

Regeringen
Utbildningsdepartementet

Utvärderingsavdelningen
Carin Olausson
YTTRANDE

2003-06-10
Reg.nr 641-1643-02

**Yttrande angående Stockholms Musikpedagogiska Instituts
ansökan om rätt att utfärda högskoleexamen med inriktningen
logonomi, 80 poäng**

(Remiss 2002-03-28, dnr U2001/4170/UH)

Högskoleverket beslutar föreslå att ansökan från Stockholms Musikpedagogiska Institut (SMI) om rätt att utfärda högskoleexamen med inriktningen logonomi, 80 poäng bifalls.

Ansökan

Stockholms Musikpedagogiska Institut har ansökt hos regeringen om rätt att utfärda högskoleexamen med inriktningen logonomi, 80 poäng.

Högskoleverket har anmodats avge yttrande i ärendet.

För granskningen av ansökan har Högskoleverket anlitat professor Anne-Maria Laukkanen vid Tammerfors universitet.

Projektansvarig vid Högskoleverket har varit utredare Carin Olausson.

Bedömningen har gjorts utifrån Högskoleverkets kvalitetskriterier vilka grundar sig på högskolelag och högskoleförordning.

Ansökan och kompletterande material från SMI har granskats av den sakkunniga.

Vid ett platsbesök har samtal förts med ledning, lärare och studenter vid institutet. Den sakkunniga har lämnat sitt yttrande till Högskoleverket 2003-05-27. Yttrandet bifogas.

Bedömning

Den sakkunniga bedömer att SMI har förutsättningar för att ge en utbildning som uppfyller målen för högskoleexamen med inriktningen logonomi, 80 poäng, och föreslår att institutet ges rätt att utfärda denna examen.

HÖGSKOLEVERKET

BESLUT

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Beslut

Högskoleverket instämmer i den sakkunnigas yttrande och beslutar föreslå att SMI ges denna högskoleexamensrätt.

Detta beslut har fattats av universitetskansler Sigbrit Franke efter föredragning av utredare Carin Olausson i närvaro av kanslichef Lennart Ståhle och avdelningschef Ragnhild Nitzler.

Sigbrit Franke

Carin Olausson

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Sverige

Re: Ansökan av Stockholms Musikpedagogiska Institut (SMI) om rätt att utfärda högskoleexamen med inriktning logonomi, 80 poäng, enligt högskoleförordningen. Ansökan har daterats den 20 November 2001.

Högskoleverket förordnade den undertecknade, som sakkunnig för prövning av SMI:s ansökan den 18 Februari 2003.

Yttrandet nedanstående (på engelska) baserar sig på Högskoleverkets kvalitetsaspekter.

Teachers' competence and its development (Lärarkompetens och kompetensutveckling)

SMI has been able to recruit really high quality teachers representing expertise in a wide variety of fields needed in the education of voice and speech teachers (logonomi). The teachers include internationally respected researchers, who also possess good pedagogical skills. Teachers at SMI seem to be active in developing themselves e.g. through research activities, educational visits and participation in scientific conferences and various courses and workshops.

Goals, content and organization of education (Utbildningens mål, innehåll och organisation)

The goals of *logonom* education are well defined and realistic. The content of the education takes good account of the fact that voice and speech is a multidisciplinary field. The curriculum is wide-ranging and well-structured. The courses are well described in *utbildningsplan för Logonom-programmet*. The emphasis is on artistic speech. However, since the goal of the education is to qualify voice and speech teachers capable of serving a wide variety of professions, the curriculum also needs to pay somewhat more attention

to such as negotiation skills and forms and procedure of meetings. The order of the various courses during the studies is also worth consideration.

The SMI's *logonom* education unit is small but well-structured and effective.

'Depth' and 'width' of subject of education (Ämnesdjup och ämnesbredd)

As stated above, the curriculum is fairly well adjusted to the complex nature of voice and speech and to the demands of voice and speech teachers. Courses include anatomy, physiology, acoustics, pedagogy, psychology, literature, rhetoric etc. The extent of the education is basically satisfactory - but the curriculum would benefit from the inclusion of some up-to-date textbooks on theories of speech communication. Courses should also include sufficient practice in non-artistic speech skills like negotiation skills and in forms and procedure of meetings and conferences. The use of video is advisable on various courses. The depth of education could be improved; for instance the course literature in its present state is very practically oriented. Discussion with a student group also revealed that the students would appreciate somewhat longer courses in theoretical subjects like rhetoric, acoustics and phonetics. The use of real-time acoustic analysis programs in practical voice classes could help the students to integrate practice and theory; such programs could also motivate and assist in students' own voice training since they can make the goals of training more concrete.

