

*This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualification (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.*

## **1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION**

- 1.1 Family name(s):
- 1.2 Given name(s):
- 1.3 Date of birth (day/month/year):
- 1.4 Student identification number or code:

## **2 INFORMATION IDENTIFYING THE QUALIFICATION**

- 2.1 Name of qualification and (if applicable) title conferred (in original language):  
Master i musikk- og ensembleledelse
- 2.2 Main field(s) of study for the qualification:  
Composing and arranging, 15 credits  
Ensemble playing: Theory, method and practice, 25 credits  
Music, community and leadership, 20 credits  
Individual project, 30 credits  
Teaching practice/Project-based work, 0 credits  
Optional module, 30 credits
- 2.3 Name and status of awarding institution (in original language)  
Nord universitet, a public university. The quality assurance system was evaluated and approved by the Norwegian Agency for Quality Assurance in Education in 2010.
- 2.4 Name and status of institution administering studies  
See section 2.3
- 2.5 Language(s) of instruction/examination  
Norwegian

## **3 INFORMATION ON THE LEVEL OF THE QUALIFICATION**

- 3.1 Level of qualification  
Second Cycle/Level 7, Norwegian Qualifications Framework for Lifelong Learning
- 3.2 Official length of the programme  
2 years in full-time mode (120 ECTS credits).
- 3.3 Access requirements  
3-year bachelors's degree with specialisation in the master's programme subject. In addition applicants will have to pass an audition in music performance.

## **4 INFORMATION ON THE CONTENTS AND RESULTS GAINED**

- 4.1 Mode of study  
Full time.
- 4.2 Programme requirements

## **Objectives, content and organisation of the programme of study**

The program aims to educate competent leaders for the various music arenas in society, such as Primary, Lower Secondary and Upper Secondary school, Schools for Performing Arts (public and private), rock workshops, school bands and choirs. Acting as a leader in these arenas requires a combined skill set of a musical-practical, organizational, cultural and pedagogical nature. Hence, the program emphasizes collective music performance, and provides training in handling leadership in an increasingly versatile musical world. The program qualifies for professional work, research and Ph.D. studies

The program consists of a compulsory part yielding 90 credits and an elective part yielding 30 credits.

Work takes place as lectures, individual work, practically-oriented group work, workshops, group reflection, masterclasses in ensemble playing, practice choir, and supervised professional training/project work.

The institution assesses each student's suitability for the teaching profession, re. the Act relating to Universities and University Colleges § 4-10, and the regulations stipulated by the ministry. This suitability assessment takes place throughout the course of study, in the theoretical as well as in the practical parts.

## **The candidate's learning outcomes**

Having completed the program, students are expected to have obtained the following learning outcomes:

### **Knowledge:**

- Has advanced knowledge about common types of ensembles within the school system and voluntary musical life in general, and is able to put this knowledge to use in new areas.
- Has comprehensive knowledge about arranging and adapting music for various kinds of ensembles, and possesses specialized knowledge in leading techniques in ensemble situations, including conducting.
- Can analyze topics of discussion related to music, education, organizational structure, gender politics and globalization
- Has insight into various scientific and artistic methods for empirical and theoretically based knowledge production in music and ensemble leading

### **Skills:**

- Can develop own cultural competence in ensemble leading based on a critical approach to genre interpretation
- Has an independent and critical command of relevant methods for research and development work related to music
- Is able to plan, lead and reflect upon practical ensemble projects of various sizes, and for various kinds of ensembles

### **General competence:**

- Is able to reflect upon the cultural, pedagogical and ethical challenges that follow the role of a musical leader
- Is able to put analytical and research-ethical competence to use in developing new knowledge about ensemble leading and musical leadership
- Is able to use advanced knowledge and skills related to ensemble leading in new tasks and projects
- Is able to relate musical knowledge and to communicate well as musical leader and resource in a local community
- Is capable of creative thinking within processes of innovation and improvisation in ensemble leading

#### 4.3 Programme details:

Name:

