

**Nordic
Higher Music Education:**

The Member Institutions of the Nordic
Council of Conservatories

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**Nordiska Konservatorierådet
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Introduction

Background

The aim of this report is to explore higher music education in Denmark, Finland, Iceland, Norway and Sweden. Music education has traditionally been international by nature; several musicians and composers have studied abroad also before the present exchange programmes and internationally organised networks.

The study has been made during a period (2003–2004) of several reforms due to the implementation of the Bologna Declaration. This Declaration aims to harmonise the structure of European higher education. In addition, it will also have an influence on the contents of education in several countries. The forthcoming reforms made it not only difficult but, also very interesting, to explore higher music education at the Nordic institutions. The report aims to give a picture of music education both before and after the implementation of the aforementioned Declaration.

The report sheds light to the contents of higher music education from a Nordic perspective. The following institutions chosen to be presented are members of the Nordic Council of Conservatories (*Nordiska Konservatorierådet*):

Denmark

- Det Fynske Musikkonservatorium (Odense)
- Det Jyske Musikkonservatorium (Aarhus)
- Det Kongelige Danske Musikkonservatorium (Copenhagen)
- Nordjysk Musikkonservatorium (Aalborg)
- Rytmaskonservatorium (Copenhagen)
- Vestjysk Musikkonservatorium (Esbjerg)

Finland

- Sibelius Academy (Helsinki)
- Central Ostrobothnia Polytechnic. Department of Music (Kokkola)
- Helsinki Polytechnic Stadia, Degree Programmes in Classical / Pop and Jazz Music (Helsinki)
- Jyväskylä Polytechnic, School of Cultural Studies, Degree Programme in Music (Jyväskylä)
- Lahti Polytechnic, Faculty of Music (Lahti)
- Oulu Polytechnic, School of Music, Dance and Media (Oulu)
- Pirkanmaa Polytechnic, School of Music (Tampere)
- Savonia Polytechnic. The Kuopio Academy of Music and Dance (Kuopio)

Iceland

- Listaháskóli Íslands, Tónlistardeild (Reykjavík)

Norway

- Griegakademiet, Institutt for musikk (Bergen)
- Høgskolen i Agder, Fakultet for kunsthøgskolen (Kristiansand)
- Høgskolen i Stavanger, Avdeling for Kunstfag (Stavanger)
- Høgskolen i Tromsø, Avdeling for kunsthøgskolen, Musikkonservatoriet (Tromsø)
- Institutt for Musikk. NTNU (Trondheim)
- Norges Musikkhøgskole (Oslo)

Sweden

- Kungliga Musikhögskolan (Stockholm)
- Musikhögskolan i Malmö, Lunds universitet (Malmö)
- Musikhögskolan i Piteå, Luleå tekniska universitet (Piteå)
- Musikhögskolan vid Örebro universitet (Örebro)
- Musikhögskolan Ingesund vid Karlstads universitet (Arvika)
- Musikhögskolan vid Göteborgs universitet (Gothenburg)

In addition, the following institutions were ordinary members of the Nordic Council of Conservatories until February 2004: Helsinki Conservatory, Lahti Conservatory, Joensuu Conservatory, Swedish Vocational Institute, Oulu Conservatoire, Pop & Jazz Conservatory (Helsinki), Turku Conservatory and Tónlistarskólinn i Reykjavík (Reykjavik College of Music). The questionnaire was also sent to these conservatories and to the Finnish Association of Conservatoires in October 2003.

The focus of the study is on higher music education offered by the member institutions of the Nordic Council of Conservatories. The Annual Meeting of year 2004 decided that “higher education” is interpreted to mean (at least) Bachelor level education. However, institutions similar in character (such as the Conservatories) can be granted observer status.

Principal questions

The principal questions to be addressed are:

- What are the strengths and profiles of each institution?
- What is the status of the education and degrees offered (for instance, BA, MA, doctoral programmes)?
- What is the content of education (the principal content of the study programmes)?
- What are the forthcoming reforms?

Approach of the study

The comparative aspect lies in the strength and the special character of education offered by each educational institution to be studied. The principal sources include a questionnaire, website material, official publications, correspondence and discussions.

The use and meaning of language need to be carefully considered, since some terms may have different meanings in the countries that are being explored. In this study, the term “Music Academy” refers to institutions offering higher music education (such as the Danish *musikkonservatorium* and the Swedish *musikhögskola*). “Polytechnic” is the English translation of the Swedish term *yrkeshögskola* (in Finnish, *ammattikorkeakoulu*). In Norway, the term *musikkhøgskole* has been translated into University College. Sibelius Academy is the translation of the Finnish term *Sibelius-Akatemia* (in Swedish, *Sibelius-Akademien*), the music university in Helsinki.

Objectives

One of the aims of comparative study is to acquire knowledge of foreign educational systems. Functionality is stated to be the basic methodological principle. The perspective of this study

is thus also functional: the main question is to shed light on the education offered by the member institutions of the Nordic Council of Conservatories, to explore their study programmes and to give a picture of these institutions for

- students and teachers aiming to take part in international exchange programmes,
- administrative personnel planning new study programmes, new forms of international collaboration or searching partners for EU-programmes, for example.

Besides producing knowledge and information of foreign educational institutions, the aim is to offer a possibility to find ideas to be developed and adapted from the educational programmes offered by others. Furthermore, it has been stated that there exists a Nordic research area consisting of the Nordic countries. One might thus ask, if also a “Nordic music education area” can be defined.

Significance

The project is of great importance, since it aims to give a picture of music education offered by the Nordic Academies for music students, teachers, musicians, administrators and all those interested in educational matters. In this way the study aims to contribute in promoting Nordic and international collaboration by creating possibilities for international co-operation between individuals and institutions. It also produces information that can be used in creating courses and seminars or developing curricula or evaluation for Nordic institutions. The project is thus of great importance for all the members of this Nordic Council. Furthermore, in a holistic way, the aim of the study is to promote music education not only in the Nordic countries but also around the world.

Duration

The project started in the beginning of October 2003. The main part of it was completed in four months (from 6 October 2003 to 30 January 2004).

Evaluation and dissemination

The results of the questionnaire were presented on 30–31 January 2004 at the Annual Meeting in Aarhus. Assessment and distribution of the research results took place at the aforementioned meeting.

The revised version of the report was sent to the members of the Council in May 2004. Finally, the Working Committee discussed the report in its meeting in Reykjavik in June 2004.

Abbreviations

ABAM	Association for Baltic Academies
AEC	Association Européenne des Conservatoires, Académies des Musique et Musikhochschulen

AES	Audio Engineering Society
AMK	Ammattikorkeakoulu (Polytechnic)
BA	Bachelor of Arts
BMus	Bachelor of Music
cu	Credit unit
DMus	Doctor of Music
DIEM	The Danish Institute of Electro-acoustic Music
ECTS	European Credit Transfer System
ELIA	European League of Institutes of the Arts
First	Finnish-Russian Exchange Programme
IASJ	International Association for Schools of Jazz
ISME	International Society for Music Education
KMH	Kungliga Musikhögskolan i Stockholm (Royal College of Music)
LMus	Licentiate of Music
MA	Master of Arts
MMus	Master of Music
NKR	Nordiska Konservatorierådet (The Nordic Council of Conservatories)
NORAD	Norwegian Agency for Development Cooperation
NTNU	Norwegian University of Science and Technology (Trondheim)
PhD	Doctor of Philosophy
SIDA	The Swedish International Development Co-operation Agency

Professional music training in the Nordic countries

Introduction

The original document of the Bologna Declaration was signed by 29 European countries including Denmark, Finland, Iceland, Norway and Sweden. This Declaration is said to be a binding commitment to an action programme. The common goal is to create a “European space for higher education.” The specified objectives include the following aims, for example:

- adoption of a system based on two main cycles,
- adoption of a Bachelor-Master structure, and
- establishment of a system of credits (ECTS system).

The aim is to promote mobility of students, teachers and researchers and to increase co-operation within the European context. The Bologna Declaration will have implications also in the field of higher music education in the Nordic countries especially on the following issues: (a) duration of study, (b) use of the structure of two cycles, (c) titles of qualifications and degrees, (d) use of a system of ECTS credits.

“Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen” (AEC) states in the AEC Declaration of year 1999 that it promotes a coordinated system of higher education within Europe based on “national individual two main cycles, undergraduate and graduate.” The Association also argues that the programmes involving the pursuit of practical music studies should be regarded appropriate to both of the cycles.

The Bologna Declaration Working Group’s paper “*1st and 2nd Cycle Studies in Higher Education Professional Music Training. Distinctive Characteristics, Modes of Learning and Learning Outcomes*” (2003, unpublished; Vapaavuori 2003) explores the implementation of the Bologna Declaration in the context of professional music training in higher education. The Working Group states that a number of distinctive characteristics need to be preserved in any attempt to harmonise professional music training with the requirements of the Bologna Declaration. It is possible to identify only certain general characteristics of this training. Individual institutions should have the right to decide issues of actual content and specific duration of studies upon their own traditions and educational structures in their home countries. The duration of study is likely to be longer than in other disciplines since the learning process in music is centrally concerned with the personal and artistic development of the student. Therefore, the so-called 3rd cycle – the doctoral level – should be recognised and supported.

The Working Group’s document suggests learning outcomes and skills which students should have acquired at the end of the two cycles. The *practical (skill-based) outcomes* include such as skills in artistic expressions, repertoire skills, ensemble skills, practising, rehearsing, reading, aural, creative and re-creative skills, verbal skills, public performance skills, improvisational skills and pedagogical skills. The *theoretical (knowledge-based) outcomes* include knowledge and understanding of repertoire, musical materials, and context, pedagogical and improvisational skills. The *generic outcomes* consist of independence, psychological understanding, critical awareness and communication skills. The curriculum at the 1st cycle tends to be more structured and the students’ learning more directed, whereas the

curriculum at the 2nd cycle is flexible and the students' learning autonomous although the teachers' role as a guide is noticed.

The effects of the Bologna Declaration on higher music education and professional music training in the Northern countries cannot be evaluated yet. Everything is under reconstruction as far as the structure and the contents of studies are concerned, states the Danish Director Peter Danstrup at the Rhythmic Conservatory in Copenhagen. However, the following (very probably) forthcoming effects may be interpreted from the returned questionnaires: (a) the two-cycle system comprising the undergraduate and graduate level, (b) the titles of the degrees and qualifications, (c) the duration of studies, and (d) the use of the ECTS credit system.

Danish higher education

According to the Danish higher education system, institutions are divided into (a) the college sector (i.e. the professionally oriented higher education sector), and (b) the university sector. The college sector comprises over 150 specialised institutions of higher education. The study programmes include practical studies and require the submission of a project or a project paper. Professional Bachelor degrees (*professions bachelor*) are awarded in programmes including research and development. Most programmes give access to further studies such as to Master programmes in the same field (<http://eng.uvm.dk/> 1 Oct. 2003).

The university sector's study programmes provide a broad academic foundation as well as specialised knowledge. The Bachelor's degree is awarded after an undergraduate programme of three years, and the "*candidatus*" / "*candidata*" after five years. The less frequent degree called the *Mag. art.* (BA + 3 years of studies) is awarded in research oriented programmes including the defence of a thesis. The PhD degree includes the public defence of a thesis. The Government is currently planning to reform the university sector (<http://eng.uvm.dk/> 1 Oct. 2003). The reform will have an effect both on the structure and the contents of education.

The Ministry of Culture is responsible for tertiary education and training in the arts including the six Danish Music Academies. All these academies are members of the Nordic Council of Conservatories, and thus presented in this study. The Danish term "*konservatorium*" is generally translated into "academy", the only exception being the Rhythmic Music Conservatory in Copenhagen. The principal aims of the Music Academies are stated to be as follows (<http://eng.uv.dk/> 1 Oct. 2003):

- to provide advanced courses of education in music and music pedagogy,
- to be responsible for artistic and pedagogical research and development work, and
- to promote musical culture in Denmark.

Most of the Danish arts institutions are financed 100% by the State (the only exceptions being the acting schools in Aarhus and Odense). In addition, subsidies in the field of music are granted according to the Music Act of year 1976 (this Act has been amended several times, most recently in 2002). Denmark was the first country in the world, in which definitive legislation was enacted for music (www.kum.dk/sw3183.asp/7 Jan. 2004; Bertel Krarup 5 Jan. 2004).

Higher music education in Denmark

Some general remarks

The six Danish Music Academies are located in Copenhagen (two of them), Aarhus, Alborg, Esbjerg and Odense, and they are all members of the Nordic Council of Conservatories. All the aforementioned institutions offer higher music education.

In addition, Denmark has approximately 235 music schools all around the country and five provincial orchestras. The music schools are predominantly municipal institutions (although, state subsidies cover 25% of the costs of the teachers' salaries). Specialised courses and so-called MGK-courses (*Musikalisk Grundkursus*) (three-year introductory courses preparing for further professional studies) are conducted at the major music schools in each county ([www.kum.dk/sw3088.asp/7 Jan. 2004](http://www.kum.dk/sw3088.asp/7%20Jan%202004); Pöyhönen 2001).

The status of education and degrees offered

The structure of education will be reformed soon in all Danish Music Academies. Some information can be offered about the forthcoming reforms. However, the following information is mainly based on the present situation:

- The Carl Nielsen Academy of Music Odense will award the Bachelor's and Master's degrees from 2004. In addition, this Academy awards the postgraduate degree (soloist examination).
- The new structure will also be introduced at the Academy of Music in Aalborg and at the Rhythmic Conservatory in Copenhagen. The Rhythmic Conservatory will award Bachelor's and Master's degrees in the degree programmes for music teachers and musicians / singers, whereas Bachelor's degrees are available in the degree programmes qualifying for sound engineer as well as in Music Management.
- The Royal Academy of Music in Copenhagen offers the following degrees and programmes (a) Bachelor, (b) Master, (c) Advanced soloist class, (d) Postgraduate programmes.
- The Academy of Music, Esbjerg, awards the Bachelor's and the "Candidate" degree. Postgraduate degrees are awarded in guitar and organ.
- The Royal Academy of Music in Aarhus offers the following degrees and study programmes:
 - Music teacher degree,
 - Postgraduate Master programmes in music education (music teacher), church music, composition, and orchestral music,
 - "Advanced" programmes (after the Master level) as soloist (vocal or instrumental), repetiteur or accompaniment, and composer,
 - Bachelor, Master and "advanced" level programmes in electro-acoustic composition.

The main contents of study programmes

- The Carl Nielsen Academy of Music Odense describes the main content of the forthcoming (as well as the present) study programmes as follows: The focus is on the main subject (approximately 38% of the studies); the rest of the studies consists of subjects such as pedagogy (app. 16%) and music theory and history (app. 12%).
- The Academy of Music in Aalborg states that the studies in rhythmic or classical elementary music teaching include one or more major subjects (such as piano, saxophone, choir, ensemble, and guitar) and a number of minor subjects. In addition, the study programme for General Music Teacher Education takes elements from classical and rhythmic music.
- The pedagogical amount of the studies at the music teacher programme at the Rhythmic Conservatory in Copenhagen is approximately 30–50%, whereas the students in the musician / singer programme focus on their main instrument and projects.
- The Academy of Music, Esbjerg, offers the following study programmes:
 - ensemble playing,
 - music mediator with pedagogy as the main subject,
 - music mediator with two specialities, and
 - organ education.

The study programmes in ensemble playing include “theoretical pedagogy.” The music mediator study programmes contain “both practical and theoretical pedagogy.” In addition, studies in music theory are included in the aforementioned programmes.
- The Royal Academy of Music in Aarhus offers three types of individual programmes for:
 - musicians,
 - pedagogues, and
 - theorists / composers.

The balance between the different elements vary between the classical, rhythmic and world music programmes but as an overall rule approximately 75% of the subjects are in the main subject and in minor subjects related to the main subject.
- The study programmes at the Royal Academy of Music (Copenhagen) are currently described as follows:
 - Bachelor’s programme (3 years): Instrumental musician, Pedagogic, Singer, Church musician, Composition, Sound engineer (Recording director),
 - Master’s programme (2 years): Instrumental musician, Early music, Music leader, Singer, Church musician, Pedagogics including ear training / Elementary musical appreciation, Composition, Sound engineer (Recording director),
 - Soloist study programmes and the Academy of Opera:
 - Solo performance class (2 years): Soloist study programmes: Instrumental and vocal, Composition, Conductor, Rehearsal / Chamber music / Accompaniment,
 - The Opera Academy (from 3 to 4 years): Opera singer,
 - A postgraduate programme “Master in Elite singing pedagogic” and a postgraduate programme in church music and organ pedagogics.

Nordic and international co-operation

The Danish Music Academies take part in international co-operation, and all of them are members of the Nordic Council of Conservatories.

- The Royal Danish Academy of Music in Copenhagen co-operates within Sibelius, Espansiva, Erasmus / Comenius, and it is a member of the AEC.
- The Rhythmic Conservatory (Copenhagen) participates in Nordplus, AEC and IASJ (International Association of the Schools of Jazz).
- The Academy of Music in Aalborg takes part in Nordplus and Nordpuls.
- The Academy of Music in Esbjerg co-operates within Nordplus, Nordpuls and Erasmus.
- The Carl Nielsen Academy of Music Odense is a member of the ABAM and AEC, and it co-operates within Nordplus and Socrates.
- The Royal Academy of Music in Aarhus takes part in Nordplus, Nordpuls and Erasmus, and it is a member of the AEC.

Reforms

The structure and the content of education offered by all the Danish Music Academies will be reformed soon. The two-cycle system with Bachelor's and Master's degrees (as well as the ECTS credit system) will be introduced. In addition, the reforms will very probably include further specialization between the Music Academies in Denmark.

Strengths and profiles (according to the answers to the questionnaire)

Carl Nielsen Academy of Music Odense

- a lot of concerts (also thematic concerts),
- new music and "crossover,"
- folk music,
- co-operation – regionally, nationally and internationally.

Academy of Music Aalborg

- Rhythmic music, choir and ensemble instruction,
- "small is beautiful," a good study environment,
- experience with foreign students.

Academy of Music, Esbjerg

- good teachers, study programmes and facilities,
- both rhythmical and classical educations under same roof,
- willingness to adjust and to involve the society,
- willingness to innovation,
- organ and guitar education on postgraduate level and music mediation.

The Rhythmic Music Conservatory in Copenhagen

- independence of classical music institutions,
- young and innovative institution,
- good network with local musicians, clubs and local institutions,
- international connections,
- excellent facilities,
- good connection between "educations."

The Royal Academy of Music in Copenhagen

- The vocal department is especially approved. Piano, accordion, composition and orchestra departments are especially reputable.

Special fields of education:

- Opera singer / the Opera Academy,
- “Recording director” (Sound engineer),
- The new programme *Master in early music*,
- The postgraduate programmes:
 - Master in “Elite singing pedagogic,” a pedagogical programme at the highest level.

The Royal Academy of Music in Aarhus

- Classical and rhythmic programmes. The programme “music, song and dancing” is the only programme of its kind in the Nordic context.

In relation to the classical programmes the following elements are high-lighted:

- the orchestral school and the Academy Symphony Orchestra,
- the composition programmes,
- the song programmes,
- the programmes for organ/church music and the piano programmes.

In relation to the rhythmic programmes the following elements are high-lighted:

- the Academy Big Band,
- the pedagogical elements in the programmes,
- the programme in song, dance and music.

Finnish higher education

The Finnish system of higher education is divided into the following two sectors:

- University sector, and
- Polytechnic sector.

The universities award Bachelor’s, Master’s, Licentiate’s and Doctor’s degrees. All the university students have the right to study for the Master’s degree. University-level education is offered in 20 universities (www.minedu.fi/minedu/education/ 7 Oct. 2003). Four of them – Sibelius Academy, Theatre Academy, University of Art and Design Helsinki, Academy of Fine Arts – are academies of art.

The only music university – the Sibelius Academy – is mainly located in Helsinki. In addition, it has premises in Kuopio (church music and Arts Management) and Seinäjoki (further education and a Professor in popular music at the University Centre of Seinäjoki). The doctoral programme offers three options: (a) Artistic, (b) Research and (c) Development’s Study Programme. Music teachers are trained besides at the Sibelius Academy also at the Universities of Oulu and Jyväskylä.

The polytechnics provide instruction in several subjects from various fields. They award mainly the Musician and Music Pedagogue degrees with a professional emphasis. Ten polytechnics offer music programmes in the following cities: **Helsinki**, Joensuu, **Jyväskylä**, **Kokkola**, **Kuopio**, **Lahti**, **Oulu**, Pietarsaari, **Tampere** and Turku. Seven of them (the bold cities) are members of the Nordic Council of Conservatories.

The conservatories used to educate professional musicians and teachers before the polytechnics were established. Presently, the conservatories offer education mainly for children and adolescents. In addition, they offer upper secondary level education leading to vocational qualification.

The Qualification Decree (“*Kelpoisuusasetus*” 986/98) prescribes the qualifications required of teachers working at institutions offering basic arts education, adult education or professional education as well as of teachers in comprehensive and upper secondary schools. Teachers of music schools, Folk Academies and conservatories are qualified at the Sibelius Academy and the polytechnics. Music teachers in comprehensive and secondary schools are qualified only at the university sector (since a Master’s degree is required).

The Decrees (256/95 and 437/98) stipulated the qualifications required of teachers in polytechnics. The present Polytechnics Act and the Government Decree on Polytechnics were introduced in 2003 (*Ammattikorkeakoululaki 351/03, -asetus 352/03*) In general, a Master level degree is required. At least a Licentiate degree or artistic awards are required of the head teachers. (Opettajan kelpoisuus musiikkialalla in Opettajan pedagogisten opintojen järjestäminen musiikkialalla. Opetusministeriön työryhmien muistioita 12:1999).

Qualification requirements of teachers in music (Finland)

Form of education, Institution	Qualification requirements	Organiser of teacher training
Music teachers for comprehensive schools and upper secondary education	<i>Ylempi korkeakoulututkinto</i> (Master's degree) including 35 cu pedagogical studies (Qualification Decree 986/98 §5,10)	Sibelius Academy (pedagogical studies at Helsinki Univ.) Jyväskylä University Oulu University
Basic arts education (the broad syllabus) offered at music schools ("music institutes") and music kindergartens.	<i>Soveltuva korkeakoulututkinto</i> (applicable Bachelor level degree awarded at the Polytechnics or at the Sibelius Academy) or a (former) teacher's degree awarded at the Conservatories (Qualification Decree 986/98 §19)	Sibelius Academy Polytechnics
Adult (Liberal) education (at Folk Academies, for instance)	<i>Soveltuva korkeakoulututkinto</i> (applicable Bachelor level degree) incl. / separately. 35 cu pedagogical studies (Qualification Decree 986/98 §18)	Sibelius Academy (pedagogical studies at Helsinki Univ.) Jyväskylä University Oulu University Polytechnics
Upper secondary level education (vocational education) at the Conservatories	<i>Soveltuva ylempi korkeakoulututkinto</i> (applicable Master's degree) or <i>soveltuva korkeakoulututkinto</i> (applicable Bachelor level degree) including/ sep. 35 cu pedagogical studies (Qualification Decree 986/98 §13, 14)	Sibelius Academy Polytechnics
Polytechnics	<i>Soveltuva ylempi korkeakoulututkinto</i> (applicable Master's degree /Licentiate or Doctor's degree required of head teachers) or artistic competence, 35 cu pedagogical studies (Polytechnics Act 351/03 and Decree 352/03)	Sibelius Academy and other universities
Universities	Universities Act and Decree	Universities

Opettajan kelpoisuus musiikkialalla in Opettajan pedagogisten opintojen järjestäminen musiikkialalla.
Opetusministeriön työryhmien muistioita 12:1999

Higher music education in Finland

Some general remarks

The Finnish higher education system is a “two-column system” divided into the university sector and the polytechnic sector. This model applies also to higher music education. In short, the universities focus on research and artistic activities, whereas the studies at the polytechnics are practice-oriented taking especially account to the needs of the working life.

The Finnish system of higher music education consists of one university-level institution, the Sibelius Academy in Helsinki (with premises also in Kuopio and Seinäjoki), and ten polytechnics located all over the country. In addition, music teachers are trained at the Universities of Oulu and Jyväskylä. Twelve conservatories offer besides basic arts education also professional training in music (and dance). Together with the 88 state-supported music schools the conservatories form a network offering music education for children and young people all over the country.

A special Finnish phenomenon is the upper secondary level education offered by the conservatories. The total number of students is currently approximately 1400 (www.musiikkioppilaitokset.org/27 Nov. 2003). This kind of professional music training is designed for adolescents who aim to become professionals and want to concentrate on music (or dance) studies. The study programmes also give a proper basis for future studies at a higher level.

The status of education and degrees offered

The Sibelius Academy and the polytechnics offer higher music education, and the conservatories “upper secondary level” music education (as mentioned before).

The Sibelius Academy offers university level education and awards the following degrees: (a) Bachelor in Music (BMus), (b) Master in Music (MMus), (c) Licentiate of Music (LMus) and (d) Doctor of Music (DMus). The Finnish degree Licentiate of Music is a pre-doctoral degree. The highest degree is Doctor of Music, and it contains three options (Artistic / Research / Development’s Study Programmes).

The Musician and the Music Pedagogue degrees are the main degrees awarded by the Finnish polytechnics. The studies at the upper-secondary level at the conservatories lead to vocational qualification as a musician (or dancer), accompanist, singer, church musician (the church music programmes will be available until 2007) or music technician.

The main contents of the study programmes

The degree programmes at the Sibelius Academy cover a wide range of music from classical to jazz and folk music. The content of the degree programmes varies, and the students can make their personal study plans. At the Performance programme, the focus (even more than

50% of the studies) is on the main instrument and subjects closely related to it. The content of the studies is in general more evenly divided at other degree programmes. All the degree programmes include subjects in pedagogics, music theory and music history. The agreement (Flexible University Study Right) allows the students to take courses from several universities in the Helsinki region.

The polytechnics offer degrees with a professional emphasis. A practical period is required of all the students. The degree programme for Music (or Dance) Pedagogue comprises 35 credit units pedagogical studies (*opettajan pedagogiset opinnot*) organized in cooperation with vocational teacher education colleges. In addition, several Degree Programmes in Music at the polytechnics offer “professional specialization studies” (min. 20 cu). The students can make a personal study plan, and education is offered both as individual tuition and in groups. The focus of the studies for the degree Musician is on professional studies (approximately 64% of the studies). The study programme for Music Pedagogue includes instrumental studies (approximately 30% of the studies) as well as pedagogics (approximately 22% of the studies). The aforementioned examples have been taken from Helsinki Polytechnic Stadia (classical / pop and jazz music).

International co-operation

All the institutions presented in this report take part in Nordic and other international exchange programmes. The Sibelius Academy co-operates with 66 institutions within Socrates / Erasmus and with 19 institutions within Nordplus. In addition, it takes part in the Finnish-Russian Exchange Programme (First). It has concluded five bilateral contracts with institutions located all over the world (India, Namibia, for example).

The School of Music, Dance and Media at *Oulu Polytechnic* cooperates with several Music Academies and Conservatories in the Nordic countries and in Europe, and *Helsinki Polytechnic* within Erasmus (classical music degree programme) and Nordplus (pop and jazz music degree programme). International co-operation at the Department of Music at the *Central Ostrobothnia Polytechnic* includes a Nordic Lied Competition and the “Ahjo Conference”. The Kuopio Academy of Music and Dance at *Savonia Polytechnic* has affiliations with the Hochschule Hanns Eisler in Berlin, the Royal College of Music in London, the Estonian Music Academy in Tallinn, and the Viljandi College of Culture in Estonia. In addition, this institution (which is a member of the AEC, the Nordic Conservatory Union and the IASJ) participates in Nordplus, Nordplus jazz and Erasmus. *Lahti Polytechnic* Faculty of Music participates in the Socrates / Erasmus programme and the Nordplus network. It is a member of several international organisations such as NKR, AEC and ELIA. In addition, it cooperates with institutions outside Europe (in Canada and in Peru). The Degree Programme in Music at *Jyväskylä Polytechnic* participates in Nordplus, and it is a member of NKR, AEC and ELIA. It took part in the project “Joint Curriculum in Chamber Music” and coordinates presently the international curriculum project in Chamber Music (EU Socrates Programme). It also takes part in organizing the Nordic Lied competition, the international Summer Music Academy (Suolahti), and the International Chamber Music Competition (Jyväskylä). The School of Music at *Pirkanmaa Polytechnic* participates in Erasmus and Nordplus. In addition, it cooperates with the Carl Nielsen Academy of Music Odense (Det Fynske Musikkonservatorium), Welsh College of Music and Drama (Cardiff), Napier University (Edinburgh), Debrecen Conservatory of Music, Lithuanian Academy of Music, Conservatory of Music in Verona and The Rimsky-Korsakov Saint-Petersburg State Conservatory.

