

On-demand Musicology

About the multiple Musicology Degrees in Spain

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1. Musicology Studies in Spain

In 1985 musicology studies started in the Spanish University with a five-year Degree in “History and Science of Music”, which was taught in eight public and one private Universities. It was a Degree one could choose after the third University year and consisted in two years (150 hours) of specific Musicology studies. In 2010, with the adaptation to the European Higher Education Area (EHEA), this title became a four-year Bachelor Degree actually offered by seven public Universities. Three private Universities plan to start a Bachelor Degree in Musicology in 2015. In addition, a qualification in Musicology can be also obtained at the Conservatory of Music and in some private Music Schools, controlled by the rules of Artistic Education (EEAA), which are different from the University rules. Both University and Conservatory Undergraduate Studies are equivalent to all effects, with a slight difference: as established by a judgment in 2012,¹ the title of Conservatory cannot be called “Bachelor Degree” because this is an exclusive denomination that can be used by Universities. Thus, in Spain there is a wide variety of Musicology, and you can choose to study this subject through a University Bachelor Degree or a Conservatory “Advanced Diploma”² and attend it in a public or in a private University, in a Conservatory (public) or a private Music School. What is the reason for so many different titles offered for a discipline that has very few students?³ What is difference between studying a Bachelor Degree or an “Advanced

1 Two judgments 13th and 16th of January 2012, issued on appeals 122/2009, 123/2009, 124/2009 and 127/2009, which cancel the arts. 7.1, 8, 11, 12 and additional provision of Royal Decree 1614/2009 which use the appellation “Degree qualification and education”.

2 The difference between the two titles is purely nominal and I have decided to use the term “Advanced Diploma” for the Conservatory Degree.

3 Not only in Spain, also in the world is Musicology not a mass Degree.

Diploma”, in a private or public institution? I will try to answer these questions in the following pages.

Musicology is the scientific and academic study of phenomena related to music, its physical, psychological and aesthetic bases, its history and its relationship with human beings and society. It is both an academic discipline and a sociocultural activity. A musicologist is a specialist whose main objective is to produce knowledge about music in its multiple manifestations. His specializations can vary a lot, some of them devoted themselves to technical analysis of music, others to fieldwork, some study ancient manuscripts and its historical contextualization, others investigate non-Western musical cultures, others are concerned with the psychology of music, or performance theory, or festivals or orchestras management or advise radio, cinema, theater or TV productions. They can work in very different fields: a musicologist can deal with the study of music of the Wagogo (Tanzania) and its dissemination in Europe (fieldwork, non-Western cultures, cultural outreach), another one in educational projects management in opera theaters (cultural promotion, musical education, outreach and marketing) and another could catalog and/or edit early music repertoire (libraries, archives, editorial and research work).

As Musicology allows multiple and diverse specializations, Universities and Conservatories can offer very different contents tailored to their interests or to the different profiles of its faculty. In the current Bachelor Degree, a generalist education is taught, and then it is completed with Masters or postgraduate courses for those activities that require a specific training. Let's take the example of the job in the media: students in Musicology usually study a subject (maybe two) of “Music and Media” which gives them a general view of music in different media, but doesn't prepare them technically to develop a radio program or to work as a consultant or musical selector in TV. Nevertheless a musicologist can do that job, especially after attending the required Master for it. Similarly, in Musicology there is a subject about Music Education (though not in all Universities), but a musicologist could, after completion of the perceptive Master,⁴ be teacher of music.

4 After implantation of 240 ECTS Grades it was decided to create a 60 ECTS Master mandatory, for all graduates in any discipline, who wish to access to public education in high school. In this way graduates would reach the 300 training hours required to become teacher in Secondary school and comply with the minimal training in pedagogy and didactics for all different specialties.

2. Musicology graduates in Secondary Education

In the five-year Bachelor Degree in Musicology before the EHEA, the Music Education specialization was similar to the current one: in some Universities only one subject – often optional – was offered. However, since the 90s, the majority of graduates in Musicology has been dedicated to music teaching, something that is not likely to happen with new graduates in Musicology. Let's analyze why the Bachelor Degree in Musicology has been (but will not remain) the main supplier of music teachers for Secondary school and, related to this, the proliferation of qualifications on Musicology in recent years.