Course	Semester	Credits	Grade	Grade distribution						
				A	B	C	D	E		
<b>Compulsory modules</b>										
MUS410	Composing and arranging	2017 spring	15							
MUS420	Ensemble playing: Theory, method and practice	2017 spring	25							
MUS430	Music, community and leadership	2017 spring	20							
MUS470	Teaching practice/Project-based work	2017 spring	-							
<b>Optional modules</b>										
MUS450	Joik and traditional renewal	2018 spring	30							
<b>Master's Thesis</b>										
MUS460	Individual project	2018 spring	30							
			<b>Total: 120.0</b>							

#### Credit system and grading

The academic year normally runs from mid-August to mid-June and lasts for 10 months. Courses are measured in "studiepoeng", considered equivalent to the European Credit Transfer System standard (ECTS credits). The full-time workload for one academic year is 1500 - 1800 hours of study / 60 "studiepoeng".

The Norwegian grading system consists of two grading scales: one scale with the grades pass or fail and one graded scale from A to E for pass and F for fail. The graded scale has the following qualitative descriptions:

<b>A</b>	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
<b>B</b>	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
<b>C</b>	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
<b>D</b>	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
<b>E</b>	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
<b>F</b>	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

The assessment is criterion referenced.

#### Grade distribution

The distribution of grades is shown by the percentage for courses using the graded scale A – F. Fail (F) is not included in the distribution. All results from the last five years are included in the calculation. The distribution is also shown for courses that have been active for less than five years. There has to be at least 10 approved results during the period.

4.4 Grading scheme and, if available, grade distribution guidance:  
See section 4.3  
See ch. 8; credit system and grading.

4.5 Overall classification of the qualification (in original language):  
Not applicable

## 5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:  
The master's degree is at an academic level that is sufficient for application to relevant third cycle degree.

5.2 Professional status:  
The award entitles the holder to practice unregulated professions requiring graduate competences.

## 6 ADDITIONAL INFORMATION

6.1 Additional information:  
Not applicable

6.2 Further information sources:  
Nord University: <http://www.nord.no/en/Pages/default.aspx>  
Nord University, sample of Diploma Supplement and Transcript of Records:  
<http://www.nord.no/en/studies/diploma/Pages/default.aspx>  
Norwegian Agency for Quality Assurance: <http://www.nokut.no/en/>

## 7 CERTIFICATION OF THE SUPPLEMENT

7.1 Date:  
Date of original qualification:

7.2 Signature: \_\_\_\_\_

7.3 Capacity: Executive officer

7.4 Official stamp

## 8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

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### Higher education in Norway: Legislature

The Ministry of Education and Research has the overall responsibility for higher education in Norway. Higher education is offered by four types of higher education institutions: university (*universitet*), specialized university institution (*vitenskapelig høyskole*), accredited university college (*akkreditert høyskole*), and university college with accredited study programmes (*høyskole med akkrediterte studier*). The differences between the types of higher education institutions are related to their self-accrediting authority.

All public and private higher education in Norway is subject to the Act Relating to Universities and University Colleges (Lov 2005-04-01 nr 15). An institution's right to award specific degrees and the prescribed lengths of study are codified in Regulation concerning degrees and titles (FOR 2005-12-16 nr 1574). The awarding of master's degrees is regulated by the Regulations on requirements for awarding a master's degree (FOR 2005-12-01 nr 1392).

Since 2002 Norway has adhered to the objectives of the Bologna Process in the European Higher Education Area. Most of the elements have been implemented through the reform of the Norwegian higher education system carried out in 2003. Central to the reform has been a transition from the former degree system to the bachelor's, master's and doctoral degree structure, with a few exceptions.

Norwegian higher education qualifications make up the levels from 6 to 8 of the Norwegian Qualifications Framework for Lifelong Learning (NQF) from 2011, which is the national overarching qualifications framework<sup>1</sup>. It describes the levels of qualifications as defined by the total learning outcomes in terms of the knowledge, skills and general competence that graduates at various levels should have achieved<sup>2</sup>.

NQF was referenced to the European Qualifications Framework (EQF) in 2014.