Reforms

The Bologna Declaration will be implemented in all Finnish universities including the Sibelius Academy in 2005. The structure as well as the content of education will therefore change to some extent. The two-cycle system (the so-called 3+2 model) and the ETCS system will be introduced. The duration of the Doctor of Music degree programme is planned to be four years for full-time students. In addition, doctoral studies can be taken part-time for a longer period.

Presently, the students of the Sibelius Academy are accepted to the Master programme (as they will also be in the future when the Bologna Declaration has been implemented). However, the students are allowed to study for the Bachelor's degree if they wish to do so (in the future the Bachelor's degree will be obligatory). The students who already have taken an applicable Bachelor level degree can apply and be admitted to the two-year Master programme in another degree programme or in another university from the year 2005 (in 2004 this will be possible in some degree programmes).

The polytechnics presented in this report will reform and develop their study programmes. The Kuopio Academy of Music and Dance at *Savonia Polytechnic* aims to develop the degree programme in pop/jazz music and the teacher training of jazz. The forthcoming reforms at *Helsinki Polytechnic* Stadia include efforts to rationalize operations both in the Degree Programme in Classical Music and in the Degree Programme in Pop / Jazz Music. The School of Music, Dance and Media at *Oulu Polytechnic* will offer greater variety in specialised studies. *Lahti Polytechnic* Faculty of Music will reform the curriculum and cooperate closer with the working life (such as with symphony orchestras, music institutes and theatres). The School of Music at *Pirkanmaa Polytechnic* concentrates on the quality of its results, reforms the curricula, and cooperates with the upper secondary level (vocational education) and the music school. *Jyväskylä Polytechnic*'s Degree Programme in Music develops a Master of Music degree in cooperation with the Finnish Music Campus and expands its entrance examination in Asia.

Strengths and profiles (according to the answers to the questionnaire)

Sibelius Academy is one of the largest music academies of university level in Europe. All the degree programmes offer education of a high standard. The following strengths are especially mentioned:

- the Doctoral Programme,
- the versatility and wide range of degree programmes,
- the Symphony Orchestra,
- the opera production,
- the internationally recognized degree programme in Conducting.

The polytechnics are usually large institutions consisting of several departments and study programmes from business and technology to cultural studies. Solid resources as part of a good organisation and great willingness for developing staff are mentioned as the strengths of the School of Music, Dance and Media at *Oulu Polytechnic*, which is one of the biggest polytechnics in Finland. In addition, the strength of this school is the good synergy between music and dance and media studies. The education has a great impact in a large area, the northern part of the country. One of the strengths at *Helsinki Polytechnic* Stadia is considered to be the especially competent staff and good learning environments (studios, for instance). The 20th and 21st century music is one of the strengths at the Degree Programme in Classical

Music. It arranges an opera production every year, whereas the Pop / Jazz Degree Programme has a long tradition in teaching pop and jazz music. Folk music, orchestral and chamber music and pedagogical studies are mentioned as the strengths of the Department of Music at the *Central Ostrobothnia Polytechnic*, which is specialized in folk music. The *Savonia Polytechnic*'s speciality is music and dance teacher education with a strong emphasis on pedagogical aspects and the close co-operation between the music and dance teacher programmes. *Lahti Polytechnic* Faculty of Music mentions professional teachers and high-quality teaching, location and new premises as its strengths. *Jyväskylä Polytechnic*'s Degree Programme in Music, the Music Department of the University of Jyväskylä and the Finnish Conservatoire form together the "Finnish Music Campus". These schools are located close to each others and they cooperate in organising education. Thus, they provide a unique opportunity for music studies in Jyväskylä. The School of Music at *Pirkanmaa Polytechnic* is the only polytechnic offering composer education, which is mentioned as one of its strengths. In addition, music technology teacher education, the music theory department and chamber music and orchestra playing are the strengths of the School of Music at Pirkanmaa Polytechnic.

In Finland, teachers are also educated in Early Childhood Music Education. These study programmes (focusing on music education for children under the age of seven) are offered especially at the polytechnics. However, studies in Early Childhood Music Education can also be taken at the Sibelius Academy Music Education Department.

Icelandic higher education

In Iceland, there is no general legislation for the higher education system as a whole. Each institution has its own legislation defining the duration of study programmes, the degrees offered and the internal organisation and administrative structure (www.hi.is/1 Oct. 2003).

There are a few so-called non-university higher education institutions offering education that bridges secondary and university level. The Reykjavik College of Music is one of them. These institutions offer practical training programmes qualifying to specific occupations. Each of them is stipulated by its own law. University level higher education institutions are divided into (a) universities (*Háskólar*) and (b) technical and vocational colleges (www.hi.is/ 1 Oct. 2003)

Higher music education in Iceland

Some general remarks

The Music Department at the Iceland Academy of the Arts offers higher music education in Iceland. The Reykjavik College of Music continues to offer "non-university higher education" until spring 2004.

The Iceland Academy of the Arts has departments for music, drama, visual arts, design and architecture. Several of the courses are designed for students from all these departments.

The status of education and degrees awarded

The Music Departments awards currently the following degrees:

- BA in music, and
- BMus.

The Music Teacher Programme after the three-year Bachelor's degree is planned to take one year, and the forthcoming Master's degree two years.

The main contents of the study programmes

The Music Department offers the following programmes:

Performance:

- instrumental studies 32%,
- chamber music and orchestral studies 14%,
- history, literature 9%,
- analysis 10%,
- orchestration and conducting 5%,
- new media, recording techniques, etc. 11%.

Composition:

- private and group instruction 34%,
- theory etc. 14%,
- analysis 10%,
- history 9%,
- chamber music, improvisation etc. 7%,
- orchestration, conducting 5%,
- new media, recording, instrumental studies etc. 11%.

New media:

- composition 32%,
- theory, ear training etc. 14%,
- musical programming 10%,
- history, literature 9%,
- ensemble (including musical installations) 7%,
- digital media, recording 3%,
- instrumental studies, video techniques etc. 11%.

General music:

- instrumental / vocal studies 18%,
- music and communication skills 12%,
- theory, ear training 14%,
- instrumental / vocal pedagogy 10%,
- ensemble 7%,
- piano / guitar / accordion 7%,
- world music 3%,
- composition, digital media, recording, choral conducting, 11%.

Nordic and international co-operation

- AEC,
- Nordplus,

- Exchange programmes, co-operation especially with the Guildhall School of Music and Drama (London) and with several institutions in the following cities: Salzburg, Berlin, London, Amsterdam.

Reforms

The most significant of the forthcoming reforms will be the addition of the Master's programme in research, digital media and education.

Strengths and profile (according to the answer to the questionnaire)

- a lot of individual attention for students,
- highly competent teachers,
- proximity and co-operation with music and other arts,
- very high knowledge and competency in digital music and artificial intelligence,
- potential for research both in the aforementioned fields (see point 4) as well as in more traditional fields (over 8000 musical examples discovered in the Icelandic manuscript archives).

Norwegian higher education

The new system of 2002

In Norway, the same legislation (the Act No 22 of 12 May 1995) governs presently all the state institutions offering higher education: four universities, six specialised university institutions, 26 state colleges and two national university colleges of the arts. The degrees and professional qualifications and the length of each degree course are laid down in the Royal Decree of 11 October 2002.

In addition, 26 private institutions offer higher education. This kind of education is governed by the Act of 11 June 1986 (with amendments in 2002). However, 90 per cent of the students attend state institutions.

The Norwegian degree "*Hogskolekandidat*" is awarded at state university colleges (and a few private institutions) after two years of study. All the state universities, specialized university institutions, university colleges and numerous public and private higher education institutions offer the Bachelor's degree. It is obtained after three years of study. However, the duration of the studies for the Bachelor's degree at the performance programmes in music is four years at the universities and at the Norwegian Academy of Music. (Kjetil Solvik 30 Dec. 2003; www.abo.fi/norden/ 21 Jan. 2004)

The state universities and the specialised university institutions, several university colleges (and some private institutions) award the Master's degree. It is obtained after 1.5–2 years of study. Independent research work is an important part of these studies.

Various professional qualifications are awarded by all the state higher education institutions (as well as by several private institutions). The duration of these qualifications varies from four to six years.

All the university-level institutions, some state university colleges (and a few private institutions) offer doctoral programmes leading to the PhD degree (*Philosophiae Doctor*). The PhD degree is awarded after three years of study following the Master's degree (or a professional degree or programme). The doctoral programmes are essentially research programmes.

The courses are measured in “*studiepoeng*” according to the ECTS standard. The full-time studies for one academic year comprise 60 *studiepoeng* / ECTS credits.

The previous system

Some of the students are studying according to the requirements of the previous system (before the reforms of 2002) as follows:

Candidatus / candidata magisteril was the degree awarded by universities and state colleges as well as by some university colleges. This degree comprised 80 *vektall* (or 240 ECTS). The duration was approximately four years. Examinations from state colleges as well as qualifications from private colleges or from institutions abroad could be included in the *univ. cand. mag.* degree. Some state colleges awarded the final diploma “*Hogskolekandidat*” upon completion of a 2–3 year study programme.

Postgraduate degrees were granted by universities, university colleges, and by some state colleges. These degrees were granted upon two additional years of graduate study (120 ECTS credits). Postgraduate (or advanced) studies of 1.5–2 years culminated in a “*hovedfag*” (“main subject,” a level between a Master's degree and a PhD) examination with the award of the following degrees: (a) *cand. philol.*, (b) *cand. polit.*, (c) *cand. scient.* or (d) *cand. musicae*. The universities and university colleges also offered professional degrees, “*embetsstudier*,” which qualify for a specific profession. The doctoral studies lead to the degrees (a) *dr. art.*, (b) *dr. pol.*, (c) *dr. scient.*, or (d) *dr. philos.* (www.nokut.no/sw410.asp.30 Dec.2003; Kjetil Solvik 30 Dec. 2003).

Higher music education in Norway

Some general remarks

The six Norwegian institutions offering higher music education are located in Oslo, Bergen, Stavanger, Agder, Tromsø and Trondheim. They are all members of the Nordic Council of Conservatories. In Norway, the reforms according to the Bologna Declaration have already been implemented; so, the Bachelor's and Master's degrees are awarded and the two-cycle (3+2) system is available. One exception is the duration of the music studies leading to the Bachelor's degree. In general, the Bachelor's degree is obtained after three years of studies but at the universities (in Bergen, Trondheim and Tromsø) and at the Norwegian Academy of Music (Oslo) it is obtained at the performance programmes in music after four years.

The status of education and degrees awarded

- Norwegian Academy of Music (Oslo) awards the following degrees:
 - Bachelor is awarded after four years of undergraduate studies,
 - Master – after two years of postgraduate studies,
 - Philosophiae doctor (PhD) – after three years of doctoral studies.
- *Musikkonservatoriet* at Agder University College awards the Bachelor's and Master's degrees as follows:
 - Bachelor of Music in Teacher Education,
 - Bachelor of Music Performance,
 - Master of Music Performance.
- The Faculty of Arts Education at Stavanger University College awards the following degrees:
 - Bachelor of Music, Teacher Education, classical,
 - Bachelor of Music, Teacher Education, jazz,
 - Bachelor of Music, Music Performance, classical (from 2004),
 - Master in Music Education,
 - Master in Music Performance, classical (from 2004).
- The Music Conservatory at Tromsø University College, Faculty of Art awards the Bachelor's degree in
 - Teaching (instrumental or vocal), and
 - Performance studies.
- The Department of Music at the Norwegian University of Science and Technology in Trondheim (NTNU) awards the Bachelor's, Master's and PhD degrees as follows:
 - Music Training: Bachelor / Master-level studies starting in 2004,
 - Musicology: BA / MA / PhD,
 - Music Technology: BA,
 - Dance: BA / MA starting in 2004.
- The Grieg Academy Department of Music at the University of Bergen awards
 - the Bachelor's degree in performance / composition, and
 - the Master's degree in performance or ethnomusicology.

The main contents of the study programmes

- *Undergraduate courses* at the Norwegian Academy of Music (Oslo) consist mainly of the following subjects:

Music Performance:

55% performance.

Music Education:

34% performance,
25% pedagogical studies.

Church Music:

37.5% organ,
15% choral conducting,
10% church related subjects,
25% music theory and other subsidiary subjects,

12.5% optional subjects.

Composition:

64% composition.

Individual Programme:

The content of the studies is individually designed.

- *Postgraduate courses:*

Advanced Performance Studies:

75% Performance, solo or ensemble.

Advanced Studies in Composition:

50% composition.

Master degree studies in Performance:

50–75% Performance, solo or ensemble.

Master degree studies in Conducting:

75% conducting, theory and practice.

Master degree studies in Music Education:

37.5% music education theory,

37.5% thesis.

Master degree studies in Music Therapy:

55% music therapy theory and practice.

- *Musikkonservatoriet* in Agder describes the main content of the *Bachelor Programme in Music in Education* as follows:

Music Performance (main instrument, ensemble) (105 credits),

Interdisciplinary work in Music, Dance and Drama (15 credits),

Music Didactics and Educational Theory and Practice (60 credits).

The *Bachelor Programme in Music Performance* includes studies in the following subjects:

Main instrument (70 credits),

Chamber music / Ensemble (15 credits),

Music History and Analysis (15 credits),

Music Theory (15 credits),

Aural Training (15 credits),

Harmony (15 credits),

Music Presentation (25 credits) and

Optional subjects (10 credits).

The *Master Programme in Music Performance* consists of the following studies:

Music Performance (75 credits),

Science (15 credits), and

Master Assignment (30 credits).

- The Faculty of Fine Arts at Stavanger University College describes the proportions of the various subjects as follows:

Music Teacher Education:

Instrumental (33%),

Music theory (16%),

Interdisciplinary (16%),

International semester (18%),

Pedagogy (17%).

Bachelor in Music Performance:

Instrumental (min. 50%),

Theory (app. 18–25%),

International semester (18%),

Electives (7–14%).

Master in Music Performance:

Performing subjects (min. 50%),

Electives (performing and theoretical) (50%).

- Tromsø University College, Music Conservatory:
 - The study course in Music Teaching comprises 180 ECTS credits. Approximately 50% of the course consists of performance studies in the main instrument, ensemble and similar subjects, approximately 17% of music theory, and 33% of subjects such as pedagogics and practice.
 - The Performance study course (210 ECTS credits) contains music theory (approximately 15%) and studies in the main instrument, ensemble etc. (approximately 85%).
- The main contents of the study programmes at the Grieg Academy in Bergen is described as follows:
 - Performance studies: 50% vocal / instrumental studies, 50% theory and general musicianship,
 - Music education: Optional fulltime / part time studies in the 3rd and the 4th year,
 - Church music: Organ studies in combination with liturgical subjects,
 - Master programme in performance / composition: Performance at a high level including a written thesis and academic work,
 - Master programme in ethnomusicology: Ethnomusicology consists of knowledge and methods that are based on comparative studies of different music cultures.

International co-operation

- The Norwegian Academy of Music (Oslo) co-ordinates the Sibelius network and participates in Nordtrad, Nordpuls and Nordplus networks for music education and the Nordic network for research in music education. It also collaborates with the most important European institutions within the Erasmus programme and takes part in the NORAD Programme in Arts and Cultural Education – PhD programme in collaboration with University of Port Elizabeth, South Africa. In addition, it participates in the following associations and networks:
 - Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC),
 - Network for International Cooperation in the Arts,
 - European Association for International Education,
 - Association for Baltic Academies of Music (ABAM).
- *Musikkonservatoriet* at Agder University College takes part in the Socrates and Leonardo programmes.
- The Faculty of Fine Arts at Stavanger University College co-operates within the Nordplus networks (Sibelius, Espansiva, Nordpuls) in all the Nordic countries. It has concluded bilateral agreements with several institutions (within Erasmus in Germany, Finland and Sweden, for instance). In addition, it has contacts and bilateral agreements with institutions in Australia, USA and Tanzania.

- The Music Conservatory in Tromsø co-operates within Erasmus, Nordplus, and Barent's plus. There is a special programme for co-operation between the conservatory in Tromsø and those in Aarhus (Denmark), Trossingen and Karlsruhe (Germany), Cardiff (England), Petrozavodsk (Russia), Shanghai (China) in addition to music academies in Sweden, Finland, Denmark and Iceland.
- The Music Conservatory in Trondheim co-operates within the framework of the following councils, associations and programmes: Nordic Council of Conservatories, Nordplus, AEC, Socrates.
- The Grieg Academy in Bergen cooperates within the Nordplus and Erasmus / Sokrates programmes. In addition, it has student and staff exchange with institutions in the United States, Canada, Japan and Africa.

Forthcoming reforms

- At the Norwegian Academy of Music (Oslo), a degree reform was introduced in 2003 as part of a national educational reform. All the study programmes have been revised; the undergraduate studies in 2002. The revised postgraduate study programmes will come into effect from 2004. A new young musician's programme for 13- to 19-year-old students will be started in 2004.
- *Musikkonservatoriet* at Agder University College mentions that the forthcoming reform will be "*Kvalitetsreformen*" (Reform 27) (the "quality reform").
- The Music Conservatory in Tromsø describes that the forthcoming reforms include introducing study programmes in rhythmic music.
- At the *Institutt for Musikk* in Trondheim, only some changes in organisational or leadership structures are expected. The institution has already been through massive reforms during the recent years. The latest reform was the adaptation to the Bologna Declaration.
- The Grieg Academy in Bergen is implementing the elements of the Bologna Declaration.

Strengths and profiles (according to the answers to the questionnaire)

- Norwegian Academy of Music (Oslo) mentions the following strengths:
 - Performance studies at all levels in classical music, improvised music / jazz ,and folk music,
 - it is the only Norwegian institution offering postgraduate studies in composition, conducting, church music and music therapy,
 - it is the only Norwegian Music Academy offering doctoral studies,
 - Chamber music is emphasized in all performance studies.
- The Bachelor and Master Programmes in Afro-American music are mentioned as the strengths of *Musikkonservatoriet* at Agder University College.

- The strengths of the Faculty of Fine Arts at Stavanger University College are described as follows:
 - organisational transparency,
 - high professional standard of faculties,
 - strong connections for both academic and artistic connections outside the school,
 - good international relations,
 - high concert activity,
 - diversity / interdisciplinary activities,
 - attractive student community,
 - attractive site and surroundings,
 - manifold of student projects,
 - large number of excellent guest teachers,
 - educational collaboration with the Stavanger Symphony Orchestra.

The institution is specialised in Music Teacher Education as well as in programmes directed towards high artistic and performing level.

- The strengths of the Music Conservatory in Tromsø are considered to be as follows:
 - a small student group in a student city,
 - “large variation and width in student participation,”
 - “large variation and width in the student group, both national and international,”
 - 15% of the students are foreign students, and a considerable number of teachers come from abroad,
 - high competency of teaching staff.
- The strengths of the *Institutt for Musikk* in Trondheim are considered to be as follows:
 - chamber music, especially strings,
 - overall quality,
 - Jazz Department.

The institution is specialised in the following fields of education: (a) classical music, (b) church music, (c) jazz, and (d) improvisation.

- The Grieg Academy in Bergen mentions as its strengths the combination of music theory and performance subjects with close interaction. This institution has “strong ties” to the Ole Bull Academy (Norwegian folk music performance studies). The Grieg Academy is part of a large university, which enables it to combine performance studies with other subjects within the humanities (such as with philosophy and history of arts)

Swedish higher education

The Swedish system of higher education was decentralised in the beginning of the 1990s. Presently, the Government sets targets and frameworks but leaves the content of education (study programmes and courses) to be decided at the institutions. Higher education contributes in promoting regional development, and the so-called Third Priority directive was designed to promote collaboration between institutions offering higher education and the business-world, industry, culture and the public sector. In Sweden, universities and university colleges are spread all over the country (www.sweden.se/ 1 Oct. 2003). Higher music education is thus offered in Stockholm, Göteborg, Malmö, Örebro, Piteå and Arvika. All schools belong to the local or regional university except *Kungliga Musikhögskolan* in Stockholm, which is an independent university college (Ingemar Henningsson, 9 Jan. 2004).

Instruction offered at the Swedish institutions of higher education is provided in the form of courses. These courses are most often combined into programmes. The programmes are more or less flexible thus allowing the students to design their own profile within the framework of the programmes. A credit system is used, according to which one credit point is equivalent to one week of full-time study. The University Diploma (*Högskoleexamen*) comprises a minimum of 80 credit points (however, the programme leading to this examination comprises 160 credit points or in some cases 120 credit points), and the Bachelor's degree (*Kandidatexamen*) 120 credit points. The study programme leading to the Master's degree (*Magisterexamen*) has two options: (a) for a wider field of subjects or (b) a deeper insight in a discipline. In addition, professional degrees (*yrkesexamina*) can be awarded (in the arts, for instance). The Licentiate degree requires 80 credit points and an academic essay of 40 credit points. The Doctorate or PhD requires postgraduate studies of 160 credit points and a dissertation of 60 credit points. One Swedish credit point is equivalent to 1.5 credit points in the European Credit Transfer System (ECTS) (www.sweden.se/ 1 Oct. 2003; Lars Brandström, 8 Jan. 2004).

Two slightly differentiating terms are used of institutions offering higher education: university (*universitet*) and university college (*högskola*). The formal difference between these institutions is that universities have the right to award Licentiate and PhD degrees while the others do not. Most university colleges do not award PhD degrees. However, the Government has the right to permit the university college to confer doctoral and licentiate degrees, and some colleges have been granted this right. The lower level degrees conferred by university colleges are equivalent to the degrees awarded by universities (www.sweden.se/ 1 Oct. 2003).

Higher music education in Sweden

Some general remarks

The Swedish universities are located all over the country. Higher music education is offered in Stockholm, Göteborg, Malmö, Örebro, Piteå and Arvika.

Sweden has been regarded as a multicultural society. Thus, one of the objectives in a teacher training programme is to provide the students with ideas for several alternative solutions in music teaching. The teachers should be able to understand music from different cultures through active music making and listening. Several music-education projects have been carried out in South-Africa, for example.

The status of education and degrees awarded

All the six Swedish Music Academies offer higher music education.

- The School of Music, Göteborg University awards the following degrees: (a) *Konstnärlig högskoleexamen i musik*, (b) *Organistexamen*, (c) *Kandidatexamen* (Bachelor), (d) *Magisterexamen* (Master), (e) *Fil.Dr. Examen* (possibly *Fil.Lic.*). In addition, the teacher examination (with an orientation in music or creative activities for young children) is awarded at the University.

- The Malmö Academy of Music, Lund University, awards the BMus, MMus, PhD, and DMus degrees.
- The School of Music at Örebro University awards the following degrees: (a) Master of Arts in Music Education (until 2008), (b) Master of Education (from 2005), (c) Bachelor of Music Education, (d) Master of Music Education, (e) PhD in Musicology – Music Education, and (f) Vocational Degree (Theatre / Drama).
- Ingesund College of Music awards the degree Master of Education in Music.
- Royal College of Music, Stockholm, awards the following degrees: (a) Master of Fine Arts in Music, (b) Master of Fine Arts in Church Music, (c) University Diploma in Music Education, (d) BA and MA degrees in Music and Music Education, and (d) PhD in Music Education (in collaboration with Stockholm University).
- The School of Music at Luleå University of Technology awards the degrees Bachelor of Fine Arts in Music Pedagogy or Composition and Bachelor of Arts with a major in Arranging and Composition. In addition, the following Master's degrees are awarded: Master of Education in Music, Master of Fine Arts in Church Music / Organ / Composition, Master of Arts with a major in Piano, Guitar etc. / Music Pedagogy, and Master degrees in media. University Diplomas are offered in Basic Arrangement and Composition, Studio Musicianship, Sound Engineering, Radio Production and Media Education. The School also awards the Licentiate and the PhD degrees.

The main contents of the study programmes

- At the Performance Programmes of the School of Music, Göteborg University, approximately 50% of the studies is in the main instrument (or in subjects closely related to it). The Teacher Examination in Creative activities for young children includes “in field learning” (25% of the studies) and several subjects in different artistic areas (such as drama, handicraft and art). The new Teacher Training Programme in music contains pedagogical studies and in-field service (25%) as well as studies in the main instrument (25%). In addition, a lot of elective courses (16%) are available. The Church Music Programme (Organist examination) includes studies in organ, liturgical music and organ improvisation (22%), pedagogical studies and “in field service” (14%), and singing (12%). In addition, 18% of the studies can be chosen as elective courses.
- The graduate programmes (referring to the programmes after the undergraduate level) at the Malmö Academy, Lund University, are closely linked with the so-called artistic development project. The diploma programme is a musician programme. The Music Education Department offers the following programmes: (a) the instrumental and ensemble teaching programme (IE), (b) the classroom teaching programme for teachers from compulsory school through upper secondary school (GG) and (c) the music teaching (segment of the general teacher training) programme for compulsory school teachers in the arts (GL). In addition, a programme for music producers is offered. The main content of *The Doctoral Programme in Art* is as follows: (a) Methodology (15 credits), (b) Doctoral seminar, (c) Courses aiming at developing the ability to communicate about the artistic process (25 credits), and (d) Artistic development work and documentation (120 credits).

- The main contents of the study programmes offered at the School of Music in Örebro is as follows:
 - “Music within the teacher training programme” includes studies in the main instrument /vocals/ music theory (25%), Methodology (12.5%), Keyboard / Guitar / Electric bass / Percussion skills (10%), and Practice in schools (12.5%). In addition, 25 per cent of the studies are electives.
 - The teacher training programme: (a) Music (see above) 40–45%, (b) Pedagogy (including Music education 10–15%) 30–35%, (c) electives 20–25% (Music or other subjects).
 - Ensemble musician education (classical and jazz, pop, rock): (a) Main instrument / vocals 50%, (b) Ensemble 40%, (c) Electives 10%.
- The Music teacher programme at Ingesund College of Music (*Musiklärarprogrammet*) consists of subjects such as (a) music (45%), (b) pedagogy (33%), and (c) theory (22%). In addition, the one-year programme in music, the Music Therapy Programme (*FMT – Funktionsinriktad musikterapi*) and a programme in sound techniques are available.
- The Royal College of Music, Stockholm, offers a large number of programmes with specific contents. At the musicians’ programmes, approximately 65–75% of the studies is in the main instrument and subjects closely related to it (such as orchestral practice and chamber music). The rest of the studies are divided into music theory, music history, ergonomics, music technology, elective courses and additional instruments such as piano. The pedagogical programmes are based on three different parts as follows: (a) studies in the main instrument including ensemble playing, (b) pedagogical courses, and (c) basic musical skills. Each part is approximately one third of the entire programme. Postgraduate studies focus on the main subject. A large work (concert / composition) is required at the end of the postgraduate programmes. The pedagogical programmes include a written part instead of performance.
- The School of Music in Piteå offers study programmes from music education and church music to sound engineering, studio musicianship, composition, event production, media and communication studies, media education and media design. The contents of these programmes cover a wide range of studies.

Nordic and international co-operation

All the Swedish institutions offering higher music education take part in Nordic and other international co-operation and exchange programmes. Several projects have been carried out all over world (such as in Africa and South America). The following examples aim to clarify this world-wide co-operation:

- The School of Music and Music Education at Göteborg University co-operates with several Nordic institutions offering higher music education (in Helsinki, Jyväskylä, Turku, Oslo, Trondheim, Stavanger, Kristiansand, Tellmark, Bergen, Copenhagen, Aarhus, Odense, Reykjavik, for instance).
- Malmö Academy co-operates with 26 institutions within Nordplus and with 36 institutions within Socrates. It has contacts with institutions in several countries (such as Vietnam, the United States and South America).
- The Ingesund College of Music has contacts in Gambia, for example. It also takes part in the Nordplus, Nordpuls and the exchange programme with folk music.

- The School of Music in Örebro cooperates within Nordplus, Espansiva and Nordpuls. The School has a lot of international contacts and teachers within the field of research.
- Royal College of Music, Stockholm (KMH), co-operates within Nordplus and Erasmus programmes. The new Linneaus-Palme programme supports co-operation with higher education establishments in developing countries. KMH takes part in development work in the Balkans and India, for example (in collaboration with SIDA). KMH is actively involved in several international organizations such as NKR, ABAM, and AEC.
- The School of Music in Piteå co-operates within Nordplus, Nordpuls, Socrates / Erasmus, ISEP, AEC, ABAM, EAS (European Association of Music Schools) and AES (Audio Engineering Society). In addition, it has bilateral agreements for student and teacher exchange. The School has guest teachers and guest professors. It co-operates in the Barents region with the Barent's TV Academy and the Barent's Centre for Choral Music, for instance.

