



A Joint Master's Degree Programme for Jazz Musicians

presented by

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PARTICIPATING INSTITUTIONS



Conservatorium van Amsterdam
Amsterdamse Hogeschool voor de Kunsten

**CONSERVATOIRE
NATIONAL SUPÉRIEUR
DE MUSIQUE ET
DE DANSE DE PARIS**



Rhythmic Music Conservatory



J a z z - I n s t i t u t B e r l i n



Norwegian University of
Science and Technology

AGENDA



- HISTORICAL DATA
- BACKGROUND
- CHALLENGES
- STRUCTURE, INSTITUTIONS
- STRUCTURE, STUDENTS
- ISSUES
- ADVANTAGES
- WHAT HAVE WE LEARNED?

HISTORICAL DATA

- FOUNDED IN 2010
- 30-40 GRADUATES
- 16 JOINT INTENSIVE COURSES
- 20+ JOINT STEERING GROUP AND PREPARATORY MEETINGS

BACKGROUND

- AEC-PJP AND AEC-IRC MEETINGS
- RMC (Aage Hagen) and NTNU (Erling Aksdal)
- FINDING PARTNERS
- PURPOSE OF THE PROGRAM
- IDENTIFYING CHALLENGES

CHALLENGES

- JOINT PROGRAMME OR JOINT DEGREE?
- STUDY PROGRAMME FRAMEWORK
- COMPATIBILITY OF PROGRAMMES/CURRICULA
- AGREEMENT BETWEEN INSTITUTIONS
- ADMINISTRATION OF PROGRAMME

STRUCTURE, INSTITUTIONAL

- AGREEMENT BETWEEN INSTITUTIONAL HEADS
- DETAILED PROGRAMME DESCRIPTION
(Annex to the agreement!)
- STEERING GROUP (SG), MEETS EACH SEMESTER DURING THE JOINT INTENSIVE COURSE
- PROGRAMME COORDINATION (SG LEADER)
- ROTATION OF SG LEADER BETWEEN INSTITUTIONS

STRUCTURE, STUDENTS

- ADMITTED TO AND GRADUATE FROM A HOME INSTITUTION (ONE OF THE PARTNER INSTITUTIONS)
- 1ST AND 4TH SEMESTER IN HOME INSTITUTION
- 2ND AND 3RD SEMESTER IN TWO PARTNER INSTITUTIONS
- HOME INSTITUTION TUTOR
- SEMESTERLY JOINT INTENSIVE COURSES ROTATING BETWEEN ALL PARTNER INSTITUTIONS

ISSUES

- DISCREPANCY IN NUMBER OF APPLICANTS BETWEEN INSTITUTIONS
- TUITION LANGUAGE AN OBSTACLE FOR SOME HOME INSTITUTIONS
- DIFFERENCES IN GRADING/MARKING SYSTEMS BETWEEN INSTITUTIONS
- LACK OF ADMINISTRATIVE RESOURCES IN MOST INSTITUTIONS
- DISTRIBUTION OF STUDENTS TO HOST INSTITUTIONS IS SOMETIMES A CHALLENGE

ADVANTAGES

- STUDENTS OFTEN CREATE LASTING NETWORKS (AND FRIENDSHIP)
- STUDENTS GAIN KNOWLEDGE OF OTHER CULTURES, MARKETS AND OPPORTUNITIES
- STUDENTS LEARN TO APPRECIATE AND TAKE ADVANTAGE OF DIFFERENCES IN LEARNING CULTURES
- STUDENTS ARE MASSIVELY SUPPORTED AND FOLLOWED UP IN THE PROGRAMME (THEY ARE PRIVILEGED STUDENTS)
- INSTITUTIONAL, COLLEAGIAL AND CULTURAL LEARNING BY STAFF
- EVERYBODY LEARNS TO SHARE THEIR DIFFERENCES

WHAT HAVE WE LEARNED?

- INITIATORS MUST BE PASSIONATE
- NEGOTIATE SHARED VALUES BETWEEN PARTNERS
- CREATING A JOINT PROGRAMME REQUIRES FLEXIBILITY AND PRAGMATISM
- TRUST THE STUDENTS' CAPACITY TO TAKE ADVANTAGE OF THE PROGRAMME RATHER THAN DEMANDING CULTURAL LEARNING
- MOLD AND DEVELOP THE PROGRAMME RATHER THAN FIXING OUTCOMES AT THE OUTSET