Current law on education in Spain, the *Ley Orgánica para la mejora de la Calidad Educativa*, LOMCE (Organic Act for Education Quality Improvement), was approved in 2013 thanks to the absolute majority of the Popular Party and opposed by all other political forces. The LOMCE is a perfect example of the neoliberal policy of restricting access to culture and art that is being carried out in Spain and that – in the worst of possible scenarios – could serve as an example to other countries in Europe. This law places artistic subjects and music in particular, in a purely symbolic place, so it is possible that a student ends his secondary education without ever studied any subject of music. If this law is maintained, it would not be necessary to replace teachers of music as there will be no need of them. However, we may think that the situation could change again, as in Spain education laws change quite often⁵ and, according to them, the musical training of Spanish students changes as well, because with every new law teaching music appears or disappears, increases or decreases at the mercy of political decisions.⁶

The *Ley Orgánica de Ordenación General del Sistema Educativo*, LOGSE, 1990 (Organic Law on General Education System) marked the effective incorporation of music into the Elementary and Secondary Edu-

5 Since the restoration of democracy we had the Organic Law on General Education System (*Ley Orgánica de Ordenación General del Sistema Educativo*, LOGSE, 1990), Law on Quality of Education (*Ley Orgánica de Calidad de la Educación*, LOCE, 2002), Organic Law on Education (*Ley Orgánica de Educación*, LOE, 2006) and Law for improving Educational Quality (*Ley Orgánica para la mejora de la Calidad Educativa*, LOMCE, 2013).

6 See Rodríguez-Quiles (2014, 2016).

cation, and it also created the specialty of Teacher specialist in Music (a three-year Degree). Since then many music teachers joined through Civil Service Examinations to both Primary and Secondary centers. Primary education was supplied quickly with Teachers specialists in Music, but that title did not enable them to teach in secondary school, as it requires a five-year Degree. Secondary education did not have a suitable Degree because even though there was a higher Degree in Music Pedagogy at the Conservatory, very few students were enrolled in it⁷ and moreover they studied Pedagogy applied to a musical instrument, no Music Education. So, secondary teachers came from four main qualifications:

- Musicology five-year Degree with Conservatory studies (qualified or not)
- Musicology five-year Degree with a three-year Degree in Teacher specialists in Music
- Conservatory Advanced Diploma (very often with a five-year university Degree)
- Three-year Degree in Teacher specialist in Music with a five-year Degree (different from Musicology)

Therefore Musicology graduates represent a significant number of teachers of music, even though their studies did not prepare them for this task. It is true that neither the other groups are adequately trained, as neither Conservatory graduates studied Music Education and teachers are specialized in other ages and subjects. Why, then, musicologists are a large number of music teachers of our teenagers?

In the *Libro blanco de Historia y Ciencias de la Música* (White Paper of History and Science of Music), 2005⁸ Music Education was identified as one of the professional possibilities of Musicology, and therefore included within professional profiles (with Musical Management, Musical Heritage and Music and Media) that could guide a graduate in Musicology through a future Master. In that sense it was recommended to include a compulsory subject from each of the four professional profiles in the Musicology Degree.

⁷ At the Royal Conservatory of Music in Madrid, the largest in Spain, since 2004 only sixty-seven people have got an advanced Degree in Music Pedagogy.

⁸ *Libro blanco de Historia y Ciencias de la Música*, Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA), 2005. <http://www.aneca.es/Documentos-y-publicaciones/Otros-documentos-de-interes/Libros-Blancos> (latest accessed on 11th of December 2016).