Reforms

The teacher training programmes were recently reformed in Sweden. Presently, the aim is to train teachers that are not only able to work in schools or in other fields of education. In contrast, they should be attractive in several branches outside music teaching (Bouij & Bladh 2003). This reform is currently ongoing all over Sweden. In addition, the following reforms are mentioned:

- The two-cycle system (3+2 model) according to the Bologna Declaration will be implemented at the School of Music and Music Education in Göteborg.
- Malmö Academy is continuously revising and developing the structure and the curricula / context. In addition, the reforms include the ongoing implementation of the new Swedish teacher training programme.
- The reforms at the School of Music in Örebro consist of the following changes:
 - The new teacher-training system is implemented, and the first students in this new programme will graduate in 2005. The new system helps to create new courses and to add other subjects such as theatre / drama in the study programmes.
 - The School of Music will move into a new building on the university campus in June 2004. This gives the School of Music possibilities to offer courses and give concerts to a new group of students. It also brings the School of Music to closer contact with other disciplines at the university.
- Royal College of Music, Stockholm, completes the implementation of a new organization based on six relatively independent departments. In addition, the following forthcoming reforms are mentioned: a thorough revision of the study programme structure, and a strengthened system and organization of orchestral and ensemble activities.
- The School of Music in Piteå mentions the following forthcoming reforms: concert hall, media platform, choral centre, chairs in Musicology, sound technique, media and communication.

Strengths and profiles (according to the answers to the questionnaire)

The School of Music and Music Education in Göteborg (Gothenburg) is specialised in Contemporary Music, Organ, Orchestral studies, Research Education, Chamber Music, Ergonomics (for musicians) and hearing problems, World Music, and Multicultural studies. The new PhD programme (Music Ped. and Music Performance and Creation) as well as the postgraduate programme for Orchestral Studies will be of great importance. Internationally well-known teachers (especially in jazz and brass education) and several high-level professors and teaching personnel are parts of the strengths of this School. In addition, the high standard in Composition and Contemporary Music, Music Teacher Education and Organ Education are recognised as well as the Chamber Music Courses and the string education. The School has good contacts with local music life and Göteborg Symphony Orchestra. Flexibility is one of the strengths of this School of Music and Music Education, which belongs to the big Göteborg University.

The strengths of Malmö Academy are considered to be as follows:

- Doctoral programme,
- international relations / networking,
- cultural and social awareness,
- awareness of professional demands.

Ingesund College of Music is specialised in classical, Afro-American / jazz and folk music. The profile of the music teacher education is to educate good musicians as well as good teachers. The College offers a lot of orchestral activities and opportunities to play in several different ensembles.

The School of Music in Örebro mentions the following strengths:

- Music within the teacher-training programme (both classroom and instrumental teaching),
- the possibility to mix music, theatre, dance and arts within a teacher-training programme,
- a variety of electives,
- a strong research department with good courses in musicology and music education.

Royal College of Music, Stockholm, is specialised in orchestral and choral conducting, composition (electro-acoustic and various genres), music and media technology, Dalcroze Eurhythmics, and music therapy. The combination of professional depth and broad diversity in genres, styles, epochs and pedagogical methods with a strong emphasis on orchestral, choral and ensemble training are the strengths of this institution.

The School of Music in Piteå offers a wide range of studies. It is specialised in music, media and sound technique (from the undergraduate to the postgraduate level).

The Nordic institutions for higher music education

Table 1: Amount of students

The amount of students is based on the answers to the questionnaire (2003/2004)

DENMARK	Amount of students
Det Fynske Musikkonservatorium, Odense	145
Det Jyske Musikkonservatorium, Aarhus	331
Det Kongelige Danske Musikkonservatorium, Copenhagen	370
Nordjysk Musikkonservatorium, Aalborg	107
Rytmask Musikkonservatorium, Copenhagen	200
Vestjysk Musikkonservatorium, Esbjerg	110

FINLAND (Only the members of the Nordic Council of Conservatories. The total number of Finnish polytechnics is 10)	Amount of students
Sibelius Academy, Helsinki (Kuopio, Seinäjoki)	1600
The Polytechnics:	
Helsinki Polytechnic Stadia	502
Central Ostrobothnia Polytechnic, Department of Music	95
Oulu Polytechnic, School of Music, Dance and Media	126 (music students)
Savonia Polytechnic, The Kuopio Academy of Music and Dance	125 (music students)
Pirkanmaa Polytechnic, Degree Programme in Music	210
Jyväskylä Polytechnic, School of Music	229
Lahti Polytechnic, Faculty of Music	199 (degree students)

ICELAND	Amount of students
Iceland Academy of the Arts, Music Department, Reykjavik	53

NORWAY	Amount of students
Norges Musikkögskole, Oslo	475
Högskolen i Agder, Musikkonservatoriet	110
Högskolen i Stavanger, Avdeling for Kunstfag	211
Högskolen i Tromsø, Musikkonservatoriet	110
Institutt for Musikk, NTNU, Trondheim	293
Griegakademiet, Bergen	173

SWEDEN	Amount of students
Musikhögskolan vid Göteborgs universitet	550
Musikhögskolan i Malmö, Lunds universitet	540
Musikhögskolan vid Örebro universitet	334
Institutionen Musikhögskolan Ingesund vid Karlstads universitet	198
Kungliga Musikhögskolan, Stockholm	816
Musikhögskolan i Piteå, Luleå tekniska universitet	750

Table 2: Degrees

According to the answers to the questionnaire (2003/2004)

DENMARK	Degrees
Det Fynske Musikkonservatorium, Odense	Music teacher, Diploma, Soloist examination / Bachelor and Master from 2004
Det Jyske Musikkonservatorium, Aarhus	Music teacher, Master (Diploma), Advanced programmes / Bachelor, Master, Advanced level degrees from the academic year 2003 / 2004
Det Kongelige Danske Musikkonservatorium	Bachelor, Master, Advanced soloist class, Postgraduate programmes
Nordjysk Musikkonservatorium, Aalborg	Bachelor and Master (2004)
Rytmask Musikkonservatorium, Copenhagen	Music teacher, Music and movement teacher, Musician / Singer, Music teacher diploma, Musician diploma, Sound technician, Music management / Bachelor and Master from 2004
Vestjysk Musikkonservatorium, Esbjerg	Bachelor, "Candidate," postgraduate degrees in guitar and organ

FINLAND (only the members of the Nordic Council of Conservatories)	Degrees
Sibelius Academy	Bachelor of Music, Master of Music, Licentiate of Music, Doctor of Music
The Polytechnics:	Bachelor of Cultural Studies (Music)
Helsinki Polytechnic Stadia	Musician, Music Pedagogue
Central Ostrobothnia Polytechnic, Department of Music	Music Pedagogue
Oulu Polytechnic, School of Music, Dance and Media	Musician, Music Pedagogue
Savonia Polytechnic, The Kuopio Academy of Music and Dance	Music Pedagogue
Pirkanmaa Polytechnic, Degree Programme in Music	Musician, Music Pedagogue
Jyväskylä Polytechnic, School of Music	Musician, Music Pedagogue, Bachelor of Music Management
Lahti Polytechnic, Faculty of Music	Musician, Music Pedagogue

ICELAND	Degrees
Iceland Academy of the Arts, Music Department, Reykjavik	BA in music, BMus

NORWAY	Degrees
Norges Musikkögskole, Oslo	Candidatus / candidate magisterii, Candidatus / candidate musicae, PhD / Bachelor, Master, PhD from 2003
Høgskolen i Agder, Musikkonservatoriet	Bachelor of Music in Teacher Education, Bachelor of Music Performance, Master of Music Performance
Høgskolen i Stavanger, Avdeling for Kunstfag	Bachelor of Music (Teacher education, classical), Bachelor of Music, Teacher education, jazz), Bachelor of Music (Music performance, classical) Master in Music Education, Master in Music Performance
Høgskolen i Tromsø, Musikkonservatoriet	Bachelor's degree (mainly in music teaching and performance)
Institutt for Musikk, NTNU, Trondheim	Bachelor, Master, PhD
Griegakademiet, Bergen	Bachelor in performance / composition, Master in performance or ethnomusicology

SWEDEN	Degrees
Musikhögskolan vid Göteborgs universitet	Konstnärlig högskoleexamen i musik, Organistexamen, Kandidatexamen (Bachelor), Magisterexamen (Master), Fil.Dr. (PhD), possibly Fil.Lic.
Musikhögskolan i Malmö, Lunds universitet	BMus, MMus, PhD, DMus
Musikhögskolan vid Örebro universitet	Bachelor of music education, Master of arts in music education (until 2008), Master of education (from 2005), Master of music education, PhD (in musicology, music education)
Institutionen Musikhögskolan Ingesund vid Karlstads universitet	Lärarexamen i music (Master of Education in Music)
Kungliga Musikhögskolan, Stockholm	Master of Fine Arts in Music / Church Music, University Diploma in Music Education, BA and MA in Music and Music Education, PhD in Music Education (in association with Stockholm University)
Musikhögskolan i Piteå, Luleå tekniska universitet	Bachelor of Arts with a major in Arranging and Composition / Music Pedagogy, Master of Education in Music, Master of Fine Arts in Church Music / Organ / Composition, Master of Arts with a major in piano, guitar etc. / Music Pedagogy, Master degrees in media, University Diplomas in Basic Arranging and Composition / Studio Musicianship, Sound Engineering, Radio Production / Media Education, Licentiate degree, PhD

Table 3: Study / degree programmes and duration of studies

According to the answers to the questionnaire (2003/2004)

DENMARK	Study / degree programmes and duration of studies (forthcoming reforms according to the Bologna Declaration in 2004)
Det Fynske Musikkonservatorium, Odense	Music teacher course, all departments (4 years) Diploma course, classical and jazz/rock (+1 year, after the music teacher course) Music teacher diploma course (+1 year, after the music teacher course) Diploma course, musician / performer (5 years) Postgraduate course, classical / contemporary music (+2 years, after the musician / performer course) Reforms: Bachelor (3 years), Master (+2 years)
Det Jyske Musikkonservatorium, Aarhus	Music teacher degrees, 4 years: <ul style="list-style-type: none"> - vocal or instrumental subject (classical, rhythmic and world music) - non-instrumental main subject (classical, rhythmic, world music) Master / Diploma programmes, 5 years: <ul style="list-style-type: none"> - music teacher with vocal / instrumental subject (classical and rhythmic) - music teacher with non-instrumental main subject (classical and rhythmic) - church music (classical) - composition (classical) - orchestral music (classical) Advanced programmes, +2 years <ul style="list-style-type: none"> - soloist, vocal or instrumental (classical and rhythmic) - répétiteur or accompaniment (classical) - composer (classical) Reforms: Bachelor, Master and Advanced level degrees in electro acoustic composition from 2003/2004
Det Kongelige Danske Musikkonservatorium, Copenhagen	Bachelor programmes, 3 years <ul style="list-style-type: none"> - instrumental musician - pedagogic - singer - church musician - composition - “recording director”

	<p>Master programmes (+2 years)</p> <ul style="list-style-type: none"> - instrumental musician - early music - music leader - singer - church musician - pedagogic incl. ear-training / Elementary music appreciation - composition - “recording director” <p>The Opera Academy, 3–4 years</p> <ul style="list-style-type: none"> - opera singer <p>Solo performance class (+2 years)</p> <ul style="list-style-type: none"> - instrumental and vocal - composition, conductor - specialist in rehearsal / chamber music / accompaniment <p>Postgraduate programmes</p> <ul style="list-style-type: none"> - Master in Elite singing pedagogic - church music and organ pedagogics <p>Reforms: Bachelor (3 years), Master (+ 2 years)</p>
Nordjysk Musikkonservatorium, Aalborg	<p>General Music Teacher Education, 4 years</p> <p>Rhythmic Music Teacher Education, 4 + 1 years</p> <p>Classical - “ - 4 + 1 years</p> <p>Reforms: Bachelor(3 years) and Master (+2 years) from 2004</p>
Rytmisk Musikkonservatorium, Copenhagen	<p>Music teacher, 4 years</p> <p>Music and movement teacher, 4 years</p> <p>Musician / Singer, 5 years</p> <p>Music teacher diploma, 4 + 1 years</p> <p>Musician diploma, 4 + 1 years</p> <p>Sound technician, 3 years</p> <p>Music management, 3 years</p> <p>Reforms: Bachelor (3 years) and Master (+ 2 years) from 2004</p>
Vestjysk Musikkonservatorium, Esbjerg	<p>Bachelor (3 years), “Candidate” (+2 years).</p> <p>Study programmes in ensemble playing, music mediator with pedagogy as the main subject, music mediator with two specialities, organ education.</p> <p>Reforms: Bachelor / “Candidate” from Sept. 2004.</p>

FINLAND (only the members of the Nordic Council of Conservatories)	Study / degree programmes and duration of studies
Sibelius Academy	Bachelor, Master (5.5 years) and doctoral programmes in <ul style="list-style-type: none"> - performance - orchestral and choral conducting - vocal music - church music - music education - arts management (2 years, Master) - composition and music theory - jazz music - folk music - music technology - doctoral studies in musical performance and research Reforms in 2005 (Bologna Declaration): Bachelor (3 years), Master (+2 years), Doctoral programmes (very probably 4 years)
The Polytechnics:	
Helsinki Polytechnic Stadia	Study programmes in classical music Musician (4.5 years) <ul style="list-style-type: none"> - orchestral or chamber music - accompaniment, répétiteur Music pedagogue (4.5 years) <ul style="list-style-type: none"> - guitar, accordion, kantele, piano, orchestral instruments, choir and ensemble conducting, voice, free accompaniment, early music, solfege and music theory, early childhood music education Study programmes in pop / jazz music (4.5 years) <ul style="list-style-type: none"> - instrumentalist, singer, theory teacher in pop / jazz music, instrumental teacher, vocal teacher, music technologist, composer / arranger, producer
Central Ostrobothnia Polytechnic, Department of Music	Degree programme of music, 4.5 years <ul style="list-style-type: none"> - music instructor - teacher of music institute (music school) - folk music pedagogue
Oulu Polytechnic, School of Music, Dance and Media	Study programmes, 4, 5 years music pedagogue, musician, music instructor, church music

Savonia Polytechnic, The Kuopio Academy of Music and Dance	Degree programme in music, 4.5 years <ul style="list-style-type: none"> - music teacher, classical / pop and jazz - instrument teacher, classical / pop and jazz - orchestral conductor
Pirkanmaa Polytechnic, School of Music	Degree programme in music, 4.5 years, music pedagogue, music instructor, music technology, performing music, theatre music and music drama, composing, church music
Jyväskylä Polytechnic, School of Music	Degree programme, 4.5 years, musician, music playschool teacher (early childhood music education), music instructor, instrument, voice or theory teacher of a music institute, media musician and entrepreneur, choir conductor, music management, accompanist, pop and jazz music
Lahti Polytechnic, Faculty of Music	Degree programme, 4.5 years, music performance, music theatre, instrumental /voice /music technology teaching, pre-school (early childhood) music education

ICELAND	Study / degree programmes and duration of studies
Iceland Academy of the Arts, Music Department, Reykjavik	Bachelor, 3 years: BA in music in composition, general music and new media; BMus in performance Music teacher programme, +1 year (after the Bachelor)

NORWAY	Study / Degree programmes and duration of studies
Norges Musikkögskole, Oslo	Undergraduate courses (3–4 years): music performance, music education, church music, composition, individual programme Postgraduate courses (2 years): performance, composition, conducting, music education, music therapy, music theory, church music Doctoral studies (3 years): music education and music therapy, historic and contemporary interpretation
Högskolen i Agder, Musikkonservatoriet	Bachelor programme (3 years) in music in teacher education / music performance: western classical music, Afro-American music; Master programme (2 years) in music performance, western classical music / Afro-American music
Högskolen i Stavanger, Avdeling for Kunstfag	Bachelor programme (3 years) in teacher education, classical / jazz music, music performance, classical Master programme (2 years) in music education and music performance (classical)
Högskolen i Tromsø, Musikkonservatoriet	Bachelor's degree in music teaching (3 years) and performance studies (4 years); church music (1 year), arts presentation and promotion (1 year)
Institutt for Musikk, NTNU, Trondheim	Bachelor programmes in music training (4 years), musicology (3 years), music technology (3 years), Master programmes (2 years), doctoral programmes (3 years). Study programmes in music performance, composition, music technology, music education, musicology.
Griegakademiet, Bergen	Bachelor (3–4 years) and Master (+2 years) performance or composition (classical/jazz), music education, church music, Master programme in performance / composition and ethnomusicology

SWEDEN	Study / degree programmes and duration of studies
Musikhögskolan vid Göteborgs universitet	högskoleexamen i musik (2–4 years), organistexamen (4 years), Bachelor programmes 3 years, Master programmes (2 years), Doctoral programmes (4 years), teacher examination in music (4.5 years) or creative activities for young children (3.5 years). Music performance, church music, music teacher training. Swedish National Orchestra Academy. Music performance and creation and music pedagogy.
Musikhögskolan i Malmö, Lunds universitet	Bachelor (3 years), Master (+2 years), music teacher programme (4.5 years), postgraduate programmes (2 years), doctoral studies (4 years). Performance, composition, jazz, church music, music teacher.
Musikhögskolan vid Örebro universitet	Bachelor, Master (4–5.5 years) and doctoral programmes (5 years). Music within the teacher training programme, electives within the above mentioned programme, ensemble musician, music education, musicology.
Institutionen Musikhögskolan Ingesund vid Karlstads universitet	Music teaching programme (4.5 years + 1 year in music), music therapy programme, programme in sound technics.
Kungliga Musikhögskolan, Stockholm	Undergraduate programmes (3–4 years) with a performance emphasis / for organists / teaching programme with music emphasis. Postgraduate studies (+ 1–3 years): music education for musicians (Swedish folk music, jazz / Afro-American / classical), Musicians (classical), Solo organ playing, Music theory, Music education, Music therapy. Diploma programmes. Other study programmes and self-contained courses (in piano tuning / education for folk musicians etc.)
Musikhögskolan i Piteå, Luleå tekniska universitet	Bachelor (3 years), Master (4 years), Master of education in music, Master of Fine Arts in church music, sound engineering, studio musicianship, basic arranging and composition, media education, composition (120–160 p), organ music (80–120 p), choir conducting (40 p), producer in new media, media design, media and communication science (journalism / production), event production, teacher programme in music.

Table 4: International co-operation

According to the answers to the questionnaire (2003/2004)

Danish institutions for higher music education	International co-operation
Det Fynske Musikkonservatorium, Odense	NKR, ABAM, AEC, Socrates, Nordplus
Det Jyske Musikkonservatorium, Aarhus	NKR, AEC, Norplus, Nordpuls, Erasmus
Det Kongelige Danske Musikkonservatorium, Copenhagen	NKR, Sibelius, Espansiva, AEC, Erasmus / Comenius
Nordjysk Musikkonservatorium, Aalborg	NKR, Nordplus, Nordpuls
Rytmask Musikkonservatorium, Copenhagen	NKR, Nordplus, AEC, IASJ
Vestjysk Musikkonservatorium, Esbjerg	NKR, Nordplus, Nordpuls, Erasmus

Finnish institutions for higher music education (only the members of the Nordic Council of Conservatories)	International co-operation
Sibelius Academy	Socrates, Erasmus, Nordplus, First, bilateral agreements, NKR, AEC, IASJ, ELIA, ISME, ABAM
The Polytechnics:	
Helsinki Polytechnic Stadia	Erasmus, Nordplus, NKR
Central Ostrobothnia Polytechnic, Department of Music	Nordic Lied Competition, Nordic Ahjo Conference, NKR
Oulu Polytechnic, School of Music, Dance and Media	International co-operation with Nordic and European music academies and conservatories, NKR
Savonia Polytechnic, The Kuopio Academy of Music and Dance	Norplus, Nordplus jazz, Erasmus, AEC, NKR, IASJ
Pirkanmaa Polytechnic, Degree Programme in Music	Erasmus and Nordplus, contracts with several foreign institutions (in Denmark, U.K., Lithuania, Italy, Russia etc.), NKR
Jyväskylä Polytechnic, School of Music	Nordplus, NKR, AEC, ELIA, International curriculum development project in Chamber Music (Socrates), Nordic Lied competition, international Summer Music Academy, International Chamber Music Competition, pan-European degree programme in Music Management
Lahti Polytechnic, Faculty of Music	Socrates, Erasmus, Nordplus, NKR, AEC, ELIA, etc.

Icelandic institutions for higher music education	International co-operation
Iceland Academy of the Arts, Music Department, Reykjavik	AEC, NKR, Nordplus, exchange programmes, cooperation especially with the Guildhall School (London)

Norwegian institutions for higher music education	International co-operation
Norges Musikkögskole, Oslo	Sibelius, Nordtrad, Nordplus, Nordpuls, Nordic network for research in music education, NKR, AEC, Network for international co-operation in the Arts, European Association for International Education, Association for Baltic Academies, Erasmus, NORAD
Högskolen i Agder, Musikkonservatoriet	Socrates, Leonardo, NKR
Högskolen i Stavanger, Avdeling for Kunstfag	NKR, Norplus, Sibelius, Espansiva, Nordpuls, Erasmus, bilateral agreement
Högskolen i Tromsö, Musikkonservatoriet	NKR, Erasmus, Nordplus, Barent's plus
Institutt for Musikk, NTNU, Trondheim	NKR, Nordplus, AEC, Socrates
Griegakademiet, Bergen	NKR, Nordplus, Erasmus / Sokrates, USA, Canada, Japan, Africa (exchange)

Swedish institutions for higher music education	International co-operation
Musikhögskolan vid Göteborgs universitet	NKR, Nordic and international co-operation with several institutions
Musikhögskolan i Malmö, Lunds universitet	NKR, Nordplus, Socrates, AEC
Musikhögskolan vid Örebro universitet	NKR, Nordplus, Espansiva, Nordpuls
Institutionen Musikhögskolan Ingesund vid Karlstads universitet	NKR, Nordplus, Nordpuls, Nordtrad.
Kungliga Musikhögskolan, Stockholm	Nordplus, Erasmus, Linneaus-Palme, NKR, ABAM, AEC, co-operation in developing countries (with SIDA)
Musikhögskolan i Piteå, Luleå tekniska universitet	Nordplus, Nordpuls, Socrates / Erasmus, ISEP, bilateral agreements, NKR, AEC, ABAM, EAS (the European Association of Music Schools), AES (Audio Engineering Society), The Barents TV Academy, dance, the Barents Centre for Choral Music etc.

Table 5: The main contents of the study programmes**1. Norwegian Academy of Music, Oslo**

Undergraduate courses

According to the answers to the questionnaire (2003/2004)

Subjects	Music Performance	Music Education	Church Music	Composition
performance	55%	34%		64%
music theory etc.	20%	29%	25%	
optional subjects	25%	12%	12.5%	17%
organ			37.5%	
choral conducting			15%	
church related subjects			10%	
performance and other subsidiary subjects				20%
pedagogical subjects		25%		

Postgraduate courses

Subjects	Adv. Perf. studies	Advanced Studies in Composition	Master studies in Performance	Master studies in Conducting	Master studies in Music Education	Master studies in Music Therapy
performance (solo or ensemble)	75%		50–70%			
theoretical subjects	12.5%	20%	12.5%	12.5%		
optional subjects	12.5%	30%	12.5%	12.5%	25%	10%
composition		50%				
thesis			0–25%		37.5%	25%
conducting				75%		
music education theory					37.5%	
music theory and practice						15%
music therapy						55%

2. The School of Music and Music Education, Göteborg University, Sweden

According to the answers to the questionnaire 2003/2004

Subjects	Music performance, classical (160 credit points)	Music performance, Afro-American styles / World music (80 p + elective 40 p)	Master programme, Music performance and creation	Music performance, World Music 120 p
main instrument	38%	50%	50%	40%
theory and ear training	7%	15%		10%
music history	5%	3%		
orchestra	10%			
chamber music	10%			
ergonomics, communication etc.	5%			
elective courses	25%	8%	12.5%	25%
specific thematic courses		25%		
seminars, lectures, research methods			25%	
examination project			12.5%	
computers, multimedia etc.				4.2%
singing, dance, movement				5.8%
future occupation, communication (joint course)				5%
musical projects (joint)				5%
special project (joint course)				5%

Subjects	Teacher training programme (old)	Teacher training programme (new), Music 80 p (2 years)	Creative activities for young children 40 p	Church music programme (Organist examination) 160 p
main instrument	13%	25%		organ / lit. organ / org. improvisation 22%
joint courses	13%			11%
piano	2.5%	5,5%		6%
singing and voice	2.5%	5,5%		(+ choir) 12%
didactics, methodology, pedagogy, in-field service	25%	25%	didactics 8%	14%
music theory, ear training	2,5%	5%		6%
music history		8%		
conducting, ensemble leading	3%	(+ orchestra) 5%		6%
music technology	2%			
elective courses	37.5%	16%		18%
drama, ergonomics		5%	drama 10%	
artistic areas			10%	
art			10%	
handcrafts			10%	
voice and body / choir			10%	
in-field learning			25%	
orientation in cultural life			5%	
introduction and "gestaltung" / didactics			13%	
liturgy				7%

3. Sibelius Academy, Helsinki, Finland

Master of Music 180 cu (see also the presentation of the Sibelius Academy and Guide for International Students 2003-2004)

Subjects	Performing music, Orchestral instruments	Performing music, Piano	Performing music, Early music	Performing music, Vocal music
main instrument	95 cu	105 cu	108 cu	vocal studies 42 cu + chamber music (vocal) 3 cu
music theory	14 cu	17 cu	14 cu	12 cu
music history	6 cu	6 cu	6 cu	6 cu
languages	8 cu	8 cu	8 cu	9 cu
other studies (such as pedagogics)	36–43 cu	36 cu	23–27 cu	pedagogics 8 cu, piano, choir /ensemble 5 cu
free-choice studies	14–21 cu	26 cu	17–21 cu	
drama studies (opera production etc.)				19 cu
Opera or Lied and oratorio				76 cu

Subjects	Music Education	Jazz Music, study lines: 1. instrumentalists 2. composing	Folk Music	Church Music
instrumental studies	38 cu	1. 67/72 cu 2. 12 cu	62 cu	45/50 cu
free accompaniment and improvisation, conducting, other music cultures, special subjects etc.	39 cu	jazz workshop 1. 24 cu 2. 21 cu study of jazz 1. 8 cu 2. 8 cu other studies (e.g. studio technics) 1. 10 cu 2. 10 cu	ensemble studies 24 cu other subjects (e.g., folk dances, languages) 10 cu	conducting 11–21 cu, liturgical music 29 cu, Theological studies 3 cu. other subjects 3 cu
theory	14 cu	jazz theory 1. 19 cu 2. 30 cu	+ knowledge of folk music 36 cu	17 cu
history	8 cu			10/13 cu
languages	6 cu			6 cu
thesis	15 cu			
project			10 cu	
advanced studies	6 cu			30–39 cu
subject-teacher's studies in education	35 cu			
free-choice studies	19 cu	1. 31/36 cu 2. 22 cu	22 cu	0–31 cu
pedagogics		jazz pedagogics 1. 16 cu 2. 16 cu	folk music ped. 16 cu	

Subjects	1. Composition and 2. Music Theory	1. Orchestral and 2. Choral Conducting	Music Technology
composition	1. 60 cu		
solfege	1. 5 cu		
theory	1. 38 cu , 2. 66–70 cu	1. 30 cu, 2. 22 cu	
analysis	1. 20 cu		
instrumental studies	1. 18 cu, 2. 24 cu	other studies, e.g., instrumental or vocal studies 1. 8 cu, 2. 19 cu	artistic studies 18 cu, musical studies 39 cu
music history	1. 6 cu, 2. 6 cu	1. 6 cu 2. 6 cu	6 cu
languages	1. 6 cu, 2. 6 cu	1. 8 cu 2. 8 cu	6 cu
final paper	1. 12 cu		
free-choice studies	1. 15 cu, 2. 2. 24–48 cu	1. 23 cu 2. 2. 17 cu	18 cu
thesis and advanced studies	2. 30–50 cu		seminar etc. 27 cu
conducting		1. 105 cu, 2. 100 cu	
pedagogics		2. 8 cu	
sound production etc. (advanced)			26 cu
music technology core studies			64 cu

4. Jyväskylä Polytechnic, Degree Programme in Music, Finland

Jyväskylä Polytechnic, Degree Programme in Music, gives an example of the main contents of study programmes at the Polytechnics in Finland (see the “Presentation of the member institutions”)

According to the answers to the questionnaire and correspondence with Markku Pöyhönen (2004)

Subjects	Music Pedagogue, Musician, i.e. Bachelor of Cultural Studies (180 cu / 270 ECTS). In addition, a Bachelor of Music Management is offered.
Basic (core) studies	40 cu / 60 ECTS
Professional studies	100 cu / 150 ECTS
Elective studies	10 cu / 15 ECTS
Practical training (an internship to reinforce professional skills)	20 cu / 30 ECTS
Bachelor’s thesis (or a final project)	10 cu / 15 ECTS

5. The Iceland Academy of the Arts, Music Department, Reykjavik

Bachelor (According to the answers to the questionnaire 2003)

Subjects	Performance programme	Composition programme	New media programme	General music programme
instrumental / vocal studies	32%	see "other studies"	see "other studies"	18%
chamber music, orchestra, improvisation	14%	7%	7% ensemble (including musical installations)	7% ensemble
theory, ear training	14%	14%	14%	14%
history or literature (incl. Icelandic literature)	9%	9%	9%	9%
pedagogical (incl. repertoire) studies	10%			10%
other studies	11% (basic conducting, new media, recording techniques, instrumental and optional studies)	11% (new media, recording techniques, instrumental and optional studies)	11% (instrumental studies, video technics, orchestration, conducting etc.	11% (basic composition, digital media and recording, basic choral conducting, schools visits)
private and group instruction in composing		34%	32%	
analysis		10%		
orchestration and conducting		5%		
midi, sound creation			4%	
musical programming			10%	
music and communication skills				12%
world music				3%
piano, guitar, accordion				7% (private and accompaniment)

6. The Carl Nielsen Academy of Music Odense, Denmark

Bachelor (According to the answers to the questionnaire 2003)

Subjects	Classical music
Main subject	38%
Chamber music courses	6%
Pedagogical studies	16%
Music theory and music history	12%
Ear training	6%
Piano as a general subject	5%
Elements of free choice	6%

Presentation of the member institutions of the Nordic Council of Conservatories

The presentations of the institutions are based on the answers to the questionnaire sent to the Heads of the member institutions (Appendix 2). In addition, website material, discussions and correspondence have been used as supplementary sources.

