centrally distributed program evaluation from Kau which resulting in a response rate of 75%.

The answers to the questions about 1) how well the students think that the courses in the degree programme were relevant to the required learning outcomes and 2) how well the order of the courses was adapted to the required learning outcomes: One student answer to a very great extent and two answers to a certain extent.

The question "I was academically prepared for carrying out the concluding independent degree project", all three students answer to a certain extent.

Two students think that the degree programme has challenged their way of thinking, and that their studies have offered intellectual challenges to a great extent, and one student to a certain extent.

Two students think that they by following this degree programme have developed the competences and skills they expect to need in future professional activities, to a certain extent and one student to a great extent.

And at last one student would recommend this degree programme to others to a very great extent and two students to a certain extent.

In the free-text comments, recurring criticism was raised concerning the ensemble courses and their structure. There are significant differences in how the courses are organized depending on the main instrument, and there is a lack of clarity regarding what applies to each group. However, it is also noted that improvements appear to have been initiated during the spring semester, and students hope these will continue for the benefit of future cohorts.

There is also a desire to strengthen the program in order to better prepare vocal students for professional life. Vocal students expressed a wish for increased language support in Italian, German, and French, as well as significantly more training in stage presence and communication - something that applies to all main instruments.

Collaboration with dance and greater participation in orchestra projects were described as both desirable and valuable. One student felt that the theory entrance exam was more advanced than the level reached in the program's courses.

### **The programme coordinator's final analysis.**

The following analysis also includes complementary oral evaluations.

The ambiguity surrounding the ensemble courses, along with the criticism expressed by vocal students, has likely influenced the responses to the central questions. The different main instruments vary to some extent in structure, conditions, and content. There is a continued need to clarify what each main instrument's ensemble course entails, what is assessed, when, and by whom. The ensemble component is complex and shared across several courses and programmes, which places high demands on coordination and documentation. Work has already begun to clarify these aspects. The suggestion of collaboration with the dance subject is appreciated and will be considered. However, since the dance subject is located on the Karlstad campus, such collaboration would require substantial coordination and long-term planning. At present, it is considered more urgent to prioritise the core structure of the main instrument and ensemble components.

When applying to the programme, applicants don't need full marks on the theory test - just a passing score. That might be a reason behind the comment that the test felt too hard. The feedback will be forwarded to the course coordinator for the music theory courses and the person responsible for the entrance test.

### **Suggestions for improvements.**

The work with clarifying the structure of the ensemble courses will continue. As part of this process, a revision of the course syllabi for the main instrument has been initiated. A learning objective in semesters 4, 5, and 6 has previously included chamber music repertoire, which is now being removed to clarify that all ensemble-related content belongs in the ensemble courses.

Opportunities to increase language support for vocal students, as well as to clarify the aspects of stage presence and communication within the main instrument courses, will also be reviewed.

If logistics allow, the independent project will be strengthened by adding a project week early in the autumn semester.

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<sup>1</sup> Registered programme student current cohort, no approved leave, no non-completion and registered for a course at Kau current semester.

<sup>2</sup> Number of students who have not clicked "No" - "I am not a student on the programme stated above this academic year" in the evaluation.

<sup>3</sup> Number of students who answered at least 1 question, or commented in free text field.