With the legislative changes driven by LOGSE finally music subject came to occupy a comparable position to other matters in general education, being compulsory that it had to be taught by specialist teachers. Thus Spain conformed to the European education systems. Consequently, the needs of music teaching in elementary and secondary schools created a significant professional demand. In this area, Musicology graduates have been qualified candidates able to meet this demand (particularly from secondary schools).⁹

This paragraph recognizes that graduates in Musicology “have been qualified candidates to meet that demand” and justifies the inclusion of the professional profile of Music Education *a posteriori*, although it is not an *a priori* Degree profile. That is why it was considered that if musicologists were doing this job since 1990, it should be included as a professional profile. Employment rates of graduates who justified this reasoning also showed that musicologists had hitherto found a job mainly in teaching (Secondary, Primary and Conservatories).

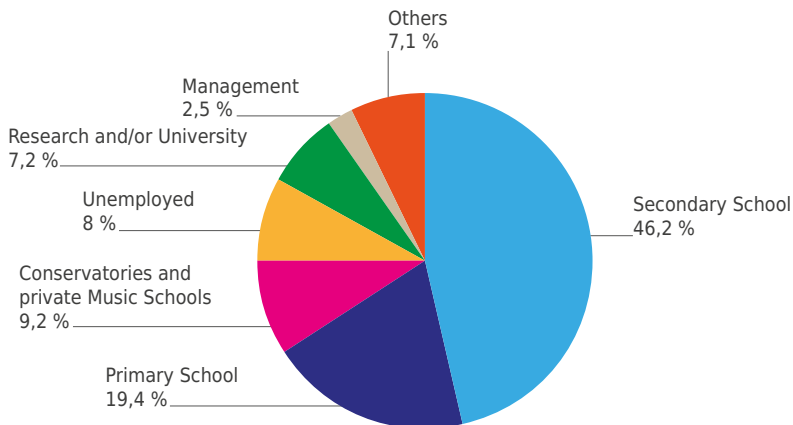


Fig. 1 Employment of Graduates in Musicology from 1999 to 2005 (811 surveyed)¹⁰

⁹ Libro blanco de Historia y Ciencias de la Música, ANECA, 2005, p. 69.

¹⁰ All my references are taken from the Libro blanco de Historia y Ciencias de la Música, *op. cit.*

There are two fundamental reasons that explain why Musicology graduates occupied these positions: first the great availability of jobs for music teachers in secondary school during the LOGSE years and secondly the absence of a specific Degree in Music Education in Spain. This absence caused the fact that graduates “related” to Music Education covered the needs of the Civil Service Examinations. These graduates were mostly graduates in Musicology, since virtually all had musical studies (often unfinished, untitled) and their recent studies in musicology facilitated them to overcome a very important part of the syllabus, which until 2011 was about the subject “Music and Dance History”.

It is convenient to punctuate the prior formation of these graduates to understand why they became educators at that time. Musicology was a second cycle Degree which required having completed three previous years of college and, according to surveys of the White Paper, almost a third of Musicology Graduates previously held the title of Teacher specialist of Music, not to mention that many had also studied music in Conservatory, but had not gotten a qualification (people with musical studies who didn’t get a qualification are not reflected in the survey).

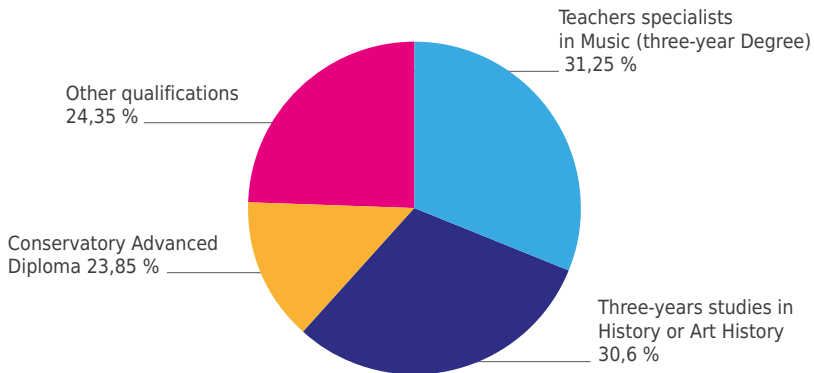


Fig. 2 Ways to access to the Degree in Musicology (1999–2002, 811 surveyed)