Det Fynske Musikkonservatorium: The Carl Nielsen Academy of Music Odense

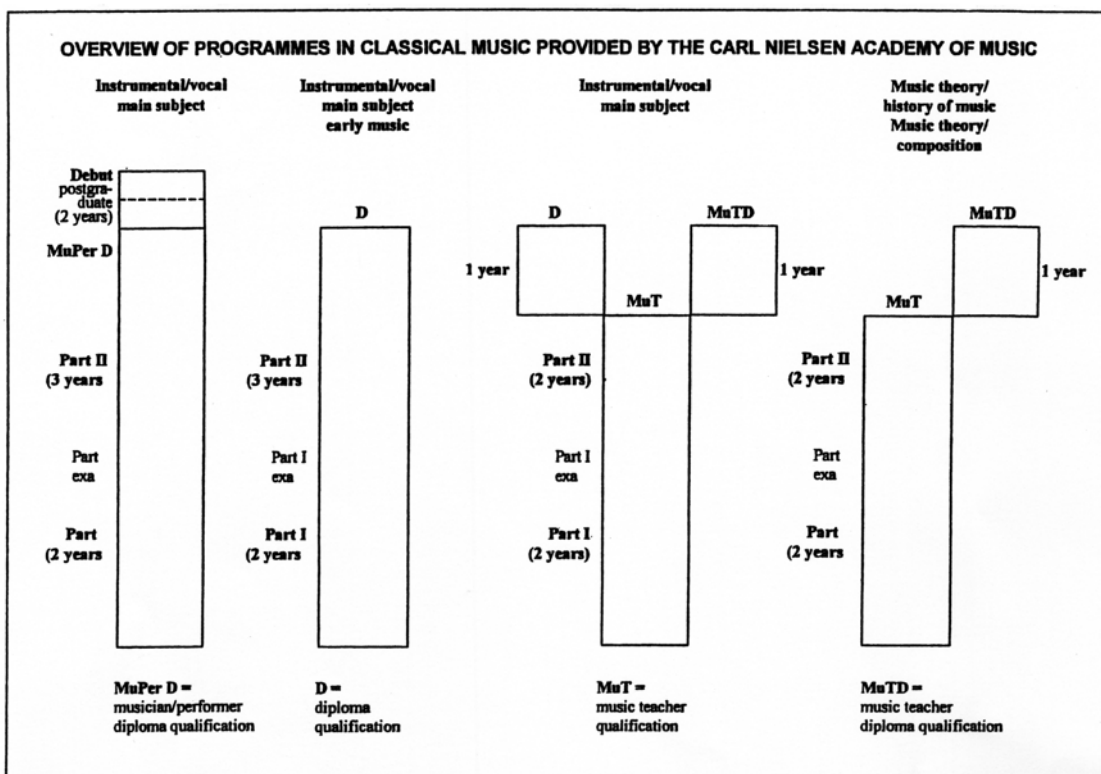
Introduction

The Carl Nielsen Academy of Music Odense has 145 students. Presently, the institution awards the following degrees: (a) music teacher degree, (b) diploma degree, and (c) postgraduate education (soloist examination). Bachelor's and Master's degrees as well as the postgraduate degree (soloist examination) will be awarded from 2004. The institution is specialized in (a) classical and contemporary music, (b) jazz/rock, including cross-over (classical / jazz) and (c) folk music. Danish is the basic language always used in group teaching. However, in the main subjects also English can be used to some extent.

Study programmes

The following study programmes are currently available:

- Music teacher course, all departments (the duration of this course is four years)
- Diploma course, classical and jazz/rock (this is an one-year continuation course after the music teacher course)
- Music teacher diploma course, classical and jazz/rock (an one-year continuation course after the music teacher course)
- Diploma course, as musician / performer, classical /contemporary music (a five-year course)
- Postgraduate course, classical / contemporary music (this is a two-year continuation course after the musician / performer course)



The duration of the studies will change when the new degrees – Bachelor (three years) and Master (+ two years) – will be introduced. After the student has taken these degrees, he or she can study two years for the soloist examination.

The ECTS credit system will be introduced at the Danish music academies in 2004 in connection with the new structure (Bachelor and Master). The main content of the forthcoming education for the Bachelor's degree in classical music is described as follows: (a) Main subject approximately 38%, (b) chamber music courses approx. 6%, (c) pedagogical studies approx. 16% (will be 50% in the postgraduate programmes with pedagogy), (d) music theory and music history (together) approx. 12%, (e) ear training approx. 6%, (f) piano as a general subject 5%, (g) elements of free choice approx. 6% – and for the rest: different other subjects. The balance between the subjects today is somewhat similar.

Nordic and international co-operation

- Networks and associations:
 - Nordic Council of Conservatories,
 - ABAM (Association of Baltic Academies of Music),
 - AEC (Association Européenne des Conservatoires, Academies de Musique et Musikhochschulen).
 In addition, cooperation with some academies in other parts of Europe on a bilateral basis.
- Joint orchestra seminar in February 2004 in Odense with participation of some foreign students from eight “ABAM academies” (Academies of Music in Tallinn, Riga, Vilnius, Warsaw, Krakow, Rostock, Lübeck, Jerusalem).
- Exchange of students and teachers (Socrates and Nordplus).

Reforms

The forthcoming reforms include the introduction of the new educational structure (Bachelor's and Master's degrees) and further specialization between the Academies of Music in Denmark.

Strengths and profile

Performance and the arranging of many public concerts has been the trademark of this Academy. Over 75 teacher / student concerts are given each year, and the majority of them are listed in a special six-monthly concert folder.

- *New music, crossover and thematic concerts*
 New music stands out as an important element in the institutional profile, not only in connection with the musician / performer programme but also more generally speaking. A large part of the concert repertoire is contemporary music, and it is characteristic that some of the most prominent international composers within the field of contemporary music have been active at the Academy as lectures and guest conductors (for instance, Witold Lutoslawski, Krzysztof Penderecki, Henryk Górecki, Karlheinz Stockhausen, Arne Nordheim, Per Norgård, and Gunther Schuller). Recently, also larger projects in the field of crossover (classical-jazz, classical-jazz-folk music, etc.) have been part of this new music-profile (with participation of

students from the classical, jazz/rock and folk music departments). Gunther Schuller instructed such a project in 1999, and similar seminars have been arranged with great success by several prominent Danish crossover artists like Palle Mikkelborg and Jens Winther.

Since 1996, the Academy has almost every year grouped a selection of concerts as a special concert series with a specific theme like “*Fynsk Nielseniana*” (a celebration of Carl Nielsen), “Meetings and Dialogs”, etc. Contemporary music has often had a prominent place in those concert series as has also (more recently) crossover.

“The complete musician in the complete conservatory” is a quotation from Gunther Schuller, the former President of the New England Conservatory of Music in Boston (1966–1977). It is a beautiful vision, which means that every student should know about and be aware of other “musics” than his or her own, and so be prepared to (from time to time) participate in different projects within crossover (“genre-meetings”) as musician and / or teacher. Candidates combining high specialization with a broad knowledge and experience of different genres and “musics” will be of considerable value for the future music life.

Chamber music and ensemble playing holds a prominent place in all the classical syllabuses as well as in the public concerts.

- *Folk music*

The Folk Music Department is the only one of its kind in Denmark. It has developed very rapidly, although it has existed for just five years. This department is considered as an important part of the present strengths of the Academy.

- *Cooperation – regionally, nationally and internationally*

Cooperation has been the keyword for a long time.

Regionally the institution co-operates with::

1. Odense Symphony Orchestra

including the following: (a) two annual joint concerts (generally, about 25–30 students participate on normal professional conditions in subscription concerts and the foregoing rehearsals during the week, (b) almost once per week a student from the soloist class has his or her debut as soloist with the orchestra, and (c) 2–3 diploma candidates are invited every year to perform as soloists with the orchestra in lunchtime concerts. Furthermore, the Academy is working on an agreement concerning orchestral practice for 2–3 students per year (each student 3–4 months).

2. The Funen Opera

Since its start as a professional regional chamber opera in the middle of the 1990s, there has been a close contact and cooperation between the Funen Opera and the Academy. For many vocal students it has been extremely valuable to get professional stage experience during their study as assistant performers in operas ranging from adapted classical operas of Monteverdi, Händel and Mozart to chamber operas of recent times of Per Norgård and Karl Aage Rasmussen.

3. Music Harvest

Cooperation with the annual new music festival in Odense, Music Harvest (see, e.g., www.musikhost.dk) has been crucial for both parties through many years. On one hand, the festival probably could not exist without the Academy and, on the other hand, the cooperation has helped the Academy to strengthen the new music profile and to create extremely valuable

and close contacts with a wide range of top names – composers as well as performing artists and ensembles – within national and international musical life. The festival, which has been a recurring musical event with considerable national impact since the mid-1980s, is an independent organisation close to the Academy and, to some degree, also Odense Symphony Orchestra.

4. University of Southern Denmark (University of Odense)

The Academy runs the library in cooperation with the University. This cooperation is considered most important. Recently, the Academy cooperated with the University concerning joint instruction of a PhD student, a former student of the Academy (with the violin and music history / music theory as the main subjects). The dissertation, a penetrating study in the compositional techniques of Per Norgård through the decades was defended with great success at the Academy in May 2002. This dissertation is the first of its kind at a Danish Academy of Music.

Nationally

Recently, the Academy has formed a new tripartite network in cooperation with the Royal Danish Academy of Music and the Rhythmic Music Conservatory in Copenhagen (named O-kons.). There are great expectations to this network.

Joint projects such as an annual orchestral seminar (this year taking place in Copenhagen and ending up with public concerts in Tivoli and Odense Concert House), master-classes and lectures open to students from the academies involved, cooperation in the field of new music (joint sinfonietta during the new music festival in Odense, Music Harvest), new technology, mutual courses in marketing for future musicians are part of the promising premises.

The Academy also cooperates with other Danish Academies of Music as well as with other institutions offering higher music education, especially within the framework of the Danish Network of Music Pedagogical Research.

Det Jyske Musikkonservatorium: The Royal Academy of Music, Aarhus

Introduction

The Royal Academy of Music in Aarhus –*Det Jyske Musikkonservatorium* – is a state institution offering music education of “the highest status”. The emphasis is on solo work. In addition, courses in ensemble playing and a number of supplementary subjects are offered. Music pedagogy and communicative subjects are stressed in the degree programme of music teachers (www.musik-kons.dk/ 21 Sept. 2003).

The total amount of students is currently 331, of which 260 are undergraduate and 71 graduate students. The official language is Danish. However, some of the courses are held in English. The Academy is planning to offer courses in English from the academic year 2004/2005.

Study programmes

The following degrees and study programmes are offered:

- Music teacher degree with vocal / instrumental subject (classical, rhythmic and world music),
- Music teacher degree with non-instrumental main subject (classical, rhythmic and world music),
- Postgraduate Master programme / music teacher with vocal or instrumental subject (classical and rhythmic),
- Postgraduate Master programme / music teacher with non-instrumental main subject (classical and rhythmic),
- Postgraduate Master programme in church music (classical),
- Postgraduate Master programme in composition (classical),
- Postgraduate Master programme in orchestral music (classical),
- “Advanced programme” as a soloist (offered after the Master level programme) – vocal or instrumental (classical and rhythmic),
- “Advanced programme” as répétiteur or accompaniment (classical), offered after the Master programme),
- “Advanced programme” as a composer (classical), offered after the Master programme.

The Academy will offer Bachelor and Master level degrees. An “advanced programme” is available after the Master’s degree in electro-acoustic composition from the academic year 2003/2004.

The duration of studies is currently as follows:

- Music teacher degree: 4 years,
- Master (Diploma) programme: 5 years (4+1),
- “Advanced programme” available after the Master’s degree: 7 years (5+2).

Basically, there are three types of individual programmes: (a) programmes for musicians, (b) pedagogues, and (c) theorists / composers.

The programmes for musicians consist of the following subjects:

- Main subject: (a) an instrument, (b) vocal, or (c) song, dance and music,
- Minor subjects related to the main subject: orchestral sessions, choir, chamber music, opera project, accompaniment, Big Band sessions, piano, singing, rotation,
- Minor subjects such as music history, music theory, music analysis.

The programmes for pedagogues contain the same subjects as the programmes for musicians plus the following:

- Pedagogical subjects
 - Theory: pedagogics, psychology, didactics, chamber music instruction / ensemble instruction,
 - The art of teaching: practical guidance; primary level, intermediate level, advanced level.
- Additional subjects such as ensemble conducting, conducting, arrangement or the jazz/rock version of the main subject.

The programmes for composers consist of the following subjects:

- Main subject – composing,
- Minor subjects related to the main subject such as orchestration, music theory, electro-acoustic music, music history,
- Minor subjects such as the piano, aural training, choir.

The programmes for music theorists consist of the following subjects:

- Main subject – music theory in combination with music history, composition or main vocal / instrumental subject,
- Minor subject related to the main subject such as orchestration, music history, electro-acoustic music,
- Minor subjects such as the piano, aural training, choir, ensemble conducting,
- Pedagogical subjects:
 - Theory: pedagogical subject, didactics, chamber music instruction,
 - The art of teaching: practical guidance; advanced level.

The postgraduate programmes contain only the main subject.

The balance between the different elements vary between the classical, rhythmic and world music programmes but as an overall rule approximately 75% of the subjects are in the main subject and in minor subjects related to it.

Nordic and international co-operation

The Academy is a member of the Nordic Council of Conservatories and the AEC. The Academy also participates in the Nordplus / Nordpuls programmes and in the Erasmus programme.

Reforms

The Academy will be working with the following topics during the next couple of years:

- A new structure of the programmes accordingly the Bologna declaration. The following elements will be introduced in this context: (a) the integration of labour-market oriented elements in the programmes, (b) a further development of the pedagogical elements of the programmes, and (c) a general internationalization of the programmes.
- The implementation of the European Credit Transfer System (ECTS),
- National, Nordic and European networking,
- The integration of DIEM and the establishing of new programmes in electro-acoustic music and composition.

Strengths and profile

The Academy has several strengths. First, the Academy offers both classical as well as rhythmic programmes. The rhythmic programmes can furthermore be divided into two different types of programmes: (a) one focusing on jazz/rock-oriented music, and (b) the other focusing on the relations between music, song and dancing as well as the vocal or instrumental main subject. The latter is the only programme of this kind in the Nordic context.

In relation to the classical programmes the following elements are high-lighted:

- the orchestral school and The Academy Symphony Orchestra,
- the composition programmes,
- the song programmes,
- the programmes for organ/church music and the piano programmes.

In relation to the rhythmic programmes the following elements are high-lighted:

- The Academy Big Band,
- the pedagogical elements in the programmes,
- the programme in song, dance and music.

The Danish Institute of Electro-acoustic Music (DIEM) has been an integrated part of the Academy from 1 January 2003. As a result of the four-year contract between the Academy and the Ministry of Cultural Affairs, the Academy will be a national centre for electronic and electro-acoustic music and composition.

Det Kongelige Danske Musikkonservatorium: The Royal Danish Academy of Music

Introduction

The Royal Danish Academy of Music – *Det Kgl. Danske Musikkonservatorium* – in Copenhagen offers academic study programmes in music and music pedagogy and promotes musical culture in Denmark. This Academy offers a wide range of study programmes for performers and composers as well as for music teachers for all levels of music education (www.dkdm.dk/ 9 Sept. 2003). The amount of full time students is currently 370. Instruction and courses are offered in Danish and English (Marianne Lökke Jakobsen, 23 Jan. 2004).

The Academy offers the following degrees:

- Bachelor,
- Master,
- Advanced soloist class,
- Postgraduate programmes.

The duration of studies is currently as follows: (a) Bachelor 3 years, (b) Master 2 years, (c) Soloist 2– 4 years, (d) Postgraduate programmes – varies.

Study programmes

The study programmes according to the forthcoming new structure are not available yet (below is a temporary outline):

Soloist study programmes and the Academy of Opera	
The Opera Academy, 3– 4 years Solo performance class, 2 years	Opera singer Soloist study programmes: - Instrumental and vocal - Composition - Conductor - Special in rehearsal/chamber music/accompaniment
Master programmes	
Master, 2 years	Instrumental musician Early music Music leader Singer Church musician Pedagogic incl. ear-training/Elementary musical appreciation Composition Recording director (Sound engineer)
Bachelor programme	
Bachelor, 3 years	Instrumental musician

	Pedagogic Singer Church musician Composition Recording director (Sound engineer)
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In addition, a postgraduate programme “Master in Elite singing pedagogic” as well as a postgraduate programme in church music and organ pedagogics are offered.

Nordic and international co-operation

- Nordic cooperation: The Royal Danish Academy of Music participates in the Sibelius network (teacher mobility, intensive projects) and it is responsible for the Espansiva network (student mobility).
- 25–30 bilateral agreements within the European network ,
- AEC,
- Erasmus/Comenius.

Reforms

The forthcoming reforms contain a new structure in the study programmes including the change *from* the 4-year music teacher degree + 1 year diploma degree *to* the 3-year Bachelor and the 2-year Master degrees.

Strengths and profile

The vocal department is considered to be very much approved. Piano, accordion, composition and orchestra departments are especially reputable.

The Royal Danish Academy of Music is specialised in the following fields:

- Education as Opera singer at the Opera Academy.
 - The Opera Academy trains opera singers in cooperation with the Royal Theatre and the Royal Danish Academy of Music. The Royal Theatre is responsible for musical drama training and the Academy for singing instruction.
- Education as “Recording director”
 - This study programme is provided in close cooperation with the Danish Broadcasting Corporation, and it is intended to train producers in music, multimedia, film, musicals etc., or sound technicians at a high level.
- The Academy will offer a *Master in early music* as a new programme.
- As postgraduate programmes the Academy offers:
 - Master in Elite singing pedagogic is a pedagogical programme at the highest level.

Nordjysk Musikkonservatorium: Academy of Music in Aalborg

Introduction

Nordjysk Musikkonservatorium is located in Aalborg, and it has currently 107 students. Instruction is offered mainly in Danish. However, in some cases the lessons are given in English until the student has acquired the necessary knowledge of Danish (www.nordkons.dk).

Education is free, and entitles the student to public study aid according to the rules applied to advanced education in Denmark. An entrance examination has to be passed in order to be admitted to the Academy. The entrance examination consists of the major subject and some of the minor subjects (piano, ear training, and music history).

Study programmes

The study programmes qualify the students as professional musicians and music teachers in rhythmic or classical music. The programme for General Music Teacher Education combines elements from both classical and rhythmic music.

The studies in rhythmic or classical elementary music teaching consist of one or more major subjects (such as singing, piano, saxophone, choir, ensemble, guitar) and a number of minor subjects (such as classical or rhythmic music history and ear training).

Within Classical education, the duration of studies is 4 years (+ 1 year). The duration is the same (4 + 1 years) in Rhythmic Music Teacher Education. The General Music Teacher Education is a four-year programme.

Nordic and international co-operation

The Academy of Music in Aalborg participates in the Nordplus and Nordpuls programmes.

Reforms

There is an ongoing process within the Ministry of Culture concerning prospects for future distributions of education between the six Music Academies in Denmark. The conclusions of this process are not known yet. However, the Academy of Music, Aalborg, expects to have more or less the same amount of students and the same distribution between classical and rhythmic music education in the future.

The Bachelor's and Master's degrees will be introduced in the study year 2004/2005.

Strengths

Rhythmic music as well as choir and ensemble instruction is the strength of this Academy. According to the motto “small is beautiful”, the Academy of Music in Aalborg offers a good study environment. Everybody knows each others; the Academy has experience with foreign students and it is prepared to comply with possible language problems. In some cases lessons are given in English until the student has acquired the necessary knowledge in Danish.

Rytmisk Musikkonservatorium: Rhythmic Music Conservatory in Copenhagen

Introduction

The Rhythmic Music Conservatory is the youngest member of the Nordic Council of the Conservatories. The Conservatory has approximately 200 students. The duration of the degree programmes varies currently from three to five years, and the Conservatory awards the following degrees (www.rmc.dk):

- music teacher (4 years),
- music and movement teacher (4 years),
- musician / singer (5 years),
- music teacher diploma (4 + 1 years),
- musician diploma (4+1 years),
- sound technician (3 years),
- music management (3 years).

Approximately 75–80% of the students are studying in the music teacher programme, and 20–25% in the study programme for musicians and singers. The pedagogical amount of the curriculum is approximately 30% (maybe even 50%) in the music teacher programme, whereas the students in the musician / singer programme focus on their main instrument, projects, etc. Instruction and courses are offered only in Danish.

The aim is to offer the students a “double qualification.” In other words, the degree programmes enable them to work as

- performing artists (in bands and studios, radio, TV, theatre, for example),
- teachers in extra-curricular (voluntary) music education (such as in music schools, evening schools (*aftenskoler*), colleges, after-schools (*efterskoler*), MGK-courses (*Musikalisk Grundkursus*) (www.rmc.dk / 15 Sept. 2003).

Study programmes

1. Music teacher education

Playing in groups and studies in the main instrument are the two principal subjects to be studied. The obligatory courses include (a) pedagogical studies in the main instrument and ensemble (group) playing, (b) solfege, arrangement, rhythmic (*rytmelaere*), (c) piano and vocal studies, (d) rotation, (e) drum, bass and guitar courses, (e) studies in pedagogy, psychology, culture and communication, and (f) music history (www.rmc.dk / 15 Sept. 2003).

In addition, optional study courses (consisting of projects, for example) are also available. The content of the degree programme includes two dimensions – a performance oriented and an educational – since the programme qualifies the students to act both as performing artists and as teachers in extra-curricular (voluntary) music education (www.rmc.dk / 15 Sept. 2003).

Presently, the duration of the programme for music teacher education is four years. An additional one-year diploma programme is also available.

2. Teachers of music and movement

This programme offers education in a wide range of subjects including (a) singing, dancing, playing, (b) studies in the main instrument, (c) ensemble (group) playing, (d) pedagogical studies in singing, dancing and playing as well as in the main instrument and ensemble (group) playing, (e) solfège, arrangement, composition, rhythmic, (f) piano and vocal studies, (g) rotation, percussion, and drum, bass and guitar courses, and (h) studies in pedagogy, psychology, culture, communication and music history (www.rmc.dk / 15 Sept. 2003).

The three main subjects are (a) singing, dancing, playing, (2) ensemble (group) playing, and (c) studies in the main instrument. The programme qualifies the students to act both as performing artists and as teachers in extra-curricular (voluntary) music education (www.rmc.dk / 15 Sept. 2003).

The first student of this programme graduated in 2002. The duration of the studies is presently four years.

3. Education of musicians and singers

Individual tuition in the main instrument and instruction in ensemble playing are the “red threads” in this programme. The aim is to educate performing musicians and singers, both soloists and ensemble musicians (www.rmc.dk / 15 Sept. 2003).

Presently, the duration of the programme for musicians and singers is five years.

4. Other programmes available

The Conservatory offers degree programmes in sound technique and music management. These studies are planned to take three years.

Nordic and international co-operation

The Rhythmic Conservatory takes part in the following international exchange programmes and associations:

- Nordplus,
- AEC – Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (which is a new platform for rhythmic education),
- IASJ – International Association of Schools of Jazz (yearly summits).

Reforms

The Ministry of Culture (*Kulturministeriet*) will introduce a new structure for higher education in 2004. This reform will have an influence both on the content and the structure of education. As Peter Danstrup, Director of the Rhythmic Music Conservatory, mentions in the questionnaire, “everything is under reconstruction as far as curriculum and educations are concerned.”

The new structure is designed according to the so-called two-cycle model presented in the Bologna Declaration as follows: (a) music teacher, Bachelor's degree (BA) 3 years + Master's

degree (Master's "Kandidate") 2 years, (b) musician / singer, Bachelor's degree (BA) 3 years + Master's degree (Master's "Kandidate") 2 years, (c) sound engineer, Bachelor's degree (BA) 3 years, (d) music management, Bachelor's degree (BA) 3 years. The Conservatory is also planning to design new study programmes, very probably for producers and authors.

Strengths and profile

The Conservatory is specialized in rhythmic music; in other words, the emphasis is in improvised music, rhythmic focus and integrated ear training. The strengths of this institution are considered to be as follows:

- independence of classical music institutions,
- young and innovative institution,
- good network with clubs, local musicians, institutions,
- international connections,
- excellent facilities / new buildings,
- good connection between "educations."

Vestjysk Musikkonservatorium: Academy of Music, Esbjerg

Introduction

The Academy of Music in Esbjerg offers higher music education both in classical and rhythmic music. The amount of students is 110. Class teaching is offered in Danish. However, the teachers in the main instruments are often from abroad; so, they teach in English.

The Academy mentions that it awards “all degrees”. The duration of studies is 3 years for the Bachelor’s degree and 2 years for the “Candidate” degree. Postgraduate degrees are awarded in guitar and organ (www.vmk.dk).

Study programmes

The Academy of Music, Esbjerg, offers the following study programmes:

- ensemble playing,
- music mediator with pedagogy as the main subject,
- music mediator with two specialities,
- organ education.

The main content of these programmes is described as follows:

- study programmes in ensemble playing consist of theoretical pedagogy and music theory,
- music mediator study programmes contain both practical and theoretical pedagogy and music theory.

Nordic and international co-operation

The Academy of Music, Esbjerg, participates in Nordplus / Nordpuls and Erasmus including student and teacher exchange and participating in seminars.

The institution has been in contact with Berkeley University, USA (for a closer co-operation).

Reforms

The institution will introduce the Bachelor/Candidate structure and the ECTS system from September 2004. In addition, the institution will introduce new study programmes. All plans and schedules will be renewed, and an up-to-date education with new subjects for both classical and rhythmic students will be offered.

Strengths and profile

The strengths of this institution are considered to be as follows:

- good teachers, study programmes and facilities,
- both rhythmical and classical educations under same roof,

- willingness to adjust and to involve in the society,
- willingness to innovation.

The Academy of Music, Esbjerg, is specialised in organ and guitar education on postgraduate level and in music mediation “in all its forms.”

