

## TOWARDS A BOLOGNA PROCESS OF THE DISCIPLINES AFTER 2010 POSITION STATEMENT OF THE EUROPEAN ASSOCIATION OF CONSERVATOIRES (AEC)



Association Européenne  
des Conservatoires,  
Académies de Musique  
et Musikhochschulen (AEC)

The **European Association of Conservatoires (AEC)** represents more than 250 institutions in higher music education and training in 54 countries and covers almost 90% of all officially recognised institutions in this sector in Europe. The AEC membership includes independent music academies, music universities or conservatoires, as well as music faculties/departments of multidisciplinary educational institutions.

Since 1999, the AEC has pursued a pro-active approach to the Bologna Declaration process, which has shown the great potential of a strong contribution to the process by a specific discipline resulting in:

1. The *Bologna & Music* website ([www.bologna-and-music.org](http://www.bologna-and-music.org)) for **Information and Dissemination**, being one of the most extensive multi-lingual subject-specific websites addressing *Bologna* to date.
2. A **Sectoral Qualifications Framework** for the 1st, 2nd and 3rd cycles in European higher music education.
3. A subject-specific framework for external **Quality Assurance and Accreditation** for European higher music education with criteria, procedures and a register of experts.
4. A handbook on **Recognition** tools, procedures and regulated music professions in more than 30 countries.
5. The *DoReMiFaSOCRATES* website ([www.doremifasocrates.org](http://www.doremifasocrates.org)) for students, teachers and ERASMUS coordinators promoting **mobility and the European dimension** in higher music education.
6. Information on **Doctoral programmes** in music in the *Guide to 3rd Cycle Studies in Higher Music Education*.
7. The *Mundus Musicalis* project addressing the **Global Dimension** of higher music education.
8. **Social dimension**: an extensive European study addressing pre-college music education and the access to higher music education.
9. A study on the **Employability** of musicians and the latest trends in the music profession in Europe.
10. Various other **Supporting Documents**, such as handbooks on curriculum design & development, the use of credit points, internal quality assurance, joint programme development, alumni policies and more.

All these documents are available in various languages on the [www.bologna-and-music.org](http://www.bologna-and-music.org) website.

Taking into account that in many disciplines a lack of information on (and therefore understanding for) the *Bologna* reforms still exists among teaching staff and students, and based on its experience gained during the development of the above-mentioned subject-specific outcomes, the AEC would like to stress **the need for a stronger role for disciplines in the next steps of the Bologna process after 2010**.

Therefore, in preparation of the various meetings on the future of the *Bologna* process taking place in the near future, the AEC would like to suggest to the Bologna Follow-Up Group and the European Commission to:

1. Conduct a **mapping exercise of the current status of (and challenges to) the implementation of the Bologna principles in the various academic disciplines** by involving European subject-specific higher education associations and ERASMUS Thematic Networks, and discuss the outcomes of this mapping exercise at European seminars.
2. Support the development of **European-level subject-specific approaches for quality assurance and accreditation** that can be used in national quality assurance and accreditation procedures to give these procedures a greater European dimension.
3. Support the development and implementation of **sectoral qualifications frameworks** at the European and discipline levels that are compatible with the generic European Qualifications Framework.
4. Support the **global promotion of the European Higher Education Area by involving European subject-specific higher education associations and presenting subject-specific content** instead of generalised marketing campaigns promoting higher education as a whole.
5. Arrange the **recognition of joint degree programmes** as soon as possible in all *Bologna* signatory countries.
6. **Recognise music as a discipline at all 3 cycles** of higher education in all *Bologna* signatory countries.

We are convinced that, with the *Bologna* process having made great progress with the implementation of structures and recognition tools, a more subject-specific approach to *Bologna* will create new levels of creativity and innovation among institutions, students and teachers. This new momentum will develop the European Higher Education Area into the most dynamic and attractive higher education area in the world.