Indeed, the title of Teacher specialist of Music gave them training and resources which, together with the humanistic training and the global vision of the musical phenomenon and its artistic and cultural contexts that the Bachelor Degree in Musicology gave them, made these graduates very

suitable for imparting musical education in secondary school. However, most of these teachers began training and specialize on their own through courses and seminars and sharing materials in working groups once approved the exams, but that's another story.¹¹

Nor should we forget another fact: as the five-year Bachelor Degree in Musicology was a study of second cycle, many graduates were enrolled as second Degree and some of them (28%) were already working as teachers of Primary school, Secondary school or Conservatory.

Thus, musical education was included in the *White Paper* as a professional profile of future graduates in Musicology because in 2005 it was the major occupation of this group. Since the new Degree, – just like all the others – offered a generalist's education and a Masters is required to get any specialization, the *White Paper* recommended to include, in a Bachelor Degree in Musicology, a compulsory subject for Music Education, as they already did in some Universities, to introduce in the matter students wishing to train in a subsequent Master.

The current state of music education in Spain, after the EHEA has led to the disappearance of the three-year Degree in Teacher specialist in Music and the five-year Degree in Musicology, it is much worse than a few years ago and it is something certainly worrying. Referring to Primary Education, the musical training of teachers has declined significantly: a Teacher specialist in Music studied a Degree of 180 ECTS of which ca. 65 were on music, while new Teachers with a Mention in Music according to the EHEA, attend a Degree of 240 ECTS of which only 24 are of music. In Secondary school, we have seen that graduates in Musicology (and other groups), with an added training, offered a decent solution to the lack of graduates in Music Education. Now, however, the graduate in Musicology has not studied the three-year Degree in Teacher specialist in Music, nor are graduated at the Conservatory, nor have experience in teaching, therefore they have not the preparation of the former graduates. Almost none of them considered the Civil Service Examinations to secondary school as a career opportunity. His unique approach to music teaching could be the subject they study during the Degree, if offered at their Uni-

11 See Rodríguez-Quiles, J. A.: "Del burro cantor la sombra. Educación musical en España por movimiento cancrizante", *Eufonía: Didáctica de la música*, N° 54, 2012, 7–24.

versity (see Table 1). The rest of graduates who now have access to teaching in Secondary Education, as the Conservatory Graduates, neither have studied Music Education.

Moreover, no qualification or Bachelor Degree, including Music Pedagogy, enables to be a teacher in high school. It is therefore essential to carry out the Máster Universitario en Formación del Profesorado de ESO y Bachillerato, FP y Enseñanzas de Idiomas (Master in Teacher Training for Compulsory Education and Baccalaureat, Professional Training and Language Teaching). This Master's Degree with 30 ECTS of specialization (plus other 12 in general Pedagogy) offered in four months and followed by a 12 ECTS period of practice and a 6 ECTS Final Work for the Master, aims to prepare teachers of music (and of any other specialty) for their work.

Waiting for a Degree that truly prepares Music Educators in Spain, several Universities have followed the proposal of the *White Paper* and have included a subject of Pedagogy and/or Teaching of Music in their curricula, as shown in Table 1.

The offer is certainly poor, because within the eight public Universities providing Musicology, only five have some subject of Music Education, and only the UCM, UGR and USAL include it as mandatory. It is noteworthy that in the planning of one of the private Universities that wish to offer Musicology starting from the next academic year (2015–2016), has included up to 24 ECTS (12 of them mandatory) of this subject.