The Sibelius Academy

Introduction

The Sibelius Academy is the only music academy of university status in Finland with approximately 1,600 students. Approximately 1,273 of these students study for the Bachelor's or Master's degrees (year 2003). Established in 1882 (as the Helsinki Music Institute), it presently covers all kinds of music, from classical to jazz and folk music. The main activities are located in Helsinki but the Academy has premises also in Kuopio (church music and Arts Management) as well as in Järvenpää and Seinäjoki (The Sibelius Academy, brochure; www.siba.fi; Guide for international students 2003–2004; discussions with Pekka Vapaavuori, Rector, 27 Nov. and 19 Dec. 2003, 7 and 21 Jan. 2004).

The degrees awarded are: (a) Bachelor of Music, (b) Master of Music, (c) Licentiate of Music and (d) Doctor of Music. Students are admitted to the Master's programme (180 credits). However, they can also have the lower Bachelor's degree (120 credits) before completing the Master's degree. The students of the two-year degree programme in Arts Management complete only the Master's degree. The doctoral programme (offering the Licentiate and Doctor of Music degrees) consists of the following options: (a) Artistic, (b) Research, and (c) Development's Study Programme (Ibid.).

The 668 concerts arranged by the Sibelius Academy (in year 2002) include not only young artists' debuts but also international concert tours, orchestral concerts as well as concerts given by guest artists from Finland and abroad. The 18 concert series – such as the Sonorous Academy – act as forums for both guest artists and teachers and students at the Sibelius Academy. The Sibelius Academy Symphony Orchestra works in close collaboration with professional orchestras (Ibid.).

The Sibelius Academy also provides training for especially talented children and adolescents at the so-called Junior Academy. The number of pupils studying at the Junior Academy is 83 in year 2003. In this programme each student follows his or her own study plan (Ibid.).

The official teaching languages are Finnish and Swedish. English tuition is offered according to the needs and the possibilities at the Academy. The Arts Management Programme in Helsinki is given completely in English (in Kuopio tuition will be given both in Finnish and English). The private lessons can usually be held in English if agreed with the professor or the teacher (Ibid.).

Degree programmes

The Degree Programme in Performance is the oldest and largest study programme comprising the following study lines and instrument groups: (a) orchestral instruments, (b) harp, (c) piano / fortepiano, (d) guitar, (e) accordion, (f) kantele, (g) early music, (h) organ / clavichord. The objective is to educate soloists, orchestral and chamber musicians, and instrumental teachers. *The Degree Programme in Piano Music* is a new unit aiming at training both artists and teachers. The degree programme contains studies in the main instrument, pedagogics, keyboard harmony, piano duo, history of piano music,

accompaniment, fortepiano, lied, and seminars, for example. This department offers degree programmes also for students with the guitar, the accordion or the *kantele* as their main instrument. *The Degree Programme in Orchestral Instruments* is also a separate unit established in 2001. Tuition is offered in orchestral instruments, early music, chamber music and orchestral playing, as well as in orchestral, brass band and choral conducting. The musicians of the Sibelius Academy Symphony Orchestra are mainly students of this degree programme. The Symphony Orchestra co-operates with the leading Finnish orchestras, the Finnish National Opera and various art academies (Guide 2003–2004; www.siba.fi 21 Jan. 2004; discussions with P.V. 27 Nov. and 19 Dec. 2003).

The Degree Programme in Orchestral and Choral Conducting trains conductors for orchestras and choirs. The study line in orchestral conducting contains studies in conducting, music theory, history, and optional courses in pedagogics, composition, studio techniques, text analysis, orchestration, and orchestral playing, for instance. The study line in choral conducting contains subjects such as choral conducting, music theory, history, pedagogics, as well as several optional courses. *The Degree Programme in Vocal Music* aims at providing the students the artistic competence necessary in professional solo and pedagogical work. The degree programme consists of vocal studies, piano studies, pedagogics, lied seminar, choir, phonetics and opera productions, for instance. The students can focus their studies either on (a) opera or on (b) lied and oratorio (Ibid.).

The Degree Programme in Church Music is offered both in Helsinki and Kuopio. The *Evangelical-Lutheran Study Line* in Helsinki consists of subjects such as (a) instrumental and vocal studies, (b) music conducting, (c) theory, (d) history, (e) liturgical music, and (f) theological subjects. In addition, optional subjects are offered. The graduates are qualified as cantor-organists of the Evangelical-Lutheran Church of Finland. The *Kuopio Department* follows the above mentioned church music curriculum, the core of it consisting of liturgical music. This department specializes in old keyboard instruments. The importance of musical skills needed in parish work is stressed. In addition to the Evangelical-Lutheran Line, a *General Line* (which does not lead to the qualification of cantor-organist) is offered in Kuopio (Ibid.).

The Degree Programme in Music education offers study programmes leading to the qualification for lecturer in music (subject specialist teacher) in Finnish secondary and upper secondary schools. The Master's degree includes also pedagogical studies (35 credit units) leading to the formal competence of a school teacher. The study programme consists of subjects such as (a) instrumental and vocal studies, (b) improvisation and free accompaniment, (c) studies in other musical cultures, (d) conducting, (e) special subjects such as Finnish folk music, music motion, early childhood music education, arrangement, studio techniques, (f) theory and (g) history. The degree programme offers several optional courses (as well as all the other degree programmes at the Sibelius Academy). The aim is that the student receives a broad musical training (Ibid.).

The Arts Management Master's Programme provides the students with skills required of arts managers. This is a two-year programme leading to the Master of Music degree (students are required to have a Bachelor's degree and experience of a field related to the performing arts before they are admitted to the Arts Management programme). The curriculum consists of subjects such as Management, Finance and Marketing, and Leadership. From the beginning of January 2004, the Arts Management programme will be offered both in Kuopio and Helsinki. In Kuopio tuition is given in English and Finnish; in Helsinki only in English (Ibid.).

The Degree Programme in *Composition and Music Theory* offers the two following study lines: (a) Composition and (b) Music Theory. The first mentioned study line contains studies in composing, ear training, theory, analysis, instrumental studies, and history, for instance. The study line of music theory contains subjects such as music theory, history, instrumental studies, and pedagogics (Ibid.).

Jazz music was introduced at the Sibelius Academy in 1983. The degree programme is divided into the two following study lines: (a) instrumentalist, (b) composer. Besides studies in their main instrument, the students participate in workshops, Big Bands and master classes. In addition, the studies consist of subjects such as improvisation, jazz harmony, ear training, jazz arranging, history of jazz, and pedagogics. The students can also study composition, theoretical subjects and studio technology as alternative subjects. Master Classes with guest teachers form a vital part of this degree programme (Ibid.).

A degree programme in *folk music* was introduced at the same time as jazz music, in 1983. This degree programme offers instruction in voice, kantele, accordion, harmonica, keyboards, guitar, mandolin, wind instruments, percussion instruments, and double bass, for instance. The curriculum consists of instrumental studies, studies in group playing, folk dances and folk songs, folk music theory, composition, arrangement, research and pedagogics, for example (Ibid.).

The objective of the degree programme in *music technology* is to provide the students expertise needed when music technology is applied. The study programme for the Master's degree consists of general music studies (such as music theory), music history, artistic studies, instrumental studies (in the main instrument), and music technology (Ibid.).

DocMus (Department of Doctoral Studies in Musical Performance and Research) offers doctoral programmes qualifying for Licentiate of Music or Doctor of Music degrees. This separate unit is specialised in performance and research (whereas doctoral studies in all the other fields are offered by the same Degree Programmes as the Master level studies). The following study programmes are available: (a) Artistic, (b) Research, and (c) Development. The Doctor of Music degree consists of five concerts and academic work in the Artistic study programme. In the Development's study programme, the Doctor of Music degree consists of a project, practical studies, and academic work, and in the Research study programme of academic work and a doctoral dissertation (Ibid.).

The main contents of the degree programmes

The Bachelor of Music degree programme comprises 120 credit units and the Master of Music 180 credit units. One Finnish credit unit (cu), a "study week", corresponds to an average of 40 hours work. The ECTS system will be implemented in 2005 in all Finnish universities including the Sibelius Academy (Guide 2003–2004).

The degree programme in *music technology* consists of the following subjects (Sibelius Academy. Guide for international students 2003–2004):

	BMus	MMus
-Musical studies	27 cu	39 cu
-Music history	6 cu	6 cu
-Artistic studies	6 cu	18 cu
-Music technology core studies	60 cu	64 cu
-Advanced studies (sound production etc.)	12 cu	26 cu

-Language studies	6 cu	6 cu
-Seminar studies in music technology	7 cu	27 cu
-Free-choice studies	8 cu	18 cu
<i>Performing music</i>		
<i>Orchestral instruments</i>		
-Main instrument	BMus 50 cu	MMus 95 cu
-Music theory	14 cu	14 cu
-Music history	6 cu	6 cu
-Languages	8 cu	8 cu
-Other studies (such as pedagogics)	36–43 cu	36–43 cu
-Free-choice studies	0–6 cu	14–21 cu
<i>Harp</i>		
-Main instrument	50 cu	90 cu
-Music theory	14 cu	14 cu
-Music history	6 cu	6 cu
-Languages	8 cu	8 cu
-Other subjects (such as pedagogics)	36 cu	36 cu
-Free-choice studies	6 cu	26 cu
<i>Piano (the main content of the degree programme in guitar, kantele and accordion is almost the same)</i>		
-Main instrument	BMus 55 cu	MMus 105 cu
-Theory	17 cu	17 cu
-History	6 cu	6 cu
-Languages	8 cu	8 cu
-Other studies (such as pedagogics)	22–25 cu	28–31 cu
-Free-choice studies	9–12 cu	13–16 cu
<i>Early Music</i>		
-Main instrument	62 cu	108 cu
-Theory	14 cu	14 cu
-History	6 cu	6 cu
-Languages	8 cu	8 cu
-Other subjects (such as pedagogics)	19–23 cu	23–27 cu
-Free-choice studies	7–11 cu	17–21 cu
<i>Organ (the main content of the study line for the clavichord is almost the same)</i>		
-Main instrument	22 cu	61 cu
-Improvisation (organ) and continuo playing	9 cu	15 cu
-Organ pedagogics	18 cu	18 cu
-Theory	14 cu	17 cu
-History	6 cu	6 cu
-Special studies in organ music	7 cu	7 cu
-Other instrumental studies	(min.) 24 cu	(min.) 24 cu
-Languages	6 cu	6 cu
-Seminar and final paper		7 cu
-Free-choice studies	14 cu	19 cu
<i>Vocal music</i>		
	BMus	MMus

-Vocal studies	42 cu	42 cu
-Chamber music (vocal)	3 cu	3 cu
-Theory	12 cu	12 cu
-History	6 cu	6 cu
-Languages	9 cu	9 cu
-Drama studies (comprising opera production, for instance)	19 cu	19 cu
-Pedagogics	8 cu	8 cu
-Other studies (such as piano, choir / ensemble)	5 cu	5 cu
In addition, studies either in		
-(a) Opera	16 cu	76 cu, or
-(b) Lied and oratorio	16 cu	76 cu.

Church music

Evangelical-Lutheran study line	BMus	MMus
-Instrumental studies	40/50 cu	45/50 cu
-Conducting	11–21 cu	11–21 cu
-Theory	17 cu	17 cu
-History	10/13 cu	10/13 cu
-Liturgical music	24 cu	29 cu
-Theological studies	3 cu	3 cu
-Languages	6 cu	6 cu
-Other subjects (such as a pro-seminar)	3 cu	3 cu
-Advanced-level studies		30–39 cu
-Free-choice studies	0–6 cu	0–31 cu

The degree programme in church music in Kuopio

Evangelical-Lutheran study line		
-Instrumental studies and conducting	50 cu	50 cu
-Theory	19 cu	19 cu
-History	11 cu	11 cu
-Liturgical music	29 cu	34 cu
-Languages	6 cu	7 cu
-Other studies (such as pro-seminar)	3 cu	3 cu
-Advanced studies		30–39 cu
-Free-choice studies	2 cu	17–26 cu

The General study line, Kuopio

-Instrumental studies and conducting	50 cu	50 cu
-Theory	19 cu	19 cu
-History	11 cu	11 cu
-Liturgical music	29 cu	34 cu
-Languages	6 cu	7 cu
-Other studies (such as pro-seminar)	3 cu	3 cu
-Advanced-level studies		30–39 cu
-Free-choice studies	2 cu	17–26 cu

Music Education

-Instrumental studies	BMus	MMus
-Free accompaniment and improvisation, Other music cultures, conducting, special subjects, etc.	24 cu	38 cu
-Theory	14 cu	14 cu
-History	8 cu	8 cu

-Languages	6 cu	6 cu
-Thesis		15 cu
-Advanced studies		6 cu
-Subject-teacher's studies in education	25 cu	35 cu
-Free-choice studies	11 cu	19 cu

The Arts Management MA Degree Programme comprises 60 credit points, of which 50 are compulsory and 10 optional. This two-year course consists of the following subjects:

-Framework		8 cu
-Management		6 cu
-Finance & Marketing		8 cu
-Leadership		4 cu
-Thesis and supporting studies		18 cu
-Additional Compulsory Studies (e.g., Evaluation Seminar)		18 cu
-Optional Studies		10 cu

Composition and Music Theory

Composition	BMus	MMus
-Composition	30 cu	60 cu
-Solfege	5 cu	5 cu
-Theory	31 cu	38 cu
-Analysis	16 cu	20 cu
-Instrumental studies	18 cu	18 cu
-Music history	6 cu	6 cu
-Languages	6 cu	6 cu
-Final paper	4 cu	12 cu
-Free-choice studies	4 cu	15 cu
Music Theory		
-Theory	66–70 cu	66–70 cu
-Music history	6 cu	6 cu
-Instrumental studies	24 cu	24 cu
-Languages	6 cu	6 cu
-Thesis and advanced studies		30–50 cu
-Free-choice studies	14–18 cu	24–48 cu

Orchestral and Choral Conducting

Orchestral conducting	BMus	MMus
-Conducting	55 cu	105 cu
-Theory	30 cu	30 cu
-Music history	6 cu	6 cu
-Languages	8 cu	8 cu
-Other studies (such as secondary instrument)	5 cu	8 cu
-Free-choice studies	16 cu	23 cu
Choral conducting		
-Choral directing	50 cu	100 cu
-Theory	18 cu	22 cu
-Music history	6 cu	6 cu
-Language	8 cu	8 cu
-Other studies (such as vocal or instrumental studies)	16 cu	19 cu
-Pedagogics	8 cu	8 cu
-Free-choice studies	14 cu	17 cu

Jazz music

The study line for instrumentalists	BMus	MMus
-Instrumental studies	42 cu	67/72 cu
-Jazz workshop	23 cu	24 cu
-Jazz theory	15 cu	19 cu
-Study of jazz	4 cu	8 cu
-Jazz pedagogics	16 cu	16 cu
-Other studies (such studio techniques)	7 cu	10 cu
-Free-choice studies	13 cu	31/36 cu
The study line for composing		
-Jazz composition	31 cu	61 cu
-Instrumental studies	12 cu	12 cu
-Jazz workshop	15 cu	21 cu
-Jazz theory	19 cu	30 cu
-Study of jazz	4 cu	8 cu
-Jazz pedagogics	18 cu	16 cu
-Other studies (such as studio techniques)	7 cu	10 cu
-Free-choice studies	11 cu	22 cu

Folk music

-Instrumental studies	36 cu	62 cu
-Ensemble studies	12 cu	24 cu
-Theory and knowledge of folk music	32 cu	36 cu
-Folk music pedagogics	12 cu	16 cu
-Other subjects (such as folk dances, languages)	7 cu	10 cu
-Project		10 cu
-Free-choice studies	18 cu	22 cu

Summary

The several degree programmes cover a wide range of music from classical and church music to jazz and folk music. The content of the degree programmes varies, and the students can make their own study plans. All the degree programmes include pedagogics to some extent.

At the Performance programme, the focus is on the main instrument and subjects closely related to it (such as chamber music and orchestral studies). Over 50% of the studies are studies in piano playing (and subjects closely related to it) if the piano is the student's main instrument, for example. At the degree programme in Orchestral and Choral Conducting over 50% of the Master level studies consist of conducting. At other degree programmes, the content of studies is in general divided more evenly between the subject fields.

The studies at the Church music programme focus on the following subjects: (a) instrumental studies, (b) vocal studies, (c) conducting and (d) liturgical music. The degree programme in jazz music offers two options, instrumental studies or composing. The degree programme in Vocal Music also offers two options – opera or lied and oratorio – and the students can focus approximately 40% of the studies on the chosen subject field. The studies at the degree programme in Music education consists of a wide range of subjects (such as instrumental and pedagogical studies as well as studies in conducting, other music cultures, improvisation and free accompaniment).

The Sibelius Academy has concluded a “JOO-agreement” with six other universities in the Helsinki region. This agreement (“Flexible University Study Right in the Helsinki Region”) allows the students to take courses in the partner institutions. These courses are recognized as a part of the studies at the Sibelius Academy (Guide for international students 2003–2004).

Nordic and international cooperation

International cooperation is based on official exchange programmes, bilateral agreements and personal contacts between teachers. The cooperation covers student and teacher exchange, concerts and different projects (Guide 2003–2004).

The Sibelius Academy has contacts with approximately 100 international institutions of music. The Socrates / Erasmus partner universities are in:

- Austria (Graz, Salzburg, Wien),
- Belgium (Brussels),
- Czech Republic (Brno, Praha),
- Denmark (Aarhus),
- Estonia (Tallinn, Viljandi),
- France (Lyon, Paris, Strasbourg),
- Germany (Berlin, Bremen, Detmold, Dresden, Freiburg, Hamburg, Hannover, Karlsruhe, Köln, Leipzig, Lübeck, München, Rostock, Stuttgart, Weimar, Würzburg),
- Greece (Korfu),
- Hungary (Budapest),
- Italy (Bologna, Milano, Perugia, Parma),
- Latvia (Riga),
- Lithuania (Klaipeda, Vilnius),
- Netherlands (Amsterdam, Groningen, Den Haag, Rotterdam, Utrecht),
- Norway (Oslo),
- Portugal (Aveiro),
- Spain (Madrid, Salamanca, San Sebastian),
- Sweden (Malmö, Stockholm),
- Switzerland (Lugano, Luzern),
- United Kingdom (Cardiff, Dartington, London, Manchester, Newcastle upon Tyne, York).

The Nordplus (including the five networks within Norplus) partners are in Denmark (Aalborg, Esbjerg, Copenhagen, Odense, Aarhus), Iceland (Reykjavik), Norway (Bergen, Kristiansand, Oslo, Stavanger, Tromsø, Trondheim), Sweden (Arvika, Göteborg, Malmö, Piteå, Stockholm, Örebro). The Sibelius Academy also takes part in the Finnish-Russian Student Exchange Programme (First); the partner in this programme is in St. Petersburg. Bilateral agreements have been made with institutions in India, Mexico, Japan, USA, Namibia, for instance (Guide 2003–2004; discussion with Tuovi Martinsen and Leena Veijonsuo, 19 Jan. 2004).

The Sibelius Academy is a member of the following international associations: Nordic Council for Conservatories, AEC, IASJ, ELIA, ISME, ABAM (Ibid.).

Reforms

The Bologna Declaration will be implemented in all Finnish universities in 2005. The structure as well as the content of education offered at the universities including the Sibelius Academy will change. The two-cycle system (the so-called 3+2 model) with Bachelor's and Master's degrees and the ETCS system will be available. The duration of the Doctor of Music degree programme is planned to be four years for full-time students. In addition, doctoral studies can be taken part-time for a longer period. In addition, a new "third priority" will be directed to the Finnish universities: collaboration with the society (Koulutus ja tutkimus vuosina 2003-2008, Kehittämissuunnitelma, Opetusministeriö 2003, p. 49; Discussion with P.V. 27 Nov. 2003).

Presently, students are accepted to the Master programme (as they will also be in the future when the Bologna Declaration has been implemented). However, the students are allowed to study for the Bachelor's degree if they wish to do so (in the future the Bachelor's degree will be obligatory). The students who already have taken a Bachelor level degree (outside the Sibelius Academy) can apply and be admitted to the two-year Master programme from the year 2005 (in 2004 this will be possible in some degree programmes) (Discussion with P.V. 27 Nov. 2003; see also Koulutus ja tutkimus 2003-2008, Opetusministeriö 2003, p. 52).

Strengths and profile

Education offered at all the degree programmes are of high standard. However, the following strengths are especially mentioned:

- The Doctoral Programme.
The programme awards the Doctor of Music and the special Finnish Licentiate of Music degrees, and it consists of three options: (a) Artistic, (b) Research, and (c) Development.
- The versatility and wide range of degree programmes from classical to jazz and folk music.
- A full-size Symphony Orchestra.
- A large opera production every year.
- The Degree Programme in Conducting.
This programme has produced several internationally recognized conductors.

Helsinki Polytechnic Stadia

Introduction

The Polytechnic “Stadia” –*Helsingin ammattikorkeakoulu Stadia* – is a multidisciplinary institution with approximately 8000 undergraduate students offering higher education in Helsinki. The Degree Programmes in Music are divided into (a) Classical Music and (b) Pop / Jazz music. The duration of studies is 4.5 years. The Study Programme in Pop / Jazz music offers also a 2.5-year study programme for adults (see <http://www.stadia.fi>).

Presently, 272 undergraduate students are studying at the degree programme in classical music. The institution awards the Music Pedagogue and the Musician degrees, and offers instruction mainly in Finnish. In individual subjects tuition can be offered also in English.

The amount of students at the degree programme in pop and jazz music is 230 (of which 11 are in the study programme for adults). The institution awards the following degrees: Pop/Jazz Musician and Pop/Jazz Music Pedagogue. Instruction and courses are offered mainly in Finnish; in part of the studies also in English.

Study programmes in classical music

The following two study programmes (comprising 270 ECTS credits) are offered:

- Musician
 - Orchestral or Chamber Music,
 - Accompaniment, Répétiteur.
- Music Pedagogue
 - Guitar, Accordion or Kantele,
 - Choir and Ensemble Conducting,
 - Voice,
 - Orchestral Instruments,
 - Piano,
 - Free Accompaniment,
 - Early Music,
 - Solfege and Theory of Music,
 - Early Childhood Music Education.

The main content of the study programme for *Music Pedagogues* is as follows: (a) basic studies (11.5%), (b) professional studies (55%), (c) pedagogical studies (19.5%), (d) practical training (5.5%), (e) final thesis (5.5%), (f) optional studies (5.5%) and (g) language studies (1.5%). The studies qualifying for the degree *Musician* consist of (a) basic studies (11.5%), (b) professional studies (64.5%), (c) practical training (11%), (d) final thesis (5.5%), (e) optional studies (5.5%), and (f) language studies (1.5%).

Free accompaniment as a subject and developing pedagogical methodology for free accompaniment are especially mentioned in the questionnaire.

Study programmes in pop and jazz music

The study programmes offered at the Degree Programme in Pop and Jazz Music are as follows:

- instrumentalist, singer,
- theory teacher in pop / jazz music,
- instrumental teacher, vocal teacher,
- music technologist,
- composer – arranger,
- producer.

The main content of the study programme for *Music Pedagogues* is as follows: (a) common courses (for all students at the Polytechnic.) (4%), (b) basic studies / music programme, including e.g., theory for all (11%), (c) language studies (2%), (d) ensemble, work shops (10%), (e) instrumental studies (30%), (f) pedagogical studies (min. 22%), (e) practical training (11%), (f) optional studies (5%), (g) final thesis (5%).

The studies qualifying for the degree *Musician* consist of (a) common courses for all students at the Polytechnic (4%) (b) basic studies / music programme, including e.g., theory for all (11%), (c) language studies (2%), (d) ensemble, work shops (at least 20%), (e) practical training (11.5%), (f) optional studies (5.5%), (g) final thesis (5.5%), (h) others (technology etc) (10%). The study programme includes approximately 14% theory studies.

Nordic and international co-operation

The Degree Programme in Classical Music:

- Erasmus IP Inter-arts workshop “We make opera” in July 2004. The coordinating institution is the Lithuanian Academy of Music.
- Erasmus IP intensive course “Montepulciano – Mon amour” in August 2004. The coordinating institution is Hochschule für Musik Köln.

The Degree Programme in Pop and Jazz Music co-operates within the Nordplus.

Reforms

According to the Degree Programme in Classical Music, the forthcoming reforms include efforts to rationalize operations of the Department of Music without jeopardizing the quality of the given education.

The reforms in the Degree Programme in Pop / Jazz Music contain the change from the one-level system into the two-cycle system. Another reform mentioned is the continuing decrease of financial resources.

Strengths and profiles

The strengths of the Degree Programme in Classical Music are considered to be as follows:

- excellent professional teachers,
- specialisation in the 20th and 21st century music, an annual contemporary chamber music festival,

- one opera production every year.

The strengths of the Degree Programme in Pop / Jazz Music are considered to be as follows:

- strong tradition in the field of rhythmic music,
- good learning environments (studios, for instance),
- especially competent staff.

The latter programme is specialised in teaching rhythmic music. The “teacher training programmes” (*opettajan pedagogiset opinnot*) are included in the study programmes both in classical and in pop / jazz music.

Central Ostrobothnia Polytechnic Department of Music

Introduction

Central Ostrobothnia Polytechnic / Department of Music (*Keski-Pohjanmaan ammattikorkeakoulu / Musiikin yksikkö*) is located in Kokkola. The amount of students is currently 95.

The institution awards the Music Pedagogue degree. The duration of studies is 4.5 years. Instruction and courses are offered in Finnish and occasionally in English. The institution is specialized in folk music.

Degree programmes

The Degree Programme in Music consists of three alternatives:

- Music Instructor,
- Teacher of a Music Institute,
- Folk Music Pedagogue.

The main content of the study programmes is as follows:

- Basic Studies:
 - solfege,
 - music theory,
 - music history.
- Instrumental Studies:
 - instrumental studies,
 - orchestral music / chamber music / ensemble.
- Pedagogical Studies:
 - didactic studies,
 - basic studies in educational science.
- Teacher Training and Projects,
- Bachelor's Thesis.

Nordic and international co-operation

International co-operation at the Department of Music at the Central Ostrobothnia Polytechnic consists of the following:

- Lied Competition (Nordic),
- Ahjo Conference (Nordic, Vocational Folk Music Schools).

Strengths and profile

The strengths of the Department of Music at the Central Ostrobothnia Polytechnic are considered to be as follows:

- Folk Music,
- Orchestral and Chamber Music,
- Pedagogical Studies.

Oulu Polytechnic, School of Music, Dance and Media

Introduction

The School of Music, Dance and Media at Oulu Polytechnic – *Oulun seudun ammattikorkeakoulu, kulttuurialan yksikkö* – is located in the Northern Finland. The amount of undergraduate music students is currently 126. In addition, the School has 44 dance students and 189 media students. The Degree Programme in Music leading to the Bachelor's degree comprises 180 credits, and the duration of the studies is 4.5 years. Instruction and courses are offered in Finnish and English (see <http://www.oamk.fi>).

Study programmes

The following study programmes are offered:

- Music Pedagogue,
- Musician,
- Music Instructor,
- Church Music.

The main content of these programmes consist of (a) basic studies such as music theory, languages, music history (17%), (b) instrumental studies (44%), (c) orchestra and chamber music courses (10%), (c) pedagogical studies (19%), (d) optional studies (5%) and (e) a thesis (5%). The study programme in church music includes subjects such as choir conducting instead of pedagogical studies or orchestra courses.

Nordic and international co-operation

The School of Music, Dance and Media has teacher exchange, student exchange and international projects with the following Music Academies and Conservatories: Piteå Musikhögskola, Malmö Musikhögskola, Tromsø Conservatory, Kristiansand Conservatory, Birtislaw, Katowice and Trieste.

Reforms

The forthcoming reforms are as follows:

- greater variety of specialised studies (postgraduate),
- a new building in December 2004.

Strengths

Oulu Polytechnic is one of the biggest polytechnics in Finland. The School of Music, Dance and Media has solid resources since it is part of a good organisation. In addition, the following strengths are mentioned:

- great willingness and motivation for developing staff, and

- good synergy between music and dance and media.
- The education offered has a great impact in a large area due to Oulu's position as a centre of the northern half of Finland.

Savonia Polytechnic: The Kuopio Academy of Music and Dance

Introduction

Savonia Polytechnic – *Savonia-ammattikorkeakoulu* – is a multidisciplinary institution of higher education which offers programmes in six fields of study: Business and Administration, Engineering, Social and Health Care, Natural Resources, Culture and Tourism and Catering. The total amount of students at the Kuopio Academy of Music and Dance – *Kuopion Musiikki- ja Tanssiakatemia* – is currently 165, of which 125 are studying in the Degree Programme in Music and 40 in the “Degree Programme in Dance Teacher.” The degree courses are generally taught in Finnish, but some short courses and study modules are given in English.

