



ANALYSIS OF THE PROPOSED STUDY PROGRAMME

1. GENERAL INFORMATION ON THE STUDY PROGRAMME			
Name of the study programme	Postgraduate study of Music Theory		
Proponent of the study programme	Arts Academy in Split		
Co-proponent of the study programme			
Type of the study programme	Vocational/professional study programme ☐	University study programme ☒	
Study programme level	Undergraduate ☐	Graduate ☐	Integrated ☐
	University Postgraduate ☒	Specialist Postgraduate ☐	Specialist Graduate ☐
Academic/vocational title acquired upon completion of the study programme	Doctor of music theory		

2. GENERAL SECTION	
Are the reasons for initiating the proposed study programme justified?	
☒ YES ☐ NO	Explanation: The programme is aimed first and foremost at professionalizing the study and teaching of music theory at the postgraduate level, which is a welcome development. It will allow the field of music theory to flourish as part of scientific/academic discourse, which is happening in other European countries (Germany, France, Austria, Italy) and in North America and the U.K.
Do the contents of the proposed study programme pertain to the stated field of science/arts?	
☒ YES ☐ NO	Explanation: Yes, with the exception of the ethnomusicological element of the study programme
Does the study programme have a purpose, with regards to the needs of the labour market?	
☒ YES ☐ NO	Explanation: The teaching of music theory, whether at the university, the conservatory/music academy, or at musical high school, is an important part of musical formation for musicians. It has become ever more important that those who teach these courses have a high level of education and are involved in the developments of the field in Europe. Such a programme will thus contribute to the level of musical education at all levels in Croatia.
Is the study programme comparable to study programmes of EU member states?	
☒ YES ☒ NO	Explanation: Yes: in the sense that the programme aims to provide rigorous doctoral-level training in research, analysis, and writing about music theory at the highest level.

	No: in that the programme aims to combine music theory with Ethnomusicology (especially regarding music and culture in Dalmatia), which I think is a very nice idea and possibly a unique selling point of the study.
Is the study programme comparable to study programmes in the Republic of Croatia?	
☐ YES ☐ NO	Explanation: I don't know if there are any other doctoral programmes in music theory in Croatia, perhaps there are only musicology degrees (historical or ethnomusicological).
Is the study programme open to student mobility (horizontal, vertical within Croatia and international)?	
☒ YES ☐ NO	Explanation: Students should have mobility to other European and North American university programmes of music theory with this programme.
Is continuation of education possible afterwards?	
☐ YES ☒ NO	Explanation: If this is a PhD programme, then it should be the highest level of education on offer in the study area.
Have the learning outcomes been determined in accordance with the demands of the labour market, vocational associations and general needs of the society?	
☒ YES ☐ NO	Explanation: The programme will help provide the labour market with highly-trained music theory scholars and teachers, and encourage further professionalization of the field in Croatia.
Does the study programme anticipate cooperation with scientific institutes, the economy and public sector?	
☒ YES ☒ NO	Explanation: Yes: The possible cooperation with scientific institutes is evident from the proposal. No: Though I see that the programme aims to form a link with the economy and public sector (tourism, for instance), I do not see how they would practically do this.

3. DESCRIPTION OF THE STUDY PROGRAMME	
Are the learning outcomes on both the study programme and the course level clearly presented and possible to implement?	
☒ YES ☐ NO	Explanation: The learning outcomes are explained clearly and simply.
Do learning outcomes correspond to the acquisition of skills necessary for the next level of study?	
☒ YES ☒ NO	Explanation: Yes: for the music theory aspect of the study. No: for the ethnomusicological part of the study, at least if future students want to acquire jobs or receive grants on the basis of ethnomusicological research and teaching.
Do the competences acquired upon finishing the study programme guarantee employability and continuation of study?	
☒ YES ☒ NO	Explanation: Yes: in the field of music theory

	No: in the field of ethnomusicology. While I find the ethnomusicological element an interesting addition to the study, I do not yet see a guarantee of employability or continuation of study in the wider field of ethnomusicology in this degree. Perhaps more thinking needs to be done with regard to how the two areas could work together.
Is the study programme well designed as a whole and does it correspond to the modern scientific knowledge?	
☒ YES ☐ NO	Explanation Yes, in that students take required research and doctoral seminars, alongside a small number of choice electives. However, from a look at the specific course offerings, there seems to be a heavy emphasis on music analysis of the 20 th century repertoire, and I wonder whether this is an explicit choice of the programme or is the result of overlapping interests of the current research faculty. Not only is there a specific elective on "Analysis of 20 th century music," but one of the required courses ("Musical Language 2") also puts a lot of emphasis on the analysis of 20 th century music.
Are the teaching methods (types of instruction) well designed and appropriate for the study programme?	
☒ YES ☐ NO	Explanation: The choice of (mostly) seminar-format and a mentor system works well with such an intense, largely individual study.
Do the anticipated student obligations enable the achievement of the set learning outcomes?	
☒ YES ☐ NO	Explanation: The obligations seem reasonably balanced with attaining the goals and learning outcomes.
Does the number of ECTS points assigned to individual courses correspond to the volume of subject material and the assigned hours of instruction? State the courses for which it does not.	
☒ YES ☐ NO	Explanation: As far as I can tell, the ECTS points are reasonably balanced (providing enough space for work on the doctoral dissertation)
Are the courses/modules interconnected, i.e. is there a logical connection between prerequisites and the sequence of courses?	
☒ YES ☒ NO	Explanation: Yes: the mandatory courses follow a logical sequence. The logic behind the elective courses, especially "Music sources of Dalmatia" and "Choral Music in Croatia" could be more specifically motivated within the core study of music theory (while I understand the desire for involvement with Croatian/Dalmatian heritage through this study programme, it needs to be more thought through in my opinion).
State possible remarks regarding the description of an individual course (learning outcomes, contents, literature...)	
Explanation:	
State possible remarks regarding the competences of teachers on individual courses.	
The teachers all seem more than competent to execute the proposed courses.	

4. STUDY PROGRAMME CONDITIONS PERTAINING TO VENUE AND STAFF

Does the proposed teaching and scientific staff possess the necessary competences for running the study programme?

☒ YES ☐ NO	Explanation:
Are the technical and material conditions for running the study programme satisfactory?	
☐ YES ☐ NO	Explanation: It is difficult for me to evaluate this on the basis of the proposal (not having a full picture of the educational system in Croatia).
With regards to the staff, venue and equipment, is the number of students adequate?	
☒ YES ☐ NO	Explanation: Yes, 5-6 students per cycle is enough. I might even say that 3-4 would be better.

5. FINAL RECOMMENDATION	
☐	Accept the proposed study programme
☒	Accept the proposed study programme with minor alterations
Requested minor alterations: Like I wrote above, I would consider more thoroughly the relation between the music theory/analysis part of the study (the main component) and the ethnomusicological part. Since there is already a faculty for Ethnomusicology in Split, would it not be an idea to see how the latter study could play a more integral role in the music theory study, for instance by offering mandatory modules in year 1 and then allowing students to pursue it further through electives in the second year? I say this because a strong integration of music theory and ethnomusicological methods could be a great asset to students in the future. It could also be a unique selling point for later research grants and employment.	
☐	Accept the proposed study programme with major alterations
Requested major alterations:	
☐	Reject the proposed study programme
Further explanation:	

REVIEWER	
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Place	Amsterdam, The Netherlands
Date	8 June 2022
Signature	