The titles of the subjects taught are:

- Fundamentals of Musical Education: UCM Compulsory (C)
- Music Didactics (or musical expression): UCM Optional (OP), UAB (OP), UNIR(C) (the title has not started yet), USAL (C), UVA (OP) (never taught)
- Musical audition in compulsory Education: UCM (OP)
- History and Methodology of Music Teaching: UGR (C)
- Music and Secondary Education: UGR (OP)
- Musicology applied to teaching (or education): USAL (OP), UCAM (C) (the title has not started)
- Specialized Teaching: UNIR (OP) (the title has not started)
- Music Pedagogy I: UNIR (C) (the title has not started)
- Music Pedagogy II: UNIR (OP) (the title has not started)

	PUBLIC UNIVERSITIES						CONSERVATORY			PRIVATE UNIVERSITIES	
	UCM	UAM	UGR	USAL	UVA	UAB	UNIOVI	Conservatory	UNIR	UCAM	UAX
HUMANITIES SUBJECTS (ART, LANGUAGES, LITERATURE)	60	48	48	48	60	66/36	54	12	60/30	48	36
MUSICAL PRACTICE	6	0	12	0	0	0	0	19	0	6	0
MUSICAL TECHNIQUE (HARMONY, ORCHESTRATION)	24	12	18	18/6	0	12	18	22	78/36	30	24
MUSIC HISTORY, MUSIC THEORY	60	60	84/66	84/60	84/60	66	90/72	48	42	72	72
ETHNOMUSICOLOGY AND POPULAR MUSIC	18	12	24	24/12	54/36	18/12	24	18	18/6	18	12
TECHNICAL AND PROFESSIONAL SUBJECTS	54/18	24	60/42	42/18	42/6	66/36	48/12	49	24	54/36	48/12
MUSIC EDUCATION	18/6	0	12/6	12/6	6 OP	6 OP	0	0	24/12	6	0
DOCUMENTATION AND HERITAGE	18/6	12	18	6	18/6	24/18	24/6	40	21	30/24	18
CULTURAL MANAGEMENT	6	6	6	6 OP	6 OP	30/12	12/6	3	3	6 OP	24/6
MUSIC AND MEDIA	12/6	6	24/12	18/6	12 OP	6	12 OP	0	0	12/6	6 OP
FINAL DEGREE WORK	12	12	16	12	6	6	6	18	6	6	6

Tab. 1 ECTS dedicated to Music Education in Musicology Degrees and Advanced Diplomas in relation to other blocks of subjects
(ECTS offered / ECTS compulsory)

Instructions – UCM: Complutense University of Madrid, Madrid, public / UAM: Autonomous Madrid University, Madrid, public / UGR: Granada University, Granada, public / USAL: Salamanca University, public / UVA: Valladolid University, public / UAB: Autonomous Barcelona University, public / UNIOVI: Oviedo University, public / Conservatory: Conservatories imparting Musicology (Madrid, Sevilla, ESMUC, Salamanca, Alicante, Valencia, Vigo, Las Palmas, Murcia, Navarra) / UNITE: La Rioja International University, private / UCAM: Murcia Catholic University, private / UAX: Alfonso X el Sabio University, private / Bachelor Degrees and Advanced Diplomas in Music and Musicology in Spain

3. Bachelor Degrees and Advanced Diplomas in Music and Musicology in Spain

The proliferation of Degrees in Music – specifically in Musicology – in private higher education in Spain raises many questions: Why are there these Degrees? Is there a social demand for studies that public University and Conservatory do not provide? Is there a demand for access to higher musical education for those who did not reach the level of the Conservatory or doesn't approve the entrance exams for the University? Did private Universities think regain the candidates to Secondary school teaching supplying the old five-year Degree in Musicology and erroneously believing that music would be still part of the curriculum of Secondary Education?

BACHELOR DEGREES OR ADVANCED DIPLOMAS	BACHELOR DEGREE (UNIVERSITY)		ADVANCED DIPLOMA (CONSERVATORY)	
	PUBLIC UNIVERSITY	PRIVATE UNIVERSITY	CONSERVATORY (PUBLIC)	MUSIC SCHOOL (PRIVATE)
PRIMARY SCHOOL TEACHERS WITH MENTION IN MUSIC	X	X		
MUSICAL CREATION		X		
CONTEMPORARY MUSIC COMPOSITION		X		
MUSICAL INTERPRETATION		X	X	X
MUSICOLOGY	X	X	X	X
COMPOSITION			X	X
CONDUCTING			X	X
PEDAGOGY			X	X
PRODUCTION AND MANAGEMENT			X	X
SONOLOGY			X	X
FLAMENCO			X	X