The following degrees are awarded:

Degree Programme in Music:

Field of study: Cultural Studies.

Title: Music Teacher (i.e. Bachelor of Music).

Degree Programme in Dance Teacher:

Field of study: Cultural Studies.

Title: Dance Teacher (i.e. Bachelor of Theatre and Dance).

The duration and extent of the studies are as follows:

Degree Programme in Music:

Extent of studies: 180 credit units.

Course duration: 4.5 years.

Degree Programme in Dance Teacher:

Extent of studies: 160 credit units.

Course duration: 4 years.

The study programmes available and the main contents of these programmes

Degree Programme in Music:

- Specialization as a Music Teacher.
 - Alternative study programmes are offered:
 - Classical music,
 - Pop/jazz music.
 - Primary field of activities: Adult education (adult and further education colleges, cultural colleges), music schools, colleges of music, and conservatoires.
- Specialization as an Instrument Teacher.
 - Alternative study programmes are offered:
 - Classical music,
 - Pop/jazz music.

- Instrumental and Singing degrees.
- Special alternative studies: early music, free accompaniment, improvisation, pop/jazz, dance accompaniment etc.
- Primary field of activities: Music schools, colleges of music and conservatoires.
- Specialization as an Orchestral Conductor.
 - Primary field of activities: Music schools, colleges of music and conservatoires.

Degree Programme in Dance Teacher:

- Specialization as a Classical Ballet Teacher.
- Specialization in Dance Education, with emphasis on contemporary and jazz dance.
 - During the training period, students take daily technical classes in classical ballet, contemporary dance, jazz, Finnish and international folk dancing, character and historical dances and tap dance. Theoretical subjects form approximately half of the programme. Furthermore, students study movement and theatrical improvisation, choreography and are involved in the preparation of dance performances for dance groups of various sizes. During their studies, students teach pupils in the Kuopio Conservatoire dance school, at day nurseries, at elementary schools, at the Music High School, and at private dance studios. Pedagogical studies are an essential part of the program.
 - Primary field of activities: Dance studios and conservatoires as a teacher or as dancers or choreographers in dance (theatre) companies.

Nordic and international co-operation

The Kuopio Academy of Music and Dance has had affiliations with the Hochschule Hanns Eisler in Berlin, the Royal College of Music in London, the Estonian Music Academy in Tallinn, Estonia and the Viljandi College of Culture in Estonia. Under the work are the possible co-operation with higher institutions in Spain (Barcelona) and England (Wolverhampton).

Exchange programs: the Kuopio Academy participates in are Nordplus and Nordplus jazz, and Erasmus. The Academy is a member of the Association of European Conservatoires, the Nordic Conservatory Union and the IASJ.

Reforms

The first goal is to maintain and develop the national and international music and dance culture. Further, the Kuopio Academy of Music and Dance wants to produce excellent teachers and versatile cultural services. These are the enduring goals that this institution conserves.

The seamless co-operation with the Sibelius Academy Kuopio Department is one of the goals for the future.

A new area which this institution especially wants to develop is pop/jazz music and the teacher training of the jazz. In Finland, this kind of higher education is given only in some few institutions, and the Kuopio Academy wants therefore give its own charge to this important area. Nowadays the school also has good facilities for that.

Strengths and profile

The school's speciality is music and dance teacher education with a strong emphasis on pedagogical aspects. There is close co-operation between the music and dance teacher programmes. These are the specialities and the strengths, which the school will maintain and develop.

Some final remarks

Flexibility and open mindedness, together with the ability to react sensitively to changes that take place in the cultural climate and new expectations, are very important for the Kuopio Academy of Music and Dance. The Academy would like to build interesting and attractive programmes, and stimulate the interaction between music and dance without barriers between classical and popular cultures. In the present society, national and international networking, development, value discussion and exchange of experiences are needed.

Lahti Polytechnic Faculty of Music

Introduction

The amount of undergraduate students at Lahti Polytechnic Faculty of Music (*Lahden ammattikorkeakoulu Musiikin laitos*) is 199 (in January 2004). In addition, two non-degree students are studying at this faculty (so-called specialisation studies). The institution awards the Music Pedagogue and Musician degrees (Bachelor of Cultural Studies). The duration of the studies for the Bachelor level degree is 4.5 years. In addition, non-degree specialisation studies are offered (the duration of the course is one year).

The official language of instruction is Finnish. However, in the “Music Performance specialisation line” individual tuition may be offered in foreign languages such as in English, Swedish or in some cases even in Estonian or German depending on the instrument. Many courses can be taken in ways agreed between the examiner and the student if instruction is not officially available in English.

Study programmes

1. Music performance

The objective of this study programme is to develop the students’ instrumental and singing skills. The graduates are qualified to work as soloists, orchestra musicians and accompanists, for example. Opera and theatre are the working places for singers (www.lamk.fi / 15 Sept. 2003).

The degree programme focuses on individual instrumental studies and ensemble playing. The main subjects are (a) instrumental studies, (b) orchestra and ensemble playing, (c) practical musicianship, (d) basics in solfège, music theory and music history (www.lamk.fi / 15 Sept. 2003).

2. Music theatre

The main objective of the studies is to prepare the students for a career on the stage. This programme consists of (a) drama studies, (b) movement/dance studies and (c) instrumental / vocal studies (www.lamk.fi / 15 Sept. 2003).

The student can focus the studies on singing, dancing or acting. However, the aforementioned fields can also be combined (www.lamk.fi / 15 Sept. 2003).

3. Instrumental teaching: instrument, voice or music technology

This study programme focuses on the pedagogy of an instrument or voice in addition to general musical training. The programme qualifies the graduates to work as teachers at music schools, for instance (www.lamk.fi / 15 Sept. 2003).

The studies contain (a) instrumental studies, (b) solfège, music theory and music history, (c) didactics, (d) practical musicianship and ensemble playing (www.lamk.fi / 15 Sept. 2003).

4. Early childhood music education (Pre-School Music Education)

This degree programme focuses on pedagogy applied to early childhood music education, in other words, to children under the age of seven. The graduates are qualified to teach at music play-schools, for instance (www.lamk.fi / 15 Sept. 2003).

The study programme contains studies in general musical development of children, instrumental studies, solfege, music theory and music history, didactics, pedagogy and psychology (www.lamk.fi / 15 Sept. 2003).

The main contents of the study programmes

The Bachelor level degrees comprise 180 cu / 270 ECTS. The curriculum is based on the education plan for the academic year 2004–2005.

- Polytechnic common basic studies 15 ECTS (5.5%).
- Programme specific basic studies 39 ECTS (14.4%).
 - Basics of music, music theory and history, solfege, harmony and counterpoint, analysis etc.
- Professional studies (the amount and the content depends on the specialisation line):
 - Teaching and pre-school music education 115.5 ECTS (42.8%),
 - Music theatre and music performance 156 ECTS (57.8%).
- Pedagogical studies (Teaching) 40.5 ECTS (15%).
- Elective studies 15 ECTS (5.5%).
- Practical training 30 ECTS (11.1%):
 - Teaching, orchestra, productions.
- Thesis 15 ECTS (5.5%).

Examples of the professional studies (the studies include among other subjects):

- instrumental studies: main instrument or voice:
 - 81 ECTS (in Music performance and Instrument teaching),
 - 54 ECTS (in Music theatre, Music technology, Pre-school music education),
- orchestra and / or ensemble playing 9–24 ECTS (the amount depends on the instrument and specialisation line),
- drama, movement, and dance (Music theatre),
- sound technology studies (Music Technology teaching),
- pedagogics and psychology (Pre-school music education).

Nordic and international co-operation

The Faculty of Music participates in the Socrates / Erasmus programme as well as in the Nordplus network. Outside Europe the Faculty of Music cooperates with (a) the Royal Conservatory of Music, Toronto, (b) the Canadian Guelph University School of Music, and (c) Lima Conservatoire in Peru. The Faculty of Music is an active member of the Nordic Council of Conservatories (NKR), AEC and ELIA (either directly or through Lahti Polytechnic).

Reforms

The forthcoming reforms include

- the revamp of the curriculum for the next academic year 2004–05 in relation to the renewal of the European higher education system (Bologna Process),
- closer cooperation with the working life in the field of music (symphony orchestras, theatres, music institutes etc.).

Strengths and profile

The following strengths are mentioned:

- location,
- professional teachers and high-quality teaching,
- new premises since July 2003.

Jyväskylä Polytechnic, Degree Programme in Music

Introduction

The Degree Programme in Music at Jyväskylä Polytechnic (*Jyväskylän ammattikorkeakoulu, kulttuuriala, musiikin koulutusohjelma*) offers degree programmes consisting of studies leading to a degree of a Musician or a Music Pedagogue (the degree awarded is Bachelor of Cultural Studies). In addition, the institution awards the Bachelor of Music Management degree. The duration of studies leading to the Bachelor's degree is 4.5 years, and the degree programme comprises 180 credits (270 ECTS credits) (Pöyhönen 2004; www.jypoly.fi).

The institution has approximately 220 undergraduate students in the Degree Programme in Music. Nine students began their studies in the Degree Programme in Music Management in 2003. The number of the students in this programme will grow yearly, and also students from the partner institutions of this programme will come for study periods to Jyväskylä. In addition, over 50 students are continuing their studies in "professional specialisation studies".

Instruction and courses are offered in Finnish. English is used in the Degree Programme in Music Management. There are teachers in the staff who speak as their mother tongue Spanish, Swedish, German, Czech, Hungarian and Russian

Study programmes and the main contents of these programmes

The Degree Programme in Music offers the following options: (a) musician, (b) early childhood music education (music playschool teacher), (c) music instructor, (d) instrument, voice or theory teacher of a music institute (music school), (e) media musician and entrepreneur, (f) choir conductor, (g) music management, (h) accompanist, (i) pop and jazz music.

The main content of these programmes comprising 180 Finnish credits (270 ECTS credits) is described as follows:

- Basic studies (core studies) 40 Finnish credits / 60 ECTS credits,
- Professional studies 100 cu / 150 ECTS credits,
- Elective studies 10 cu / 15 ECTS credits,
- Practical training 20 cu / 30 ECTS credits,
- Bachelor's thesis (final project) 10 cu / 15 ECTS credits.

Nordic and international cooperation

The Degree Programme in Music cooperates within Nordplus (teacher and student exchange) with institutions in the following cities: Stockholm, Copenhagen, Odense, Reykjavik, Örebro, Piteå, Ingesund and Kristiansand. It took part in the project "Joint Curriculum in Chamber Music" with the music academies in Malmö, Oslo and Odense, and it coordinates the international curriculum development project in Chamber Music with its partners in Cardiff,

Debrecen, Tallinn, Vienna and Weimar (a unique project in Europe financed by the EU Socrates Programme). In addition, the Degree Programme in Music organizes the Nordic Lied Competition with the institutions in Kokkola, Copenhagen, Piteå and Reykjavik, and an International Chamber Music Competition in Jyväskylä in September 2004. It also takes part in organizing an international Summer Music Academy in Suolahti. It is a member of AEC, ELIA and the Nordic Council of Conservatories.

Reforms

Jyväskylä Polytechnic's Degree Programme in Music develops a Master of Music degree in cooperation with the Finnish Music Campus (University of Jyväskylä and the Finnish Conservatoire). It will also expand its entrance examination in the area of Asia.

Strengths and profile

The Degree Programme in Music at the Jyväskylä Polytechnic, the Music Department of the University of Jyväskylä and the Finnish Conservatoire are located close to each other. They form together the "Finnish Music Campus" and cooperate in organising education. This provides a unique opportunity for music studies in Jyväskylä.

The pedagogical studies for music pedagogues are arranged in cooperation with the Vocational Teacher Education College (the students are awarded a special certificate on their completion). The Vocational Teacher Education College of Jyväskylä Polytechnic takes part in organizing pedagogical studies not only with the Degree Programme in Music of Jyväskylä Polytechnic but also with respective Degree Programmes in Music (and Dance) of Savonia (Kuopio), Lahti and North Karelia (Joensuu) Polytechnics.

One of the strengths is early childhood education (the Degree Programme in Music is specialised in it) and chamber music education.

The Degree Programme in Music Management is a pan-European degree course in International Music Management. The Degree Programme cooperates with Buckinghamshire Chilterns University College and IN Holland University.

Pirkanmaa Polytechnic, School of Music

Introduction

The School of Music at Pirkanmaa Polytechnic (*Pirkanmaan ammattikorkeakoulu, musiikin koulutusohjelma*) is located in Tampere. The amount of students is 210, of which 190 are undergraduate students. Instruction and courses are offered in Finnish, English and Russian.

The institution awards the Bachelor of Music degree (Musician / Music Pedagogue). The duration of the studies is 4.5 years, and the degree programme comprises 180 credits (270 ECTS credits) (www.piramk.fi/ 11 Feb. 2004).

Study programmes and the main contents of these programmes

The School of Music at Pirkanmaa Polytechnic offers the following study programmes:

- Music Pedagogue:
 - Music Pedagogue,
 - Music Instructor,
 - Music Technology.
- Musician:
 - Performing Music,
 - Theatre Music and Music Drama,
 - Composing,
 - Church Music.

The studies at all the three lines of the Music Pedagogue programme contain generally 19.4% pedagogical studies. Individual instrumental lessons, chamber music, choir, and orchestra playing form the biggest part of the curriculum. At the Music Technology line, the main content besides pedagogical studies is music technology.

The programme for the degree Musician includes more chamber music, orchestra playing and many kinds of practical projects instead of pedagogical studies than the Music Pedagogue programme. The studies at the line for Theatre Music and Music Drama contain a lot of acting and dance besides studies in the main instrument. Also these students make arrangements and even compositions, chamber music etc.

Composing is the main field of studies at the line for composer. In addition, music theory, solfège, analysis and music history are studied. The study line for church music educates church musicians for the Evangelical Lutheran Church in Finland.

Nordic and international cooperation

International cooperation at the School of Music consists of student and teacher exchange and intensive periods within the following networks and partners:

- Erasmus and Nordplus,
- contracts with Det Fynske Musikkonservatorium, Welsh College of Music and Drama (Cardiff), Napier University (Edinburgh), Debrecen Conservatory of Music, Lithuanian Academy of Music, Conservatory of Music in Verona, and the Rimsky-Korsakov Saint-Petersburg State Conservatory.

Reforms

The School of Music concentrates on the quality of its results and reforms the curricula. It also cooperates with the Conservatoire offering upper secondary level education (vocational training) and the music school, and the School of Music finds this cooperation still very important.

Strengths and profile

The School of Music mentions the following strengths:

- Composer education (the only Polytechnic in Finland),
- Teacher education in Music Technology,
- Music theory department,
- Chamber music and orchestra playing,
- good cooperation with Tampere Philharmoy, Tampere Biennale, TV 2 Broadcasting company and the theatres in Tampere,
- good cooperation with Tampere Conservatoire (upper secondary level vocational education and music school).

Iceland Academy of the Arts: Department of Music

Introduction

The Music Department at the Iceland Academy of the Arts – *Listaháskóli Íslands* – *Tónlistardeild* – was established only a few years ago, and it was decided to be built step by step. The Reykjavik College of Music continues to offer “non-university higher education” so that the last students will graduate in spring 2004 (Haraldsson 2001).

The Music Department has currently 53 students. The amount of students at the undergraduate level will increase to max. 72. The aim is to offer a study place for ten students in an one-year “music teacher certificate program” (this programme will begin in Fall 2004). Master-level studies are planned to be offered within approximately three years.

The instruction and courses are offered in Icelandic. Some teaching may be offered in English if the teacher is a visiting teacher, for example, or if there are many foreign students in the class (www.lhi.is).

The degrees and study programmes

The Music Department awards the following two degrees: (a) BA in music and (b) BMus. The BA degree is awarded for students of composition, general music and new media, whereas performance students – instrumental and voice – receive the BMus degree. The duration of the study programme leading to the Bachelor’s degree is three years. The Music Teacher Programme after the Bachelor’s degree is planned to take one year, and the forthcoming Master’s degree two years.

Degrees are offered in the following study programmes:

- Performance:
 - Instrumental studies,
 - Vocal studies.
- “Creative:”
 - Composition,
 - New media.
- General music with the focus either on music history and musicology *or* music education.

The degree BA in music is awarded also for those students focusing on music education. An important part of the studies is the four part programme “music and communication skills” taught by teachers from the Guildhall School of Music and Drama (London). In completion of this programme the students are issued the Guildhall School’s “postgraduate Diploma”.

The main contents of the study programmes

The Performance programme consists of the following subjects: (a) 32% of the studies in this programme are instrumental studies, (b) 14% chamber music and orchestra studies including also improvisation, (c) 14% theory and ear training, (d) 9% history or literature (including

Icelandic music history), and (e) 10% pedagogical (including repertoire) studies. Approximately 11% of the study programme contains basic conducting, new media studies, recording techniques, instrumental and optional studies.

The Composition programme is designed as follows: (a) 34% of the studies is private and group instruction, (b) 7% chamber music (including improvisation etc.), (c) 14% theory (and ear training), (d) 9% history (including Icelandic history), literature, (e) 10% analysis, (f) 5% orchestration and conducting. Approximately 11% of the studies contain subjects such as new media studies and recording techniques, instrumental studies and optional subjects.

The “New media” programme consists of the following subjects: (a) 32% composition (private and group instruction), (b) 4% midi – sound creation, (c) 10% musical programming, (d) 14% theory and ear training, (e) 7% ensemble (including musical installations), (f) 9% history / literature (including Icelandic music history and history of electronic music, (g) 3% digital media and recording. Approximately 11% of the studies contain instrumental studies, video techniques and optional subjects such as orchestration and conducting.

The “General music” programme includes: (a) 18% instrumental or vocal studies, (b) 12% music and communication skills (Guildhall programme), (c) 14% theory and ear training, (d) 9% history and literature (including Icelandic history), (e) 10% instrumental or vocal pedagogy (including repertoire), (f) 7% ensemble, (g) 7% piano / guitar / accordion (private and accompaniment), (h) 3% world music – musical life. Approximately 11% of the studies consist of subjects such as basic composition, digital media and recording, basic choral conducting and school visits.

Nordic and international co-operation and reforms

The institution is a member of the AEC. It has active exchange programmes, currently with (a) the Mozarteum, Salzburg, (b) Universitet der Kunst, Berlin, (c) Royal Academy of Music, London, (d) Sweelink, Amsterdam. In addition, it co-operates with the Guildhall School of Music and Drama (London) as mentioned before. The institution has also had exchange students – both teachers and students – through Nordplus.

The most significant forthcoming reform is the addition of a Master’s programme in research, digital media and education.

Strengths and profile

In this small institution (it is the only one of its kind in Iceland) students receive a lot of individual attention. The teachers are highly educated in the best schools in the world. All the teachers are active musicians and artists. The proximity and co-operation with the other arts offer a very special environment.

The knowledge and capacity in the field of digital music and artificial intelligence is very high. The potential for research in these fields as well as in more traditional fields has been noticed. Recently over 8000 musical examples have been discovered in the Icelandic manuscript archives, for example. Thus, several years of research work lies ahead in the aforementioned area.

Some final remarks

This institution is an Art Academy with departments of music, drama, visual arts, design and architecture. Students can take courses offered in the different departments, some courses (several) are specifically meant to include students from all departments. This kind of interdepartmental co-operation largely enhances the learning experience and explores the boundaries or lack of them between the arts.

The study line “New media studies” is a very specific one, in which the students can enter either through music or visual arts. Several of the courses are specifically meant for students from both departments. Also the teaching space and the laboratories are shared by both departments.

Norges Musikkhøgskole: Norwegian Academy of Music

Introduction

Norwegian Academy of Music was established in Oslo in 1973. More than a hundred years ago (in 1883), the Lindeman family had established an organist school in Oslo. This flourishing school developed into a music conservatory, the Music Conservatory of Oslo, which closed down its activities when the State Academy was founded (www.nmh.no/ 29 Sept. 2003; Knut Myhre, 27 Jan. 2004).

The average amount of students is currently as follows: (a) 340 undergraduate, (b) 120 postgraduate, and (c) 15 doctoral students. The Norwegian Academy of Music awards the following degrees until 2003:

- Candidatus magisterii / candidata magisterii (after 3–4 years of undergraduate studies),
- Candidatus musicae / candidata musicae will be awarded until 2005 (after two years of postgraduate studies),
- Philosophiae doctor (PhD) (after three years of doctoral studies).

The following degrees are awarded from 2003:

- Bachelor (after 3–4 years of undergraduate studies),
- Master (after two years of postgraduate studies),
- Philosophiae doctor (PhD) (after three years of doctoral studies).

Tuition and courses are given mainly in Norwegian (all the theory lessons are in Norwegian, for example). Written assignments may be submitted in Danish or Swedish, or – dependent on an individual agreement – in another language. Individual tuition and group teaching may be offered in English or German. The Norwegian Academy of Music has plans for offering courses in English from 2005.

Study programmes

All the study programmes are available for classical, jazz and folk music students.

Undergraduate courses are offered in:

- Music Performance,
- Music Education,
- Church Music,
- Composition,
- Individual Programme.

Postgraduate courses:

- Advanced Performance studies,
- Advanced studies in Composition,
- Master degree studies in Conducting,

- Master degree studies in Music Education,
- Master degree studies in Music Therapy,
- Master degree studies in Music Theory,
- Master degree studies in Church Music.

Doctoral studies:

- Doctoral studies in Music Education and Music Therapy,
- Doctoral studies in Historic and Contemporary Interpretation.

Other programmes (usually taken after an undergraduate study and – in many cases – after some years of working experience):

- Teachers' training programme (one year),
- Music and Health (one year),
- Minority Cultures in Music Education (half year),
- Composition and Instrumentation (half year),
- Music Management (half year),
- Conducting (half year).

The main contents of the study programmes

Undergraduate courses:

Music Performance:

- 55% performance,
- 20% music theory and other subsidiary subjects,
- 25% optional subjects.

Music Education:

- 34% performance,
- 25% pedagogical studies,
- 29% music theory and other subsidiary subjects,
- 12% optional subjects.

Church Music:

- 37.5% organ,
- 15% choral conducting,
- 10% church related subjects,
- 25% music theory and other subsidiary subjects,
- 12.5% optional subjects.

Composition:

- 64% composition,
- 20% performance and other subsidiary subjects,
- 17% optional subjects.

Individual Programme:

Individual.

Postgraduate courses:

Advanced Performance Studies:

- 75% Performance – solo or ensemble,
- 12.5% theoretical subjects (*Music in perspective* and others),
- 12.5% optional subjects.

Advanced Studies in Composition:

- 50% composition,
- 20% theoretical subject (*Music in perspective*),
- 30% optional subjects.

Master degree studies in Performance:

50–75% Performance – solo or ensemble,
0–25% thesis,
12.5 theoretic subject (*Music in perspective*),
12.5% optional studies.

Master degree studies in Conducting:

75% conducting – theory and practice,
12.5% theoretical subject (*Music in perspective*),
12.5% optional subjects.

Master degree studies in Music Education:

37.5% music education theory,
37.5% thesis,
25% optional subjects.

Master degree studies in Music Therapy:

55% music therapy theory and practice,
15% music theory and practice,
25% thesis,
10% optional studies.

The content of the study programmes for the Master degree studies in Music Theory and Master degree studies in Church Music have not been decided yet.

Nordic and international co-operation

The Norwegian Academy of Music co-ordinates the largest Nordic network for music, the Sibelius network, and it participates in NORDTRAD, NORDPULS, the NORDPLUS network for music education and the Nordic network for research in music education.

In addition, the Norwegian Academy of Music participates in the following associations:

- Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen,
- Network for International Cooperation in the Arts,
- European Association for International Education,
- Association for Baltic Academies.

The Norwegian Academy of Music collaborates with the most important European institutions within the Erasmus programme. It also takes part in the NORAD Programme in Arts and Cultural Education – PhD programme in collaboration with University of Port Elizabeth, South Africa.

Reforms

A degree reform was introduced in 2003 as a part of a national educational reform. All the study programmes have been recently revised. The undergraduate studies were revised in 2002. The revised postgraduate studies will come into effect from 2004. The study programmes mentioned before (and the main contents of these programmes) are the programmes relevant after the revision.

A new young musician's programme for 13 to 19-year-old students will be started in 2004.

Strengths and profile

The strengths of the Norwegian Academy of Music are considered to be as follows:

- Performance studies at all levels in classical music, improvised music / jazz and folk music.
- The Norwegian Academy of Music is the only Norwegian institution offering postgraduate studies in composition, conducting, church music and music therapy.
- It is the only Norwegian Music Academy offering doctoral studies.
- Chamber music is emphasized in all performance studies.

Høgskolen i Agder, Fakultet for kunstoffag, Musikkonservatoriet: Faculty of Fine Arts at Agder University College

Introduction

Høgskolen i Agder – Agder University College – offers a wide range of study programmes within Business and Economics, Engineering and Technology, the Humanities, Mathematics, Nursing, Teacher Education and Fine Arts, for instance. The Faculty of Fine Arts (*Avdeling for Kunstfag*) is one of its seven faculties. This faculty offers study programmes in Drama, Arts and Crafts (www.hia.no).

Musikkonservatoriet is part of the Faculty of Fine Arts. *Musikkonservatoriet* has currently 110 students, and it awards the following degrees: (a) Bachelor of Music in Teacher Education, (b) Bachelor of Music Performance and (c) Master of Music Performance. The duration of the studies for the Bachelor's degree is three years, and for the Master's degree additional two years. Instruction and courses are offered mainly in Norwegian.

Study programmes

The following study programmes are offered:

- Bachelor Programme in Music in Teacher Education, Western classical music,
- Bachelor Programme in Music in Teacher Education, African-American music,
- Bachelor Programme in Music Performance, Western classical music,
- Bachelor Programme in Music Performance, African-American music,
- Master Programme in Music Performance, Western classical music,
- Master Programme in Music Performance, African-American Music.

The main content of the three-year *Bachelor Programme in Music in Education* is as follows: (a) Music Performance (main instrument, ensemble) (105 credits), (b) Interdisciplinary work in Music, dance and drama (15 credits), (c) Music Didactics and Educational Theory and Practice (60 credits). The three-year *Bachelor Programme in Music Performance* consists of studies in (a) the Main instrument (70 credits), (b) Chamber music / Ensemble (15 credits), (c) Music History and Analysis (15 credits), (d) Music Theory (15 credits), (e) Aural Training (15 credits), (f) Harmony (15 credits), (g) Music Presentation (25 credits) and (h) optional subjects (10 credits). The *Master Programme in Music Performance* consists of (a) Music Performance (75 credits), (b) Science (15 credits) and (c) Master Assignment (30 credits).

Advanced programmes are offered in instrumental or vocal studies (one, two or four semesters), accompaniment (one semester) and in Duo-piano (one semester). Shorter (one semester) programmes are offered in arrangement and composition, conducting (ensemble or choir), conducting bands and music technology (www.hia.no/ 7 Oct. 2003).

Strengths, reforms and international co-operation

The Bachelor and Master Programmes in Afro-American Music are mentioned as the strengths of this institution. *Musikkonservatoriet* takes part in the Socrates and Leonardo programmes, and the forthcoming reform mentioned is “*Kvalitetsreformen*” (Reform 27).

Høgskolen i Stavanger, Avdeling for Kunstfag: Faculty of Arts Education at Stavanger University College

Introduction

The Faculty of Arts Education at Stavanger University College – *Høgskolen i Stavanger, Avdeling for Kunstfag* – has 95 undergraduate and 116 postgraduate students. The name of this institution will change into Stavanger University College, School of Music and Dance in the beginning of April 2004. Instruction and courses are offered in Norwegian and English (<http://www.his.no>).

This institution awards the following degrees:

- Bachelor of Music, Teacher education, classical,
- Bachelor of Music, Teacher Education, jazz,
- Bachelor of Music, Music Performance, classical (from 2004),
- Master in Music Education,
- Master in Music Performance, classical (from 2004).

The duration of the studies leading to the Bachelor's degree is three years and for the Master's degree additional two years.

Study programmes

Postgraduate studies 2004–2005

1. Music Performance Studies A, B, C (30/30+30/30+60 Study Points / ECTS)

These three courses are designed for the classical music graduate. Their purpose is to offer the students an opportunity to further develop their instrumental skills and personal performance style on their main instrument. The following subjects are studied: (a) main instrument, (b) interpretation, (c) chamber music / ensemble and (d) concert practice. Emphasis is given to solo work on the main instrument. Dependant on the Ministry of Education approval, these courses, along with some half-year modules described below, will be converted into a Master's degree programme in performance studies in spring 2003 (see www.his.no).