Possibilities for a shift to researcher training (Övergångsmöjligheter till forskarutbildning)

Since the field of voice and speech is multidisciplinary and since the curriculum of *logonom* education at SMI is creditably wide-ranging the students basically have a wide choice of academic subjects to which they could switch - like phonetics, rhetorics, musicology, literature, voice and speech research, logopedics etc. (One good and natural choice of further education would be speech communication - but so far Sweden lacks speech communication as an academic humanistic discipline, which in Finland has existed since 1971). The only problem may lie in the practical orientation of the curriculum. But if the depth of the education is developed by lengthening some theoretical classes and by including some more theoretical up-to-date textbooks in the course literature, then it would certainly be easier for the students to proceed to university education if they so wish. This more theoretically oriented curriculum could be optional.

Quality of work and evaluation (Kvalitetsarbete och utvärdering)

The group of teachers and students involved in *logonom* education at SMI is small. This makes communication inside the organisation easier and faster. Evaluation of courses and of the curriculum seems to be a natural part of the work. On the other hand, evaluation periodically by experts and students from peer institutions both in Sweden and abroad would be beneficial.

Co-operation with students (Studentinflytande/medverkan)

Since the group of teachers and students in *logonom* education is small there is also naturally a lot of spontaneous interaction between teachers and students. The students are adults who already have professional experience. Therefore they seem to be more goal-oriented and also demanding and creative regarding the evaluation of the courses and the curriculum. Discussion with a student group showed that the students are very satisfied with the interaction between students and teachers and with their opportunities to influence the education.

International perspective (Internationellt perspektiv)

Various teachers in SMI's *logonom* education regularly participate in international scientific conferences and workshops. Teachers and students have made educational trips abroad. Internationality could be increased by including more course literature in foreign languages and by international teacher and student exchange.

Library and information service (Bibliotek och informationsförsörjning)

The library at SMI's *logonom* education unit is small but well chosen and well organized. Information is available through well organized Internet connections. A good sign is also that up-to-date advertisements about international scientific conferences and workshops can be seen on notice boards.

Premises and facilities (Lokaler och utrustning)

The classrooms at SMI's *logonom* education unit are rather modest but well-suited to their purposes. The equipment needed in instruction (e.g. sound recorders, microphones, loudspeakers etc.) is satisfactory. The computers are of good quality. The choice of equipment shows expertise and good sense of the order of importance. It could be beneficial to provide the possibility to use real time acoustic analysis programs in class (e.g. a portable computer with a low-cost program would well serve the purpose).

Qualification requirements and selection of students (Behörighet och antagning)

The students in SMI's *logonom* education all have basic education of at least 120 points either in acting, singing or singing pedagogy or other fields of pedagogy. This is a good basis for voice and speech teachers. The entrance exam is fairly extensive but very practical; in the future it would perhaps be good to include a literature based essay in the exam in order to be able to deepen the curriculum thereby creating a better basis for further academic studies.

Economy and administration (Ekonomi och styrelse)

SMI, like art schools in general, seems to be economically on a rather modest footing but on the basis of annual reports, its economy seems to be stable and the personnel responsible for administration seems to be skilled and realistic in its solutions. It is desirable, however, that if the permission for the qualification applied for is granted the state funding will also rise somewhat. Sources of fundraising can also be found in the curriculum itself, e.g. in the form of concerts and other performances or voice training classes given by the students as part of their own training process - duly supervised by their teachers.

Stability and long-term perspective (Stabilitet och långsiktighet)

Logonom education in SMI has already existed over ten years. During these years the curriculum has developed creditably. Taking into account this as well as the undeniable fact that the need for voice and speech trainers is increasing in all fields of society, the future perspectives of *logonom* education at SMI look good. The possibility of developing the curriculum into an academic one leading to *magister*, *licentiat* and *doctoral* degrees needs to be considered in the future.

As a comparison it can be mentioned that in Finland the term 'logonom' nowadays refers to a person with membership in the Association of Logonomes, the prerequisites for this membership being a master's degree (*magisterexamen*, taken in whatever academic discipline) and at least 35 points (*cum laude approbatur*) taken in speech communication as well as practical experience in serving as a speech teacher (at least 10 classes given). Speech communication is an academic discipline with master's, licentiate's and doctor's degrees. It can be studied as major in the Universities of Jyväskylä, Tampere and Helsinki. Only the University of Tampere so far has the curriculum in speech technique and vocology (In the Universities of Jyväskylä and Helsinki the discipline is called in Finnish 'puheviestintä', which can be directly translated as 'speech communication'; in the University of Tampere the subject is called 'puheoppi', which can be translated as 'tallära' or 'Sprechkunde'; the term 'puheoppi', is wider including both speech communication and speech technique & vocology, vocology meaning science and practice of voice habilitation).

Critical and creative environment (Kritisk och kreativ miljö)

The relatively small size of the *logonom* education unit in SMI with its high quality teachers representing different disciplines and with highly motivated adult students makes the environment in the unit very stimulating and creative and gives a good basis for critical innovative work.

Final statement (Bedömning)

Having familiarized myself with the *logonom* education at SMI both through extensive material provided and through a visit including thorough discussions with the rector and other teachers as well as students I hereby recommend that SMI be granted the right to give '*högskoleexamen med inriktning logonomi, 80 poäng, enligt högskoleförordningen*'.

Tampere, 27th of May, 2003

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