Tab. 2 Bachelor Degrees and Advanced Diplomas in Music in Spain

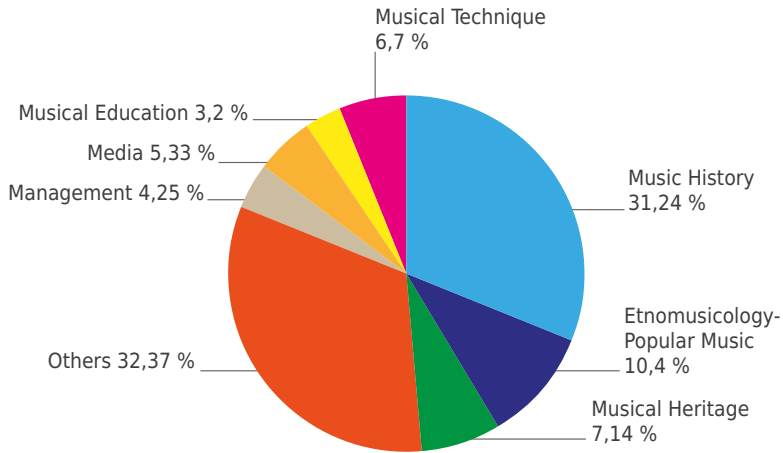
Some of the private University Degrees have been very ephemeral and the delay in the implementation of others referred to the announced in their advertising or the date of its accreditation by the National Agency for Quality Assessment and Accreditation (ANECA) suggests that there is a problem. Lack of demand? Lack of a qualified faculty? Too high prices for a country accustomed to public education? Students' demotivation because of the lack of access to employment in general and public employment in particular?

Some private Universities have opted for innovative and attractive offers, such as the composition of modern music and/or music for media (commercial music), for example with the Bachelor Degree in Music Creation (European University of Madrid), which has not started yet, or the Bachelor Degree in Contemporary Music Composition (College of Arts and Entertainment TAI, private), which since the course 2012–2013 provides a University Degree thanks to an agreement with a public University in Madrid. Also several private Universities have proposed a Degree in Interpretation, which has aroused some interest among students who fail in getting the access level required by the Conservatory for an Advanced Diploma in Interpretation or among those who are attracted by the teaching of prestigious professors. However, two of these Degrees in Interpretation have not managed to stay more than a year (Francisco de Vitoria University during the academic year 2010–2011 and European University of Madrid during the academic year 2013–14). Actually this Degree exists only at the Alfonso X el Sabio University since 2013 with two versions: modern music and classical music. The Degree in Musicology, on the other hand, is the only one that appears in all four types of institutions: it is taught in seven public Universities and three private ones announce it in 2015 (offering blended or online studies), and it is also taught in Conservatories and private Music Schools.

Musicology studies in their four versions offer similar content and the same blocks of subjects. In Table 1 there are the ECTS dedicated to each block and in figure 4 its graphic representation. The results of the analysis of these percentages are the following:

- Musical practice (choral, instrumental practice) is very scarce in University (between 0 and 12 ECTS), but the Conservatory neither spends much time on it (19 ECTS).
- Humanities subjects have a similar value in all Universities (60 ECTS) and very low in Conservatory, where only 12 ECTS of Latin and English are studied.
- The Music History subjects range from 42–48 ECTS (UNIR and Conservatory) and 84–90 ECTS (UGR, USAL, UVA and UNIOVI).
- The Popular Music-Ethnomusicology subjects has an average of 18 ECTS in all centers except UVA (54 ECTS), which has specialized professors.
- We can see some consistency among the four professional profiles (Music Education, Documentation and Heritage, Cultural Management and Music and Media) and the different institutions.
- public Universities, that have offered the Degree in Musicology for years, offer from one to three subjects in each profile:
 - Conservatory and private Music Schools, which has its subjects fixed by law, dedicates a high percentage to Musical Heritage, which is the double respect to Universities and ignores the other three profiles.
 - Private Universities will offer more innovative and differentiated profiles.
- Musical Technique subjects are scarce in most public Universities, slightly more abundant in the Conservatory and much more in private, highlighting the 78 ECTS of UNIR.¹² It seems that Universities have perceived the need to include some musical technique expertise in such studies since many students get to college without a sufficient technical basis.