2. Half-year module: Chamber music – Accompaniment (30 Study Points / ECTS)

This course is aimed at the classical music graduates with the piano as their main instrument. The course will give the students an understanding of the accompanist's role and develop the facility to adapt the accompaniment to key styles for different solo instruments and voice. Students will learn to develop their ability to quickly orient themselves to the score with emphasis on interpretation and delivery.

3. Half-year module: Chamber music – General (30 Study Points / ECTS)

This course is designed for the classical music graduate. The goals are: (a) to develop expertise as a chamber musician and (b) to learn instruction techniques in an ensemble environment. The course includes repertoire studies, concert practice and a deepening of instrumental knowledge. Applicants who are already members of an ensemble will be given priority.

4. Half-year module: Chamber music–Early Music (30 Study Points / ECTS)

This course is designed for the classical music graduate. It consists of theoretical and practical subjects within the period from 1550 to 1770 as well as concerts and performances.

5. Half-year module: Orchestral Studies (30 Study Points / ECTS)

This course is designed for the classical music graduate with orchestral work as the main subject. The course includes orchestral practice in Stavanger Symphony Orchestra, and projects arranged by the Faculty of Arts Education. In addition, the following subjects are studied: (a) main instrument, (b) orchestral repertoire, (c) instrumentation and (d) basic conducting.

6. Half-year module: Jazz improvisation (30 Study Points / ECTS)

The course is designed for those students who have some background in improvisation. A previous degree is not compulsory. The aim of the course is to deepen exposure to different styles of jazz music through source studies, individual tutoring and playing in a group setting. At the audition, the applicant must present three pieces of music of his or her own selection, in different styles together with an improvised piece.

7. Half-year module: Voice as Secondary Instrument (30 Study Points / ECTS)

The course is for those music graduates whose main subject is not voice but who wish to further develop their voice training (to a level exceeding what is normally expected of a second instrument). This course could be useful for those involved in music teaching in general and in specialised schools as well as for those working in the field of church music.

8. Half-year module: Piano as Secondary instrument (30 Study Points / ECTS)

This course is designed for those music graduates whose main subject has not been the piano but who wish to further develop their piano training and repertoire (to a level exceeding what normally is expected of a second instrument). This course could be useful for those involved in music teaching in general and in specialised schools as well as for those working in the field of church music.

9. Half-year module: Composition & Arrangement (30 Study Points / ECTS)

A course designed for the music graduates. The aim is that the student acquires knowledge, insight and pertinent skills while developing creative powers and a personal style. Topics include original composition and instrumentation for conventional ensembles, e.g., string quartet, wind quintet, brass quintet, or more unusual ensemble combinations.

10. Half-year module: Symphonic Band / Brass Band Direction (30 Study Points / ECTS)

This course is designed for the band conductor who is either a music graduate or has a satisfactory musical background. The goal is to improve the student's ability to lead amateur marching bands or ensembles. The course includes the following subjects: conducting / instruction, practical work, ensemble and instrumental studies, aural training, music theory, arranging, instrumentation, administration, history and repertoire studies, drama and

leadership skills. The course requires that the students have access to a band for practical work and practice.

11. Half-year module: Choir Direction (30 Study Points / ECTS)

This course is designed for the music graduate or a student with a satisfactory musical background. The goal is to teach the students the necessary knowledge and skills to enable him or her to direct a choir. The course includes the following subjects: ensemble leadership, conducting techniques, pedagogic skills, vocal technique, analysis and observation practice. The course requires that the student has access to a choir for practical work and practice.

12. One year course: Music Production & Recording Technology (60 Study Points / ECTS)

This course is suitable for the music or engineering graduate. The course provides the student with a combination of musically oriented and technical skills required for the professional recording of music. It includes introductions to the relevant music and engineering subjects, playing an instrument solo or in an ensemble, music recording / production techniques, ear training and interpretation skills, instrumental studies, acoustics and practical work. The qualification awarded upon completion of this course allows the recipient to be employed in a professional studio environment.

13. Master-level course in Music Education (120 Study Points / ECTS)

This course is a suitable option for the graduate in Music Teacher Education. In depth study of music pedagogy will allow the student to acquire a rounded, independent and critical approach. These skills will enable the student to function as a music teacher, lecturer or researcher in a creative and communicative manner. A good knowledge of Norwegian is required.

14. Master-level course in Music Performance (120 Study Points / ECTS)

The Master's level course in Music Performance is aimed at classical music graduates who have ambitions to become performing musicians in their respective field. In addition to the studies comprising the compulsory 60 credits instrumental major, the Master programme will offer designed study direction for students who want to specialise in subjects such as chamber music, accompaniment, solo repertoire, orchestra playing. The programme is organised as four modules, of which two are connected to the performance major, the other two reserved for combinations of a diversity of electives (both performance / practical and theoretical subjects). A church music education is intended within the frames of the Master in Music Performance.

Applicants who do not possess formal qualifications can certify their appropriate knowledge and skills by audition and through satisfactory documentation of relevant experience.

The main contents of the study programmes

Generally, the proportions of the various fields of the subjects are as follows:

Music Teacher Education: (a) Instrumental (33%), (b) Music theory (16%), (c) Interdisciplinary (16%), (d) International semester (18%), (e) Pedagogy (17%).

Bachelor in Music Performance: (a) Instrumental (min. 50%), (b) Theory (app. 18–25%), (c) International semester (18%), (d) Electives (7–14%).

Master in Music Performance: (a) Performing subjects (min. 50%), (b) Electives (performing and theoretical) (50%).

Nordic and international co-operation

Nordplus networks (all Nordic countries):

- Sibelius (teacher exchange),
- Espansiva (student exchange),
- Nordpuls (jazz).

Erasmus bilateral agreements:

- Hochschule für Musik, Franz Liszt, Weimar, Germany,
- Turku Polytechnic, Faculty of Arts, Finland,
- Malmö Music Academy / Lund University, Sweden,

(Janacek Music Academy / Brno, Czech Republic; Music Academy / Bratislava, Slovakia).

Others:

- Griffith University, Australia (new),
- University of Wisconsin / Platteville, USA (new),
- Bagamoyo College of Arts, Tanzania.

Strengths and profile

The strengths of this institution are considered as follows:

- organisational transparency,
- high professional standard of faculties,
- strong connections for both academic and artistic connections outside the school,
- good international relations,
- high concert activity,
- diversity / interdisciplinary activities,
- attractive student community,
- attractive site and surroundings,
- manifold of student projects,
- large number of excellent guest teachers,
- educational collaboration with the Stavanger Symphony Orchestra.

This institution is specialised in the following fields of education:

- Music Teacher Education,
- Programmes specialised and directed towards high artistic and performing level (like the orchestral studies with Stavanger Symphony Orchestra and the Master's programme).

Högskolen i Tromsø
Avdeling for kunstfag – Musikkonservatoriet
Tromsø University College
Faculty of Art – Music Conservatory

Introduction

This institution awards the Bachelor's degree and offers study courses mainly in music performance and music teaching. The duration of the studies varies from three to four years; the duration of studies in Musical Performance is four years and in the Training of music teachers three years (www.hitos.no/ 10 March 2004).

The total amount of the students is currently 110. In Performance studies instruction is offered in Norwegian and English, and in music theory and pedagogical studies in Norwegian.

Study programmes and the main content of these programmes

The department offers the following study courses:

- Music teaching, instrumental or vocal. The duration of this course leading to the Bachelor's degree is three years, and it comprises 180 ECTS credits.
- Performance studies. This is a four-year course leading to the Bachelor's degree. It comprises 210 ECTS credits.
- Church music. This one-year course comprises 60 ECTS credits.
- Arts presentation and promotion. The duration of this course is one year, and it comprises 60 ECTS credits.

In addition, the following postgraduate studies are available:

- Instrumental / vocal performance studies 1. (30 ECTS credits),
- Instrumental / vocal performance studies 2. (30 ECTS credits),
- Instrumental / vocal performance studies 3. (60 ECTS credits),
- Accompaniment (30 ECTS credits),
- Chamber music (30 ECTS credits),
- Instrumental / vocal teaching 2. (30 ECTS credits),
- Conducting and ensemble instruction 1. (30 ECTS credits),
- Choir conducting 1 (30 ECTS credits),
- Choir conducting 2 (30 ECTS credits),
- Music technology (30 ECTS credits),
- Rhythmic music (30 ECTS credits),
- Composition (30 ECTS credits).

The study course in Music teaching comprises 180 ECTS credits. Approximately 50% of the course consists of performance studies in the main instrument, ensemble and similar subjects, approximately 17% of music theory, and 33% of subjects such as pedagogic and practice.

The Performance study course (210 ECTS credits) includes music theory (approximately 15%) and studies in the main instrument, ensemble etc. (approximately 85%).

Nordic and international co-operation and forthcoming reforms

The institution takes part in the following networks and exchange programmes:

- ERASMUS,
- NORDPLUS,
- BARENT'S PLUS.

The forthcoming reforms include introducing study programmes in rhythmic music.

Strengths and profile

The strengths and profile of this institution are considered to be as follows:

1. Small student group in a student city

According to the questionnaire, comments from the students point to the fact that the studying music in Tromsø is a valuable experience, and takes place in an enjoyable milieu. With around 110 students it is possible to have close contact with each other, regardless of the differing types of studies taken, or instruments played.

2. Large variation and width in student participation

Many solo, ensemble, choir and orchestral concerts are arranged as a normal part of the study both in the Arts Department's own concert hall and in other halls in the town. There is also a larger concert production each year with student soloist, choir and orchestra.

Students playing orchestral instruments as their principal study take part in the Tromsø Symphony Orchestra. In addition, many students have the opportunity to work with other orchestras in the surrounding district. There are also many projects outside the Arts Department in which teachers and students are encouraged to play a leading role as performers, instructors and leaders. The Northern Lights festival takes place each year in the middle of January. Orchestras and soloists from all over the world give concerts during the festival.

3. Large variation and width in the student group, both national and instrumental

At Tromsø University College, 15% of the students are foreign students, and a considerable number of teachers come from abroad. There is a special co-operative programme between the conservatory in Tromsø and those in Århus (Denmark), Trossingen and Karlsruhe (Germany), Cardiff (England), Petrozavodsk (Russia), Shanghai (China) in addition to conservatories in Sweden, Finland, Denmark and Iceland.

The following instruments are available to be studied as the main subject (principal studies): Violin, Viola, Cello, Double Bass, Saxophone, Flute, Oboe, Clarinet, Bassoon, Trombone, Cornet, Trumpet, Horn, euphonium, Organ, Percussion, Guitar, Singing, Piano, Tuba.

4. High competency of teaching staff

Rich experience of teaching different levels and of performance activities in Norway and abroad.

As a conclusion, the institution is well-equipped, it has enough practice rooms for the students, and it offers the full time teachers own rooms for teaching and office.

Institutt for Musikk: Department of Music at NTNU in Trondheim

Introduction

The Department of Music at the Norwegian University of Science and Technology (NTNU) – *Institutt for musikk, Norges teknisk naturvitenskapelige universitet* (NTNU) – in Trondheim was established in 2002 as a result of the fusion of two former institutions, the Institute of Musicology (*Musikkvitenskapelig institutt*) and the Conservatory of Music (*Musikkonservatoriet*) (www.hf.ntnu.no/mit/ 9 Sept. 2003). The Music Department awards the Bachelor's, Master's and PhD degrees. Instruction and courses are offered mainly in Norwegian but also in English in higher level education.

The amount of students at the Music Department is as follows:

- Music Training: Bachelor, 150 / Master-level studies starting in 2004,
- Musicology: BA 52 / MA 60 / PhD 5,
- Music Technology: BA 26,
- Dance: BA 35 / MA starting in 2004.

The duration of studies is as follows:

- Bachelor, music training: 4 years,
- Bachelor, musicology: 3 years,
- Bachelor, music technology: 3 years,
- Master: 2 years,
- PhD: 3 years.

Study programmes

The following study programmes are available:

- Music performance: classical, jazz, church music,
- Composition,
- Music Technology,
- Music Education,
- Musicology,
 - traditional western music,
 - ethnomusicology,
- Dance.

The structure and the contents of the degree programmes have been reformed recently. The new study programmes shall be available very soon (see www.hf.ntnu.no/mit/).

Nordic and international co-operation

The institution co-operates within the framework of the following councils, associations, networks and programmes:

- Nordic Council of Conservatories,

- Nordplus,
- AEC,
- Socrates.

Reforms

Only some changes in organisational / leadership structures are expected. The institution has already been through massive reforms during the recent years. The latest reform was the adaptation to the Bologna declaration.

Strengths and profile

The strengths of this institution are considered to be as follows:

- Chamber music, especially strings,
- Overall quality,
- Jazz Department.

The institution is specialised in the following fields of education:

- Classical music,
- Church music,
- Jazz,
- Improvisation.

The Grieg Academy at the University of Bergen

Introduction

The Grieg Academy, Department of Music at the University of Bergen (*Griegakademiet, institutt for musikk, Universitet i Bergen*) has 173 students, of which 106 are studying at the Bachelor level and 38 the Master level. The Grieg Academy (www.griegakademiet.uib.no) awards the following degrees:

- Bachelor in Performance or Composition, and
- Master in Performance or Ethnomusicology.

The duration of the studies is as follows:

- Bachelor: four years,
- Master: two years.

Instruction and courses are offered in Norwegian. English may be the language in selected subjects and in principal study tuition.

Study programmes and the main contents of these programmes

The Grieg Academy offers the following study programmes:

- Performance or composition studies, classical / jazz music,
- Music education,
- Church music,
- Master programme in performance / composition and ethnomusicology.

The main content of these programmes is as follows:

- Performance studies: 50% vocal / instrumental study, 50% theory and general musicianship,
- Music education: Optional full time / part time study in the 3rd and 4th year,
- Church music: Organ studies in combination with liturgical subjects,
- Master programme in performance / composition: Performance at a high level including a written thesis and academic work,
- Master programme in ethnomusicology: knowledge and methods that are based on comparative studies of different music cultures.

Nordic and international cooperation

The Grieg Academy takes part in student and staff exchange within the following programmes and networks and with institutions in the following countries:

- Nordplus,
- Erasmus / Sokrates,
- institutions in Canada, USA, Japan, Africa.

Reforms

The Grieg Academy is implementing the elements of the Bologna Declaration.

Strengths and profile

The Grieg Academy mentions as its strengths:

- the combination of music theory and performance subjects with close interaction, and
- the strong ties to Ole Bull Academy (Norwegian folk music performance studies).
- Performance studies can be combined with other subjects within the humanities (such as philosophy, and history of arts).

The institution is specialised in the following fields of education:

- Early music (baroque music),
- Vocal music,
- Composition and contemporary music,
- Church music,
- Ethnomusicology (Master programme).

The Grieg Academy belongs to the Department of Arts at the University of Bergen and it is situated in the centre of Bergen, next to the home of the Bergen Philharmonic Orchestra, the Grieg Hall, and its staff and students play an active role in the cultural life of the city.

Musikhögskolan vid Göteborgs universitet: School of Music and Music Education

Introduction

The School of Music and Music Education, Göteborg University (*Musikhögskolan vid Göteborgs universitet*) has 550 students. The amount of undergraduate students is 470, postgraduate 70, and PhD students 10. Instruction and courses are given mostly in Swedish. However, the postgraduate program for orchestral studies is in English. In addition, guest teachers from abroad teach mostly in English, and sometimes also other teachers use English in instrumental education, for instance (see also <http://www.musik.gu.se>).

The following degrees are awarded:

- *Konstnärlig högskoleexamen i musik*,
- *Organistexamen*,
- *Kandidatexamen* (Bachelor),
- *Magisterexamen* (Master),
- *Fil.Dr. Examen* (possibly Fil.Lic.).

The teacher examination (music / creative activities for young children) is awarded at the University.

The duration of studies is as follows:

- *Högskoleexamen i musik*: at least 2 years, normally 4 years,
- *Organistexamen*: 4 years,
- *Kand.* (Bachelor): 3 years,
- *Magister* (Master): 2 years,
- *Fil.Dr.* (PhD): 4 years.

The teacher examination (music): 4.5 years or (creative activities for young children): 3.5 years.

Study programmes

The following study programmes are available:

- *Musikerprogram* (Music Performance),
- *Kyrkomusikerprogram* (Church Music),
- *Musiklärarprogram* (Music Teacher Training) old system,
- *Läraryrkeprogram (inriktning Musik & inriktning Skapande verksamhet för tidigare åldrar)* new system,
- *Diplomutbildning* (postgraduate programme Music Performance).

The Doctoral Programme is available on faculty base.

In addition, the following programmes are available (although they are not yet formal degree programmes): (a) *magisterutbildning* (Master, Music Performance and Creation and Music Pedagogy), (b) SNOA *magisterprogram* (Swedish National Orchestra Academy, Master level programme).

The main contents of the study programmes

Music performance – classical 160 credit points	
MuKk	
Theory / ear training 9+4 p includes chamber music and orchestra	7%
Music history 4+4 p includes part of chamber music and orchestra	5%
Orchestra 17 p	10%
Chamber music 16 p	10%
Main inst. 60 p (mandatory) excl. 20 p elective courses (true for most students)	38%
Elective courses 40 p (most stud. take 2 p main inst. – see above)	25%
Ergonomics, introduction, communication etc. 8 p	5%
Music performance – Afro-American styles (improvisation...) – 80 p (+elective 40 p)	
Theory / ear training 12 p	15%
Music history 2 p	3%
Main instrument 40 p	50%
Elective courses 6 p	8%
Specific thematic courses 20 p	25%
Music performance – world music – 80 p (+ elective 40 p)	
Same distribution as above	
Master programme – Music performance and creation	
Main instrument	50%
Seminars, lectures and research methods	25%
Elective courses	12.5%
Examination project	12.5%
Teacher training programme (old)	
Joint courses 20 p	13%
Main instrument 20 p	13%
Spec. occupationally oriented courses 60 p	
Piano accompaniment. 4 p	2.5%
Singing and voice 4 p	2.5%
Didactics, methodology, pedagogy, in-field service 40 p	25%
Music theory / ear training 4 p	2.5%
Conducting, ensemble leading 4 p	3%
Music technology 5 p	2%
Elective courses 60 p	37.5%
Teacher training programme (new)	
Music – 80 credit points (2 years)	
Pedagogy / methods / didactics / in-field-service	25%
Theory / ear training	5%
Music history	8%
Drama / Ergonomics	5%
Orchestra / chamber music / ensemble playing	5%
Main instrument	25%
Elective courses	16%
Voice	5.5%
Piano	5.5%
Creative activities for young children 40 p	
Artistic areas 20 p	
Drama 4 p	10%
Art 4 p	10%
Music and movement 4 p	10%

Handcraft 4 p	10%
Voice and body / choir 4 p	10%
Children and creative activities 15 p	
Didactics 3 p	8%
“In field learning” 10 p	25%
Orientation in cultural life 2 p	5%
Introduction and “gestaltung” / didactics 5 p	13%
Church music programme (Organist exam) – 160 p	
Theory / ear training 9 p	6%
Organ / lit. organ / org. improvisation 35 p	22%
Piano 9 p	6%
Singing / Choir 19 p	12%
Conducting / Ensemble leaning 10 p	6%
Pedagogy / methodology / in field service 22 p	14%
Liturgy 11 p	7%
Elective courses 28 p	18%
Joint courses 17 p	11%
Music performance – World music – 120 p	
Main instrument, ensemble etc. 48 p	40%
Theory 12 p	10%
Computers, multimedia, music programmes 5 p	4.2%
Singing / dance / movement 7 p	5.8%
Joint courses:	
Future occupation / communication 6 p	5%
Musical projects 6 p	5%
Elective courses 30 p	25%
Special project (part of Examination work) 6 p	5%

Nordic and international co-operation

The School of Music and Music Education has good co-operation with many Nordic schools in the following cities:

- Helsinki (Sibelius Academy, Stadia Polytechnic),
- Jyväskylä (University, Polytechnic, Conservatory),
- Turku,
- Oslo,
- Trondheim,
- Stavanger,
- Kristiansand,
- Tellmark,
- Bergen,
- Copenhagen (Conservatory, The Rhythmic Conservatory),
- Aarhus,
- Odense,
- Reykjavik (Tónlistarskólinn, Iceland Academy of the Arts).

In addition, the School naturally co-operates with all the other five music academies in Sweden.

Reforms

The two-cycle system (3+2 model) will be implemented at the School of Music and Music Education in Göteborg.

Strengths and profile

The School of Music and Music Education is considered to have the following strengths:

- belongs to a big University (42 000 students), Faculty of Fine and App. Arts,
- good contacts with local music life (Göteborg is a “big small-city”),
- flexibility,
- many good teachers on a high level (currently 12 professors, 28 university lecturers and approximately 50 ass. professors),
- high standard in Composition and Contemporary Music,
- the new postgraduate programme for Orchestral Studies will be of great importance,
- strong Music Teacher Education,
- organ education is well-known, extremely good organs in Göteborg and close connection to Gothenburg Organ Art Centre (GOArt),
- the string education has developed very well during the last 10 years, internationally well-known teachers in brass education,
- close connection to Göteborg Symphony Orchestra,
- Chamber Music courses,
- the Jazz Department has internationally well-known teachers,
- the new PhD education (Music Ped. and Music Performance and Creation) will be of great importance in the future.

The institution is specialised in the following fields of education:

- Contemporary Music,
- Organ,
- Orchestral studies,
- Research Education,
- Chamber Music,
- Ergonomics (for musicians) and hearing problems,
- World Music,
- Multicultural engagement and studies,
- Music Pedagogy.

Some final remarks

The School of Music and Göteborg Symphony Orchestra have launched a Master’s degree programme in orchestra studies in 2002. The duration of this full-time programme is two years, and it is taught in English. The students form an orchestra called The Swedish National Orchestra Academy (SNOA) and the programme is organised in collaboration with the Göteborg Opera and the School of Theatre, Musical and Opera. The mission is to prepare “the best young music graduates in Europe for professional positions in orchestras around the world” (www.musik.gu.se/snoa/ 19 Sept. 2003).

The School of Music and Music Education has for the last decade paid great attention to learning processes in order to create a good environment and system for learning. The goal is to “produce” autonomous musicians, mature human beings, and creative and reflecting artists.

Malmö Academy of Music, Lund University

Introduction

Malmö Academy of Music – *Musikhögskolan i Malmö, Lunds Universitet* – has currently approximately 540 students, of which 500 are undergraduate and 40 postgraduate (including 12 doctoral) students. The institution offers instruction and courses in Swedish and in English (see also <http://www.mhm.lu.se>).

The Academy awards the following degrees: (a) BMus, (b) MMus, (c) PhD, and (d) DMus. The duration of studies leading to the Bachelor's degree is three years, and to the Master's degree five years. The Music Teacher programme takes 4.5 years, the Postgraduate studies two years and the Doctoral studies four years (M. Bergkvist-Persson, 27 Jan. 2004).

Study programmes

The following study programmes are available:

- Performance (Bachelor and Master),
- Composition (Bachelor and Master),
- Jazz (Bachelor and Master),
- Church Music (Bachelor and Master),
- Music Teacher as above + Folk Music, Rock Music,
- The Doctoral Programme in Art.

The main content of the study programmes is as follows (this part has been written according to information at the www.mhm.lu.se, www.performingarts.lu.se/forskning/konst_forskarutb.index.html)

Performance and composition

The performance programme in *Classical Major* leads to a Bachelor or a Master of Fine Arts degree. The undergraduate programme comprises 120 credits. After completing the undergraduate programme, the student can apply for the corresponding programme of 200 credits.

This programme offers orchestral training and tuition in all orchestral instruments, piano, harpsichord, recorder, organ, percussion, guitar and voice. The aim is to develop students' skills and artistic identity so that they can perform as soloists as well as to play in orchestras and ensembles, for example. The curriculum consists of compulsory and optional courses. Besides individual instrumental tuition, courses are offered in chamber music, orchestral studies, ear training, music theory, piano studies, and in the subjects entitled "Music and Society" and "Music communication".

The Performance and Composition Department offers also an undergraduate programme in *Jazz / Improvisation Major* comprising 80 / 120 credits and leading to a Bachelor of Fine Arts degree. The objective of this programme is to prepare the students to a professional career as a

jazz or studio musician. Guest teachers are responsible for a large part of the instruction offered, and the details of the curriculum's content are planned in consultation with the student.

An undergraduate programme comprising an *individualised curriculum* (80 credits) is also offered for students. The musician programme leads to Bachelor of Fine Arts degree. The content of the curriculum is designed in collaboration with the student and the programme advisors.

An undergraduate programme in *Arrangement / Composition* (80/120 credits), classical major, is also offered. The musician programme leads to a Master of Fine Arts degree. A special feature in this programme is the practical co-operation with ensembles and orchestras (www.mhm.lu.se/ 9 Sept. 2003).

Graduate programmes and artistic development

The graduate programmes (after the undergraduate level) are closely linked with the so-called artistic development project (which is regarded as equivalent to scientific research). The Malmö Academy has invested in the aforementioned development project by establishing several professorships.

The graduate programme in composition (160 credits) consists of individual instruction in composition, a seminar, courses in instrumentation, electro-acoustic music and conducting. Individual and independent studying is emphasized. A special feature is the practical collaboration with ensembles and orchestras.

The diploma programme (80 credits) is a musician programme. The objective is to prepare the student for a career as a soloist, for example. This programme aims at deepening the students' instrumental skills and the artistic identity and providing the student knowledge of a broad repertoire of music (www.mhm.lu.se/ 9 Sept. 2003).

Music education programme

The Music Education Department offers three programmes: (a) the instrumental and ensemble teaching programme (IE), (b) the classroom teaching programme for teachers from compulsory school through upper secondary school (GG) and the music teaching (segment of the general teacher training) programme for compulsory school teachers in the arts (GL). The undergraduate programmes comprise 160 credits. In addition, the Music Education Department offers a programme for music producers.

The aim of teacher training is to educate teachers who are able to teach several instruments and various musical styles. The importance of student teaching (teaching practice) is emphasized. The students work (under the control of skilled tutors) at compulsory schools, upper secondary schools, municipal music schools and cultural centres, folk high schools or at other schools offering extra-curricular (voluntary) music education.

The *IE-programme* consists of the following courses: vocal training in singing and speech, primary chord instrument, secondary chord instrument, music theory with arrangement, primary instrument, rehearsal, ear training, media technology, improvisation, music and society, practical instrumental studies, eurhythmics / drama, ensemble conducting, choral

singing and conducting, chamber music, and a graduation project. The students can be admitted to programmes in (a) classical music, (b) eurhythmics, (c) jazz music, (d) folk music, (e) rock music, (f) or music theory with arrangement and ear training.

The *GG-programme* contains the following courses, for instance: vocal training in singing and speech, vocal methodology, major chord instrument / sight reading, major chord instrument /ear training, secondary chord instrument, music theory with arranging, ear training, media technology, music and society, practical instrumental studies, eurhythmics, drama and dance, choral singing and conducting, ensemble performance, school ensemble conducting, and a graduation project. The Academy offers also a major programme specialised in rock and folk music.

The *GL-programme* (160/180 credits) includes compulsory music courses of 60 credits. These courses consist of quite similar subjects as the *GG-programme* with some exceptions. Music is studied full-time during the first two years of studies (www.mhm.lu.se/ 9 Sept. 2003).

Training in multicultural music education

The project World Music School was organised at the Academy in 1996–1999, and it was inspired by similar schools in Holland. In Malmö, the main objective is to provide children in primary schools (grades 1 to 6) complementary music education. The programme consists of

- music making in groups (reflecting different cultures) once a week, and
- music parties once a semester.

One of the principal objectives is to promote understanding of different cultures and to increase cultural solidarity and identity through music. The aims of this school are stated to be as follows:

- create a pluralistic environment,
- put music in the focus,
- include western music in the concept of world music,
- provide an organised and continuous teacher training,
- offer the teacher candidates an opportunity to make field studies at the World Music School,
- stimulate collaboration between musicians and music teachers, and promote understanding of the values of different cultures. (www.mhm.lu.se/ 9 Sept. 2003).

The Doctoral Programme in Art

This programme is focused either on music, fine arts or theatre. The studies comprise 160 (Swedish) credits. The main content of this programme is as follows:

- Methodology (15 credits),
- Doctoral seminar,
- Courses aiming at developing the ability to communicate about the artistic process (totally 25 credits),
- Artistic development work and documentation (120 credits).