### Quality assurance and accreditation of institutions and programmes

The Norwegian Agency for Quality Assurance in Education (NOKUT) is an autonomous governmental agency which provides external supervision and control of the quality of Norwegian higher education, as well as of all tertiary vocational education<sup>3</sup>. NOKUT accredits new study programmes, controls the existing ones, and provides a cyclic evaluation of the institutions' quality assurance systems for educational provision.

An accredited higher education institution is granted the right to offer educational provision, without having to apply to NOKUT for specific programme accreditation, in accordance with the authority that its institutional category implies:

- a) Universities may without external accreditation establish study programmes at all levels.
- b) Accredited university colleges have to apply for the accreditation of programmes at master and doctoral levels.
- c) In those fields where specialized university institutions and accredited university colleges have the right to award doctorates or corresponding degrees, they may themselves decide which study programmes and disciplines the institution shall provide.

University colleges without institutional accreditation must apply to NOKUT for accreditation of study programmes at all levels.

Lists of all accredited institutions, as well as of all accredited study programmes at the university colleges without institutional accreditation are available on [www.nokut.no](http://www.nokut.no)

### Admission requirements

The Higher Education Entrance Qualification is the successful completion of Norwegian upper secondary education with some specified courses. The Certificate of Upper Secondary Education and Training (*Vitnemål for videregående opplæring*) is based on 13 years of schooling.

Admission may also be gained by means of other qualifications recognized as being on a par with the Higher Education Entrance Qualification, such as recognition of prior learning and work experience.

Some fields of study have additional entrance requirements.

### Academic credit system

All Norwegian higher education institutions use a system of credits (*studiepoeng*) for measuring study activities considered equivalent to the European Credit Transfer and Accumulation System (ECTS). 60 ECTS credits (*studiepoeng*) are allocated to the workload of a full year of academic study, equivalent to 1500-1800 hours of study. 30 ECTS credits are normally allocated to one semester's full-time study. The academic year normally lasts for 10 months and runs from August to June.

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<sup>1</sup> National generic learning outcomes descriptions' levels for the bachelor's, master's and doctoral degrees were defined by the Instructions on the Norwegian Qualifications Framework for Higher Education in 2009.

<sup>2</sup> Learning outcomes for a specific NQF level show the minimum of what each learner should know, understand and be able to do after completing a learning process.

<sup>3</sup> Tertiary vocational education (TVE), level 5 in the NQF (EQF), is provided by *fagskoler*, which are considered as tertiary vocational education institutions. TVE is based on upper secondary education and training or equivalent competence. Courses have duration of from six months to two years. All provisions must be accredited by NOKUT.

## Degrees and qualifications

### NQF (EQF) Level 6: Bachelor (1st cycle)

**Bachelor's degree** is awarded after three years of full-time study (180 ECTS). Some bachelor's degrees, in the field of music and performing arts, consist of four-year bachelor's programmes (240 ECTS).

Teacher education for primary and lower secondary school, years 1-7 and years 5-10 has been a four-year professional programme (240 ECTS) prior to its reform on 1 January 2017, when it became a five-year integrated master's degree.

**University college graduate** (*høyskolekandidat*) is a two-year degree (120 ECTS), a short cycle degree within the first cycle. Holders of this degree may in some cases continue their studies in a bachelor programme and thus obtain a bachelor's degree.

### NQF (EQF) Level 7: Master (2nd cycle)

**Master's degree** is normally obtained after two years of study (120 ECTS), following the completion of a bachelor's degree. A master's degree programme includes independent work (normally a thesis) of between 30 and 60 ECTS.

**Experience-based master's degree** has a scope of 90 or 120 ECTS (including independent work of at least 20 ECTS).

**Integrated master's degree** is a five-year study programme (300 ECTS) which results in a master's degree, with no intermediate bachelor's degree. An exception is

the Master of Architecture programme at the Oslo School of Architecture and Design, which has a scope of 330 ECTS.

In the fields of medicine, psychology and theology, **professionally oriented degrees/qualifications** of six years' duration (360 ECTS) are awarded; in the field of veterinary science - after 5 ½-6 years. They have retained the title/degree *candidata/candidatus* from the former degree system.

