

MAHF-INMUT - studieprogramrapport 2012

Studieprogramleders vurderinger

Studieprogrammet; profil, struktur, forekomst av felles undervisning og emner spesielt utviklet for studieprogrammet, faglig- sosiale aktiviteter

2012 was the second year in which all students enrolled in music therapy studies were taking part in the new 5-year integrated Master in Music Therapy study program. Four of the five study years were filled – there were no students enrolled in the fourth year of the study program. This was a known result of the transition from the previous 2-year Master in Music Therapy to the now five-year integrated Master in Music Therapy.

As expected, the addition of an additional full-time member of staff in the past year has done much to increase the resources of the course although it is still clear that there is need for more full-time experienced staff when all the years of the course will become fully filled in the coming academic years. Although the demand on each individual member of the teaching staff is high, all courses were delivered as planned without exception. There are signs that the resources of each full-time member of staff are spread thinly and this has perhaps been observable in the reduction in involvement in extra-curricular activities. The established meetings with the student class representatives, head of studies and the general meeting with all students have functioned well and provided many valuable insights into the study program. Feedback meetings and evaluation processes have helped to identify some aspects of the course which seemed fine in design, but required refinement after being experienced in reality for the first time. A willingness on the part of the staff to adapt and modify these aspects is evident and changes to some of the documentation and assignment descriptions has been prepared for the coming year. In relation to extracurricular activities, there has been a wider range of open seminars for students and staff to participate in 2012.

Praktisk gjennomføring

The delivery of the study program has gone well and fully according to the study plan. The application rate to the course has continued to be very high with the opportunity for some students to gain access to the second year of study via 'inpassning'. The fact that there is no common space for the music therapy course is problematic and has led to the lack of a sense of 'home' for the students and staff. The addition of a regular ensemble room for the music therapy students (which is shared with the students from jazz studies) has made an important change in the rehearsal and practice activities of many students. Though the process of room planning and booking has continued to be challenging, it has been possible to find acceptable solutions for the teaching requirements.

Søkertall per studieplass, gjennomføring, strykprosent og frafall

primærøkere 2010: 66

primærstøttere 2011: 60

primærstøttere 2012: On administrative file for reference

Totalt på programmet: On administrative file for reference

Styrerprosent: On administrative file for reference

Frafall: On administrative file for reference

Karakterfordeling

On administrative file for reference

Ressurstilgang

In terms of staff resources, the year was characterised by a high level of change and transition. Only a small number of the core full-time teaching staff had their full resource of teaching time due to research projects, leadership duties and sabbatical leave. Nonetheless, together with short-contract staff, the year could be conducted as planned. There will need to be a consolidation of the full-time positions in relation to the increasing size of the study program and the diversity of subjects needed to be covered in the study program.

Kommentar til studentevalueringene inkl. opplysninger om studentene opplever kullfølelse

As in past years, all students have noted a good group sense and a gradually increasing sense of belonging to music therapy study program and the Grieg Academy. It continues to be difficult for the students to find possibilities of meeting and rehearsing and having consistent access to the full range of instruments required in the study. All planned evaluation and individual feedback meetings have taken place as planned and the results of these have been integrated into change at a day-to-day level where relevant and integrated into the long term planning items for the future. Following student feedback revisions of selected assignment descriptions have been made to increase clarity and precision making it easier for the students to comprehend the expectations of the assignments. Some commentaries about ways in which the study program can be refined have been contributed within the context of an overall satisfaction with the high level of the study.

Studieinformasjon og dokumentasjon

Informasjon på MiSide

Tilgang til relevant litteratur

All relevant literature was accessible either by purchase (study books) or loan via the University library systems.

Studieprogramleders samlede vurderinger, inkl. forslag til forbedringer

A continuing large effort is being in establishing a consistency in the delivery of a range of lectures, workshops, practical sessions and seminars. The size of the group of lecturers and tutors has increased, as has the total number of individuals involved in the study program (placement supervisors both national and international, guest lecturers and external examiners). This has had a noticeable positive effect on the range and scope of the study program while at the same time demanding an increase in the amount of time need for the coordination and administration of the study program. Logically, an assessment of the allocation of resources for the coordination and administration of this growing study program will be needed in the near future as the course fills all five of the study years.

The gap between the final year students and the other three study groups seemed to create difficulties in meeting and arranging shared activities for the entire group of music therapy students. It was clear that there was some reluctance to take on new roles especially in relation to the student-led activities. In the coming year, it will be important to re-engage with the development of the sense of a study group even though there will not be a final year group of students.

The continuing high number of applicants emphasizes the need to work on developing a strong group of teachers that can provide for the needs and demands of the new study program.

In the coming year we will need to continue to develop shared activities for staff and students and provide situations in which learning and teaching can take place whilst at the same time develop a sense of belonging and a strong music therapy milieu.