An individual study plan is formulated between the supervisor(s) and the student. The duration of full-time studies is four years. The maximum length of the studies is eight years (part-time).

Nordic and international co-operation

Malmö Academy co-operates with 26 institutions within the Nordplus network, 39 institutions within the Socrates network. In addition, it has contacts with institutions in several countries (such as Vietnam, United States, South America).

Reforms

Malmö Academy is continuously revising and developing the structure and the curricula / context.

In addition, the reforms contain the ongoing implementation of the new teacher training programme (Bladh 30 Nov. 2003).

Strengths and profile

The strengths of Malmö Academy are considered to be as follows:

- the Doctoral Programme,
- international relations / networking,
- cultural and social awareness, and
- awareness of professional demands.

School of Music, Örebro University: Musikhögskolan vid Örebro universitet

Introduction

The School of Music, Örebro University –*Musikhögskolan vid Örebro universitet* – has 300 undergraduate and 20 postgraduate students in music, 6 undergraduate students in music education, and 8 doctoral students in musicology – music education. In addition, the School of Music has 150 undergraduate students in Arts and 16 undergraduate students in Theatre / Drama. Instruction and courses are offered in Swedish and (in cases of individual lessons) in several other languages (see also <http://www.oru.se>).

This institution awards the following degrees:

- Master of arts in music education (not longer than until 2008),
- Master of education (from 2005),
- Bachelor of music education,
- Master of music education,
- PhD in musicology / music education,
- Vocational Degree (Theatre / Drama).

The duration of studies is as follows:

- Master of arts in music education, 4 years,
- Master of education, 4.5–5.5 years,
- Bachelor of music education, 1 year halftime studies (after Master of arts in music education),
- Master of music education, 1 year halftime studies,
- PhD in musicology – music education, 5 years,
- Theatre / Drama, 2 years.

Study programmes

The following study programmes are available:

- Music within the teacher training programme, 80 points (120 ECTS),
- Electives within the teacher training programme, 5–x points,
- Ensemble musician education, 80 points,
- Master of music education, 80 points,
- PhD in musicology / music education, 160 points,
- Theatre Arts Programme, 80 points.

The main content of these programmes is as follows:

1. Music within the teacher training programme, 80 points: (a) Main instrument /vocals/ music theory 25%, (b) Ensemble 5%, (c) Conducting 5%, (d) Music theory 5%, (e) Keyboard / Guitar / Electric bass / Percussion skills 10%, (f) Methodology 12.5%, (g) Practice in schools 12.5%, (h) Electives 25%.

2. The teacher training programme: (a) Music (see above) 40–45%, (b) Pedagogy (including Music education 10–15%) 30–35%, (c) electives 20–25% (Music or other subjects).

3. *Ensemble musician education 80 points* (classical and jazz, pop, rock): (a) Main instrument / vocals 50%, (b) Ensemble 40%, (c) Electives 10%.

4. *Electives*: courses (often 5 point courses) within all fields of music, theatre, arts and dance.

5. *Theatre Arts Programme*: (a) Theatre / Drama 50%, (b) Pedagogy 50%.

6. *Music education*: Seminars and essay writing.

Nordic and international co-operation

The School of Music takes part in the Nordplus, Espansiva and Nordpuls programmes. The School has a lot of international contacts and teachers within the field of research.

Reforms

- A new teacher-training system is now implemented all over Sweden. The first students in this new programme will graduate in year 2005.
- The new system helps to create new courses, and also to add other subjects such as theatre / drama in the study programmes.
- The School of Music moves into a new building situated on the university campus in June 2004. That gives the School of Music possibilities to bring courses to a new group of students as well as to give concerts to a “new audience”. It also brings the School of Music to seek a closer contact to other disciplines at the university.

Strengths and profile

The strengths of the School of Music are considered to be as follows:

- music within the teacher-training programme (both classroom and instrumental teaching),
- the possibility to mix music, theatre, dance and arts within a teacher-training programme,
- a variety of electives, and
- a strong research department with good courses in musicology and music education.

Musikhögskolan Ingesund vid Karlstads universitet: Ingesund College of Music

Introduction

Institutionen Musikhögskolan Ingesund vid Karlstads universitet – Department Ingesund College of Music – is located in Arvika. The total amount of students is currently 198. The programme “Teaching qualification in music” (+ Music 40 p.) (*Lärare i musik*) has 162 students, and the Music Therapy programme (*Funktionsinriktad Musikterapi*) 36 students. The institution offers instruction in Swedish, and it awards the Master of Education in Music (*Lärarexamen i Musik*) degree (see also [http:// www.imh.se](http://www.imh.se)).

Study programmes

The Music teaching programme (*Musiklärarprogrammet*) comprises 140–200 points and consists of subjects such as (a) music (45%), (b) pedagogy (33%), and (c) theory (22%). The duration of studies is 4.5 years. In addition, a one-year programme in music (40 points) is available. The Music Therapy programme (*FMT –Funktionsinriktad musikterapi*) comprises 20–80 points. The programme in sound techniques (*ljudsättarutbildningen*) comprises 20 points + 20 points.

Nordic and international co-operation

The Ingesund College of Music has run a three week course in Gambia (together with the School of Music in Örebro). It also takes part in the following programmes: Nordplus, Nordpuls and the exchange programme with folk music.

Strengths and profile

The strengths of Ingesund College of Music are considered to be as follows:

- The profile of the music teacher is to be a good musician as well as a good teacher,
- A lot of orchestral activities and opportunities to play in several different ensembles.

This institution is specialised in the following fields of education: (a) classical, (b) Afro-American / jazz, and (c) folk music.

Kungliga Musikhögskolan: Royal College of Music, Stockholm

Introduction

Royal College of Music, Stockholm –*Kungliga Musikhögskolan i Stockholm (KMH)* – was founded in 1771 by the Swedish king Gustaf III. It is one of the oldest music colleges in the world (www.kmh.se/ 4 Dec. 2003).

The total amount of students is 816 divided into the following groups: (a) 628 undergraduate, (b) 113 postgraduate, (c) 11 doctoral, and (d) 64 other students. KMH awards the following degrees:

- Master of Fine Arts in Music,
- Master of Fine Arts in Church Music,
- University Diploma in Music Education,
- BA and MA degrees in Music and Music Education, a
- PhD in Music Education (in association with Stockholm University).

The duration of studies is as follows:

- undergraduate programmes 3–4 years,
- postgraduate programmes 1–3 years.

All tuition in the regular programmes is offered only in Swedish. However, tuition for exchange and guest students at “continuing foundation programmes” and “postgraduate programmes with performance emphasis” are offered in English on an individual basis.

Study programmes

Undergraduate programmes with a performance emphasis:

- Swedish folk music, Swedish folk music with educational emphasis,
- Folk music / art music from other cultures, folk music / art music from other cultures with educational emphasis,
- Jazz / Afro-American, Jazz / Afro-American with educational emphasis,
- Classical music,
- Early music,
- Conducting,
- Composition,
- Music and media technology, with educational emphasis,
- Individual course of studies.

Undergraduate programme for organists:

- Church music.

Undergraduate teaching programme with music emphasis:

- Compulsory / upper secondary school,
- Dalcroze Eurhythmics,
- Instrumental / vocal / ensemble,
- Choir training,
- Music theory.

Postgraduate studies:

- Music education, for musicians (Swedish folk music, Jazz / Afro-American, Classical),
- Musicians, classical music, at Edsberg Manor,
- Solo organ playing,
- Music theory,
- Master's programme and postgraduate studies in music education,
- Music therapy studies,
- Diploma programmes (Swedish folk music, Folk music from other cultures, Classical, Orchestral / Choir conducting, Composition).

Other study programmes and self-contained courses:

- Education, for folk musicians (Swedish folk music, folk / art music, other cultures),
- Piano tuning,
- In-service education and distance courses,
- Self-contained in-service courses,
- Contract courses.

The Royal College of Music offers a large number of programmes with a lot of specific contents. In short, the musicians' programmes are based on studies in the main instrument, which together with orchestral practice and chamber music / smaller groups forms approximately 65–75% of the total contents. The rest of the education is divided into music theory, music history, ergonomics, music technology, elective courses, and additional instruments such as piano.

The pedagogical programmes are based on three different parts as follows: (a) studies in the main instrument with ensemble playing, (b) pedagogical courses and (c) basic musical skills. Each part is about one third of the entire programme.

The postgraduate programmes are mainly focused on the main subject for each different programme. There is always a large work at the end of these programmes, often a large concert or composition. The pedagogical programmes contain a written part instead of performance.

Doctoral level studies in music education research (*forskarutbildning i musikpedagogik*) leading to the PhD degree (*filosofie doktorsexamen*) are available at the MPC (*Centrum för musikpedagogisk forskning*). This centre also offers a two-year Master's programme in music education (Utbildningar 2004–2005; Royal College of Music, brochure).

Nordic and international co-operation

Kungliga Musikhögskolan (KMH) receives large numbers of guest and exchange students from many countries. It has established a network for student and teacher exchange with several European cities within the Nordplus and Erasmus programmes. The new Linneaus-Palme programme facilitates and finances corresponding co-operation with higher education establishments in developing countries.

KMH takes part in development work in the Balkans, India and elsewhere together with SIDA (the Swedish International Development Co-operation Agency). It is actively involved in several international organizations such as the Nordic Council of Conservatories, ABAM and AEC.

Reforms

The forthcoming reforms are described as follows:

- a completed implementation of a new organization based on six relatively independent departments,
- a thorough revision of the course and study programme structure,
- a strengthened system and organization of orchestral and ensemble activities.

Strengths and profile

The institution is specialised in the following fields of education:

- Orchestral and choral conducting,
- Composition (electro-acoustic and various genres),
- Music and media technology,
- Dalcroze Eurhythmics, and
- Music therapy.

The combination of professional depth and broad diversity in genres, styles, epochs and pedagogical methods with a strong emphasis on orchestral, choral and ensemble training is mentioned as the strength of *Kungliga Musikhögskolan*.

Luleå University of Technology, School of Music in Piteå: Musikhögskolan i Piteå, Luleå Tekniska Universitet

Introduction

The School of Music in Piteå (Musikhögskolan in Piteå) is part of the Luleå University of Technology. The total amount of students is approximately 750, of which 8 are studying on the doctoral level. The School offers education in Swedish and in English, and to some extent also in German (www.mh.luth.se 21 Jan. 2004).

The special character of this School is the combination of music, media and sound-technique studies (from undergraduate to postgraduate level). The duration of studies for the Bachelor's degree is 3 years and for the Master's degree 4 years. The School awards the following degrees:

- Bachelor of Arts with a major in Arranging and Composition / Music Pedagogy,
- Bachelor of Fine Arts in Composition,
- Master of Education in Music,
- Master of Fine Arts in Church Music / Composition / Organ,
- Master of Arts with a major in Piano, Guitar etc, / Music Pedagogy,
- Master degrees in media,
- University Diplomas in Basic Arranging and Composition, Studio Musicianship, Sound Engineering, Radio Production, Media Education,
- Licentiate Degree,
- PhD.

Study programmes

The following study programmes are offered:

- Master of Education in Music,
- Master of Fine Arts in Church Music,
- Sound Engineering,
- Studio Musicianship,
- Basic Arranging and Composition,
- Media Education,
- Composition (120-160 p),
- Organ Music (80-120 p),
- Choir Conducting (40 p),
- Producer in New Media,
- Media Design,
- Media and Communication Science, journalism,
- Media and Communication Science, production,
- Event production,
- Teacher Programme in Music.

The contents of these programmes cover a wide range of studies (www.mh.luth.se).

Nordic and international co-operation

The School of Music in Piteå takes part in the following networks, associations and programmes:

- NORDPLUS, NORDPULS,
- Socrates / Erasmus,
- ISEP for students exchange
- Bilateral agreements for student / teacher exchange,
- Guest teachers / professors,
- AEC,
- AES (Audio Engineering Society),
- EAS (European Association of Music Schools),
- ABAM (Association of Baltic Academies of Music),
- Barents region: The Barents TV Academy, dance, the Barent's Centre for Choral Music etc.

Reforms

The following forthcoming reforms are mentioned:

(a) Concert hall, (b) media platform, (c) choral centre, (d) chairs in Musicology, (e) Sound Technique, (f) and Media and Communication.

Strengths and profile

The School of Music in Piteå offers a unique environment for studies in music, media and sound technique from the undergraduate to the postgraduate level.

Vocational education at the conservatories

Introduction

In Finland, twelve conservatories are located all around the country. Two conservatories offer education in Helsinki; the others are located in Kokkola, Kuopio, Joensuu, Jyväskylä, Lahti, Oulu, Pietarsaari, Pori, Tampere, and Turku. Seven of them – the two conservatories in Helsinki and the conservatories in Turku, Lahti, Oulu, Joensuu and Pietarsaari (Jakobstad) – were ordinary members of the Nordic Council of Conservatories until February 2004. In addition, Tónlistarskólinn í Reykjavík – Reykjavik College of Music – had the same status at this Council.

The status of the Finnish conservatories and the Reykjavik College of Music changed at the Annual Meeting in Aarhus 30–31 January 2004 due to the amendments of the by-laws (regulations) of the Nordic Council of Conservatories. According to the Annual Meeting, only Nordic music institutions offering “higher music education” (in other words, at least Bachelor level education) are eligible for ordinary membership. However, the conservatories can be granted observer status (§2.5).

The Finnish conservatories offer music (and some of them also dance) education mainly for children and adolescents. In addition, they offer instruction for adults at the so-called adult departments.

In Finland, the conservatories also offer vocational education. This “upper secondary level education” leads to Vocational Qualification in Music. The duration of the study programme is three years, and it comprises 120 credit units. The curriculum consists of (a) vocational studies (90 credits), (b) common / joint studies such as languages, mathematics (20 credits), and (c) optional studies (10 credits) (www.consa.fi, 4 Dec. 2003).

The Vocational Qualification is divided into the following study programmes (www.consa.fi, 4 Dec. 2003):

- Music Performance (Ensemble/ Orchestra Musician, Church Musician, Singer, Accompanist),
- Instrument Maintenance and Music Technology (Music Technologist).

The conservatories in Finland

Turku Conservatory offers vocational training in music and dance for 80 students both in Finnish and Swedish. The study programme aiming to train church musicians leads to the qualification of the so-called junior cantor (C-cantor) within the Evangelical-Lutheran church (this study programme will be available until 2007). The vocational qualification in music contains an orientation either in pop and jazz music or classical music. A study programme in music technology is also available (www.turunkonservatorio.fi, 4 Dec. 2003).

The Conservatory of Lahti offers upper secondary level education in Music Performance aiming to train musicians (www.lahti.fi/konservatorio/4 Dec. 2003). *Joensuu Conservatory*

offers vocational training with an orientation in classical music, pop and jazz music or folk music (www.jns.fi/konservatorio/ 4 Dec. 2003). *Pop & Jazz Conservatory* in Helsinki is specialized in rhythm music. The vocational study programme aims to train both musicians and music technologists (www.popjazz.net/ 4 Dec. 2003).

Oulu Conservatoire –Oulun konservatorio – has 55 undergraduate students at the upper secondary level. Instruction is offered in Finnish, English and Russian. The following study programmes are available: (a) chamber / orchestral music, (b) vocal studies, (c) accompaniment, (d) church music. The duration of studies is three years. The Conservatoire awards the following degrees: (a) chamber / orchestral musician (classical, pop & jazz), (b) singer (classical, pop & jazz); (d) accompanist, (d) church musician.

The strengths of Oulu Conservatoire are mentioned to be as follows: (a) High level teachers and study courses, (b) centre of basic professionalism in North Finland, (c) intensive co-operation with a professional city orchestra (Oulu Philharmonic) in the shared music centre. The Conservatoire is specialised in the studio of electronic music. The forthcoming reforms include reforms in study assessment. The aim is that assessment becomes less normative and more individualistic. The Conservatoire co-operates with the *Music School of Leverkusen* and *Musikskolan i Piteå*, and it plans to co-operate with *Musikhögskolan i Piteå*.

The Helsinki Conservatory of Music –Helsingin Konservatorio – is specialised in classical music. It offers study programmes in Music Performance, and awards the following Vocational Qualifications in Music: Ensemble / Orchestral Musician, Accompanist, and Singer. The total amount of students at the School of Music is approximately 800, of which 60 are studying at the three-year study programme leading to the Vocational Qualification. The strengths of the Helsinki Conservatory are declared to be as follows: (a) highly qualified staff, (b) excellent premises, (c) high quality choirs and orchestras, (d) good graduation per cent, and (e) the opera class. The forthcoming reforms include the possible merger with the Ballet School of the Finnish National Opera. This Conservatory has teacher and student exchange with schools in Estonia, Poland, Hungary and Scotland.

The *Swedish Vocational Institute –Svenska yrkesinstitutet* – is located in Pietarsaari (Jakobstad). It offers upper-secondary level music education in Swedish. The amount of students is currently 21. The three-year study programme in Music Performance leads to Vocational Qualification in music. The following study programmes are offered both in classical and rhythm/pop/jazz music: (a) singer, (b) ensemble / orchestra musician.

The strengths and weight points of the Swedish Vocational Institute are the rhythm/pop/jazz education offered the students, good co-operation with other music schools in Helsinki area, and musical projects. The forthcoming reforms include the following: (a) learning through working experience will become part of the curriculum, (b) developing the curriculum in collaboration with the working-life, and (c) international co-operation. The institute will apply for Nordplus Junior and maybe also for Leonardo / Comenius.

The main contents of the study programmes leading to the Vocational Qualification in music is quite similar at all the conservatories (the structure of the core curriculum, see <http://www.consa.fi>). The following example is taken from the Helsinki Conservatory. The study programme (120 credits) consists of: (a) core subjects (general studies) 20 c, (b) basic skills in the music field 10 c, (c) understanding of music 15 c, (d) instrumental skills 30 c, (e) ensemble / orchestral skills 20 c, (f) functioning in different working environments 5 c, (g) optional vocational studies 10 c, and (h) free-choice studies 10 c.

Some final remarks

“The Nordic Music Education Area” refers in this study to higher music education in Denmark, Finland, Iceland, Norway and Sweden. It has been stated that only entities that share similarities as well as differences (although not too big differences) can be compared with each other. The countries presented in this report form a strong educational area sharing a lot of similarities within the Nordic framework.

All the Nordic countries have signed the Bologna Declaration. The implementation of this Declaration (including the adoption of the two-cycle system, the Bachelor–Master structure and the system of ECTS credits) has already been finished in Norway. The institutions in the other Nordic countries will reform their educational structure in the nearest future (Denmark in 2004 and Finland in 2005).

The so-called third cycle – the doctoral level – is supported and recognised in all the Nordic countries (except at the Music Department in Iceland). However, a lot of research work lies ahead also at the Iceland Academy of the Arts both in the field of modern music technology and in the historical archives.

The duration of studies will probably be approximately the same in almost all the Nordic countries especially after the implementation of the new “3+2 structure.” Norway has preserved one exception: the duration of the Bachelor’s degree in music is four years at the performance programmes at the universities and at the Norwegian Academy of Music (“4+2 structure”). In Finland, the “3+2 model” will be implemented in all the universities including the Sibelius Academy in 2005. A special feature in the Finnish educational system is that all the university students have the right to study for the Master’s degree. The duration of the Bachelor-level degree offered at the Finnish Polytechnics is currently 4.5 years but it will very probably be approximately four or five years (240 ECTS) in the future.

A great number of distinctive characteristics can also be noticed. One of them is the names of the institutions. In Denmark, the institutions offering higher music education use the term *konservatorium*, translated into English as Academy of Music with the exception of the Rhythmic Music Conservatory. In Finland, the term “conservatory” (*konservatorio*) refers to institutions offering basic arts education for children and the young and upper-secondary level vocational music education. The Finnish polytechnics have recently chosen names such as Savonia Polytechnic, The Kuopio Academy of Music and Dance. The only Finnish university-level institution is called the Sibelius Academy. The Swedish institutions belong to the local universities (except *Kungliga Musikhögskolan*). The Swedish term *musikhögskolan* has been translated into English in the following ways: School of Music and Music Education (Göteborg), Academy of Music (Malmö), College of Music (Ingesund), School of Music (Örebro), The Royal Academy of Music (Stockholm). In Norway, *høgskole* has been translated into University College (in Tromsø, Agder and Stavanger, for instance) and into Academy (the Norwegian Academy of Music in Oslo, for example).

All the Nordic institutions have a lot of international co-operation not only within the Nordic or European networks but also outside Europe (Africa, Asia, for example). Especially (but not only) the Swedish institutions have co-operated around the world.

The study programmes at the Nordic institutions cover a wide range of music from classical to rhythmic music. In Denmark, the Royal Academy of Music in Aarhus offers a programme in “song, dance and music.” In general, the performance programmes focus on studies in the main instrument and subjects closely related to it (approximately 50% of the studies), whereas the other study programmes consist of several subjects from music theory and pedagogics to communication skills. “In field learning / service” is a noticeable part of the studies in some Swedish institutions (approximately 25% of the study programme “Creative activities for young children” in Gothenburg, for instance). Quite a number of Nordic institutions offer degree programmes not only in music but also in other subjects such as in dance, media, music technology, music management, and theatre and drama.

The strengths and profiles of the Nordic institutions cover several aspects. The amount of music students is biggest in Finland. The largest institutions (such as the Sibelius Academy in Helsinki) offer a wide range of study programmes, whereas some institutions (such as the Rhythmic Conservatory in Copenhagen) are specialised in rhythmic music, for instance. The traditions of each country can be noticed in the content of the study programmes; Icelandic history is studied at the Music Department of the Arts Academy in Iceland.

The Nordic institutions are located all over the Nordic countries. The six Danish, the six Norwegian, and the six Swedish Music Academies offer higher music education around their home countries. In Iceland, the Arts Academy and the Reykjavik College of Music are located in Reykjavik. The Finnish institutions – the music university Sibelius Academy and the ten polytechnics offering higher music education, and the twelve conservatories offering upper secondary level music education – confirm the argument of a strong Nordic Music Education Area, in which music education is highly valued.

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Det Jyske Musikkonservatorium. The Royal Academy of Music, Aarhus.

Det Kongelige Danske Musikkonservatorium. The Royal Danish Academy of Music, Copenhagen.

Nordjysk Musikkonservatorium. Academy of Music, Aalborg.

Rytmask Musikkonservatorium. Rhythmic Music Conservatory, Copenhagen.

Vestjysk Musikkonservatorium. Academy of Music, Esbjerg

Finland

Central Ostrobothnia Polytechnic. Department of Music.

Helsinki Conservatory of Music.

Helsinki Polytechnic Stadia.

Jyväskylä Polytechnic, School of Cultural Studies, Degree Programme in Music

Lahti Polytechnic Faculty of Music

Oulu Conservatoire.

Oulu Polytechnic. School of Music, Dance and Media.

Pirkanmaa Polytechnic, School of Music

Savonia Polytechnic. The Kuopio Academy of Music and Dance.

Sibelius Academy.

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Iceland

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Norway

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APPENDIX: By-laws (Regulations) of the Nordic Council of Conservatories Proposal 2004

§1

The Nordic Council of Conservatories is a cooperative organisation, the aims of which are to:

- handle questions of mutual interest with regard to the education of professional musicians, instrumental / vocal pedagogues, music teachers and others at the Nordic institutions for higher music education
- coordinate activities in these fields in order to thereby promote Nordic cooperation
- arrange courses, seminars and the like on a joint Nordic basis.

§2

Nordic institutions for higher music education and institutions of corresponding status and profile are eligible for ordinary membership.

Ordinary members are approved by the Annual Meeting of the Council on written application.

- 2.1. The Council is composed of one representative of each member institution.
- 2.2. Each member institution appoints to the Council one representative responsible for the direction of the institution's higher education operations.
- 2.3. Members wishing to be accompanied by an expert from their own institution to handle any special items on the agenda must apply to the Working Committee for this.
- 2.4. The Council can invite outside experts to deal with special issues.
- 2.5. The Council can grant observer status to institutions similar in character to the member institutions. Observer status is granted by the Annual Meeting of the Council on written application.

§3

The Annual Meeting of the Council is held before 1 March.

- 3.1. The meeting is chaired by a member of the Working Committee unless otherwise decided by the Annual Meeting. The Secretary General cannot chair the meeting.
- 3.2. Council resolutions are, with the exception of amendments to the regulations (c.f. § 7), decided by a simple majority.
- 3.3. Each member has one vote. Only representatives attending the meeting can vote.
- 3.4. A written ballot must be held if so requested by a member.
- 3.5. Institutions with observer status have the right to attend and to speak at the Annual Meeting but not to vote.

§4

The Council of Conservatories elects a Secretary General who is closely connected with a member institution of the Council. The Secretary General is elected for a period of three years and may be re-elected once.

- 4.1. The Secretary General takes the minutes at all the meetings. The minutes are sent to all the member institutions.
- 4.2. The Secretary General prepares an annual financial statement on the resources administered by him/her. The Secretary General is, together with the Working Committee,

responsible to the Council for ensuring that the resources are spent in accordance with the purposes for which they were granted.

§5

The Council of Conservatories appoints a Working Committee consisting of the Secretary General and one representative from each of the four other Nordic countries.

The representatives of each country themselves elect their member of the Working Committee.

5.1. The members of the Working Committee, who are closely connected with the member institutions of the Council, are elected for a period of two years and may be re-elected once. The representative for Iceland contributes to the meetings of the Working Committee to the extent agreed by the Secretary General and the representative for Iceland.

5.2. The Working Committee is responsible for executing the tasks assigned to it by the Council, and for the preparation of matters for the Council's meetings.

5.3. The Working Committee constitutes itself. The Secretary General can, having reached mutual agreement with the members of the Committee, call upon one or more members of the Working Committee to prepare certain matters.

§6

The travel and living expenses incurred during Council meetings are met by the institution represented by the member; all the other meeting expenses are covered by the music academy hosting the Annual Meeting.

6.1. A membership fee is paid by each member institution to cover the costs incurred by the General Secretariat and the Working Committee. The size of this membership fee is fixed for one year at a time at the Annual Meeting.

6.2. The size of the observer fee is fixed for one year at a time at the Annual Meeting.

§7

Proposals for amendments to the regulations must be made available to members at least twenty (20) days before the Annual Meeting. An amendment to the regulations will be made if at least 2/3 of the members attending the meeting vote in its favour.

§8

The regulations take effect on 1 February 1994. The amendments to the regulations take effect on 1 February 2004.

Translated from the original Swedish.

APPENDIX: QUESTIONNAIRE

(Sent to the Heads of all the member institutions of the Nordic Council of Conservatories)

13 October 2003

Dear Sir / Madam,

The aim of the Nordic Council of Conservatories is to contribute in promoting music education in the Nordic countries. The Working Committee of the Council has thus decided to collect information concerning education offered by Nordic music academies, conservatories, universities, university colleges and polytechnics.

The principal aim is to promote collaboration between the member institutions by producing information and increasing knowledge of each others. In addition, information is needed when courses, seminars, curricula or evaluation are developed. The comparative aspect lies in the strength and special character of each institution, and the aim is to promote the member institutions in developing their activities so that a strong Nordic music education area can be defined.

The results will be discussed in the next annual meeting in Aarhus 30–31 January 2004. Therefore, in order to be able to analyze the information before the meeting, we kindly ask you to answer the following questions as soon as possible, and return the questionnaire by 31st October 2003 at the latest to the following address:

Sibelius Academy
DocMus Department
Marja Heimonen
P.O. Box 86
FIN-00251 Helsinki
Finland

Thank you very much for your invaluable contribution to this important project.

Yours sincerely,

Pekka Vapaavuori
Secretary General of the Nordic Council of Conservatories

QUESTIONNAIRE

Would you kindly be able to answer the following questions. Please pay special attention to the possible reforms in your institution.

- 1. What is the official name (also the English translation) of your institution**
(*Musikhögskolan vid Göteborgs universitet*, for example)?
- 2. The amount of students (undergraduate / postgraduate / doctoral / others) of your institution?**
- 3. Degrees awarded at your institution**
- 4. Duration of studies** (for example, Bachelor's degree 3 years, Master's degree 2 years)
- 5. The study programmes available at your institution**
- 6. The main content of these programmes** (for example, pedagogical studies approximately x%, chamber music courses y%, music theory z% of the studies)
- 7. What do you consider to be the strengths of your institution?**
- 8. Does your institution specialise in some field(s) of education?**
- 9. What kind of reforms are forthcoming at your institution?**
- 10. What kind of Nordic or international co-operation do you currently have?**
- 11. In which language(s) do you offer instruction and courses at your institution?**
- 12. Is there anything else you would like to mention about the education offered at your institution?**