### NQF (EQF) Level 8: Doctoral degree (3rd cycle)

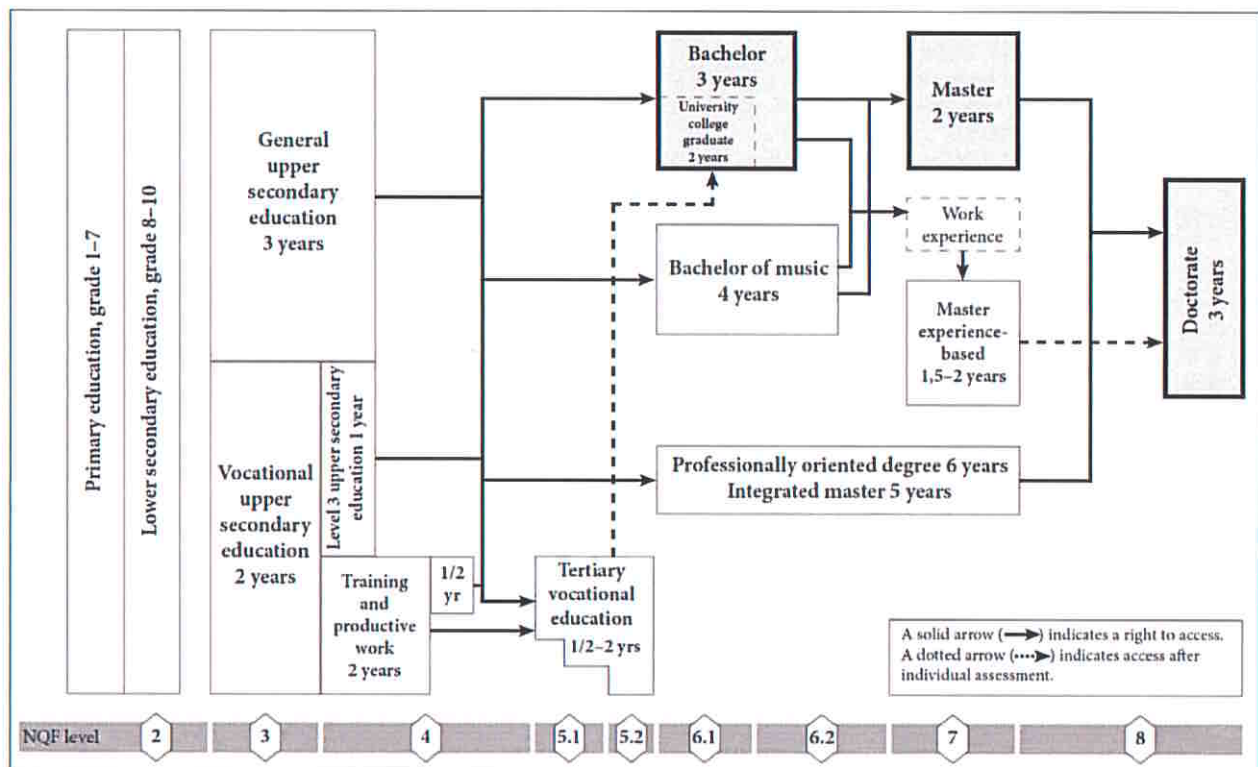
**Philosophiae doctor** (*ph.d.*), is awarded after three years of study, following the completion of a master's degree or a five to six-year professionally oriented degree/qualification.

**Doctor philosophiae** (*dr. philos.*) is conferred on graduates who have qualified for a doctoral degree on their own, without formal research training.

**Diploma, artistic development programme** (*kunstnerisk utviklingsprogram*) is a three-year programme in the field of creative and performing arts. Replaced on 1 February 2018 by the new doctoral degree *ph.d. i kunstnerisk utviklingsarbeid*.

Descriptions of the educational qualifications are given in the Norwegian Qualifications Framework for Lifelong Learning at [www.nokut.no/nkr](http://www.nokut.no/nkr)

## The Norwegian Education System



NOKUT, April 2018