

doctorates are the misinterpretation of international mobility as a goal per se, and the widespread fear that such degrees would harm the idea of diversity across Europe.

Finally, a tribune is proposed by Gilles Béréziat on the reform of the French university system. The author condemns the deadlocks and incoherence of the political community when it comes to universities and research lead by them, and definitely pleads for a greater autonomy of universities so to enhance university-based research in France.

In the concluding summary, Ulrich Schreiterer outlines twenty proposals for mirroring the shared concerns about current shortcomings of doctoral education, and addressing the challenges ahead. Among the most significant proposals, in terms of the structure of PhD programmes, was a consensus about the research training focus and the furthering of independent and authentic research capacity (proposals 1, 3 and

4). Other proposals were in favour of useful transferable social skills (proposal 2), strengthened institutional responsibilities, notably for supervision (proposals 9 and 10), as well as an increased support in favour of institutional autonomy and the creation of a structure such as a graduate school for universities which reached a critical mass in doctoral education (proposals 12, 13, and 14). Adopting quality assurance measures (proposal 18), encouraging shared responsibilities of different institutions (proposal 15), and diversifying outlooks and crossing national borders (proposal 20), would also achieve important steps towards enhancing doctoral structures and programmes in Europe.

All in all, the focus of this issue of Higher Education in Europe is of particular importance in summarising and giving an overview of the current salient discussions on the future of European doctoral education.

Recommendations by Universities Austria on New-Style Doctoral Studies

Elisabeth Westphal

Policy Advisor for the Bologna Process, Universities Austria

Over the past couple of years, the structure and organisation of doctoral studies have become an increasingly current topic within the Austrian national debate and within universities themselves. The amendments of the University Act 2002 of June 2006 now require the duration of doctoral studies to be three years full time. This change should not simply prolong doctoral studies but should be used as an opportunity to develop them further by taking into account European and national recommendations. Their quality should be enhanced at the same time. This legal modification prompted Universities Austria to establish a joint working group with some of its members and to discuss the current developments, as well as prepare some recommendations on new-style doctoral studies, which had been widely discussed. Of course, these recommendations cannot be applied equally to all doctoral studies and fields. The particularities of each field should be taken into account, too. Besides giving an overview of developments both on a national but also on a European level, these recommendations

are intended to give practitioners and academics an idea about issues such as organisation, supervision, doctoral candidates or doctoral studies as such. If you are interested and keen on reading more about the developments in Austria as well as the recommendations themselves, these can be downloaded from http://www.uniko.ac.at/upload/Universities_Austria_Recommendations.doctoral_studies.March08.pdf

Universities Austria is conducting a bigger project on the Bologna Process (http://www.uniko.ac.at/bologna_projekte/). Right now the information is only available in German but a shorter English version is to follow soon. The topics of the projects are of great importance in national and international discussions and are undergoing a process of substantial change. The focus of one of the projects is on doctoral studies and programmes. Two workshops and one conference are aimed at discussing international developments, doctoral studies in Austria and the state of the art etc. The target group for the first two workshops is the staff of Austrian universities and other interested stakeholders. The third event should be internationally orientated.

A Guide to Third Cycle Studies in Higher Music Education

Martin Prchal, Chief Executive AEC

In the framework of the Polifonia project, jointly coordinated by the European Association of Conservatoires (AEC) and the Malmö Academy of Music from 2004 to 2007, a working group composed of 7 European experts studied various questions related to third cycle studies in the field of higher music education. As a result, the Polifonia Third Cycle Working Group produced a Guide to Third Cycle Studies in Higher Music Education which is meant as a tool to assist curriculum

developers in conservatoires and to generate productive dialogues about education policy. The group conducted extensive research on Third Cycle music programmes in the European Higher Education Area (EHEA) through analysis of interviews, site visits, questionnaires, seminars and other means of data collection, and it became clear that the nature of these programmes can vary considerably between countries. Acknowledging this diversity, the Guide aims at enabling course designers to create their own vision of a Third

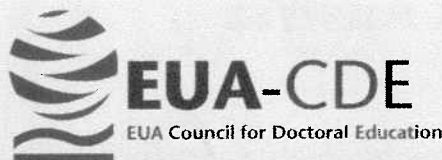
Cycle research qualification that is ideally suited to their own institutions. In order to increase the usefulness of the Guide, certain terms that are integral to the core topic are defined. For that reason, the Guide has chapters on more abstract concepts such as the characteristics of music Third Cycle programmes in relation to First and Second Cycles, the nature of research with an emphasis upon artistic research, and the creation of research environments in which students may develop their full potential. More concrete discussions include the questions that institutions must explore in making the strategic decision to offer Third Cycles, the provision of a taught curriculum within music Third Cycles, and the tools curriculum developers may use in creating such programmes – such as Descriptors and Learning Outcomes. Thus, the

Guide includes a set of learning outcomes for the third cycle developed by the working group in connection to the learning outcomes of the first and second study cycles.

The Guide to Third Cycle Studies in Higher Music Education was designed to be applicable for both internal use, i.e. curriculum development, internal quality assurance, professional development training, and external use, i.e. facilitation of dialogue with professional bodies, explanations of goals and competencies to those involved in higher education politics, and explaining third cycles in music to a wider audience.

The Guide to Third Cycle Studies in Higher Music Education is available online in English, French and German at www.bologna-and-music.org/thirdcycle.

ANNOUNCEMENTS



This page is open for announcements about events or news from our members. To advertise any activity or news, please write to thomas.jorgensen@eua.be

Members' activities

ORPHEUS2009. Fourth European Conference on PhD Education in Biomedicine and Health Sciences, Aarhus, Denmark, 23-25 April 2009

To meet the growing demands throughout Europe for increased numbers of PhD students in health sciences, the organization ORPHEUS was established 5 years ago. ORPHEUS has since worked to define the standard of the PhD thesis and the required quality of PhD programmes. At the last meeting in Helsinki in 2007, about 50 health science faculties were present and confirmed

- that the PhD in biomedicine and health sciences now plays a vital part of health science research
- that the highest standards should be demanded and expected
- that European faculties of biomedicine and health sciences benefitted from working together to ensure that these are achieved.

The next meeting of ORPHEUS will be held in Aarhus, Denmark, 23-25 April 2009. The theme of the meeting will be Setting Standards for PhD Education in Biomedicine and Health Sciences, with input from many European organizations including the EU, the EUA and EUA-CDE (with a talk from Prof.

CDE activities

The CDE has launched its new activity: CDE email hotline. The hotline provides a forum for the members of the CDE to contact each other directly with questions about concrete problems. Contributors can send their questions, remarks and answers to the moderator, which will make them accessible to all members of the list. The discussions will then be archived in a form of an online database directly accessible to CDE members.

For the access to the list, please contact cde@eua.be

Jean Chambaz). Program and other details from <http://www.orpheus2009.org/>.

ORPHEUS is thus playing a key role in the development of PhD education in health sciences, and with this letter members of EUA-CDE or their colleagues in health science faculties are invited to participate in the Aarhus meeting.

The faculties of members of EUA-CDE are also invited to become members of ORPHEUS. Benefits include

- ability to contribute to the position papers made at each conference which are used to influence the relevant organizations
- establishment of European networks, which are the key to enhancing quality.

Application forms may be found on <http://www.orpheus-med.org> (click "membership"), where details concerning ORPHEUS, including previous position papers, may also be found.

Further information may be obtained from

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