¹² Private titles have not been implemented yet.



Conservatories and private Music Schools

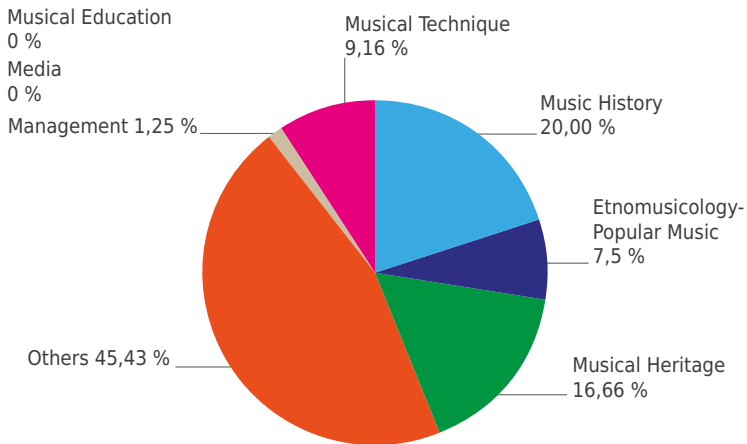
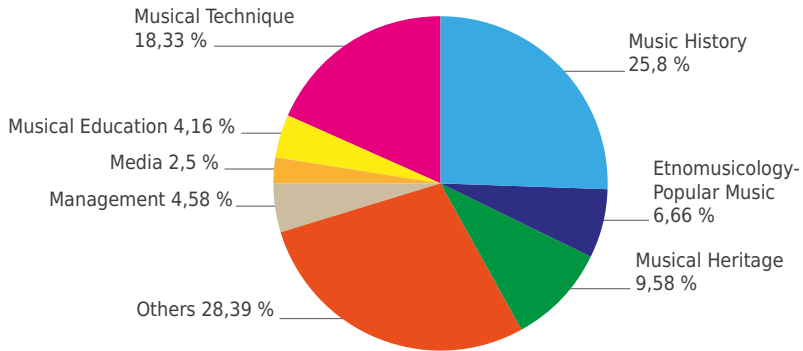


Fig. 3 Percentage of ECTS devoted to each block of contents in the three types of Institution¹³

¹³ In some cases the assignment to a block or another is approximate, since the title of the subject is too generic and does not disclose its contents accurately.

Private Universities



The fundamental differences among the titles are not based on their content, nevertheless, but on deeper and less obvious aspects such as institutions autonomy and education regime (University or Artistic Education), Degree verification, professors' accreditation, research capacity ... and prices.

UNIVERSITY	ARTISTIC EDUCATION
Organic University Law	Education Law
Autonomous Institutions	Institutions under the Ministry
Bachelor Degrees 240 ECTS	Advanced Diplomas 240 ECTS
Master Degree	Master of Arts Degree
PhD	PhD only by agreement with University
Research	Research only by agreement with University
Accredited professors	Non accredited professors
Degree Verification and Monitoring	No Verification or Monitoring

Tab. 3 Differences between University Degrees and Artistic Education Advanced Diplomas

4. Autonomy and legislation

Universities are autonomous institutions; they regulate their own studies supervised by the National Agency for Quality Assessment and Accreditation (ANECA) and are regulated by the LOU (Organic Law on Universities).¹⁴ Artistic Education Studies (EEAA) follows the Secondary Education regime and are defined and organized by the Ministry of Education. These EEAA are Music, Dance, Drama, Art & Design and Preservation and Restoration of Cultural Property. Fine Arts Studies were among them until they adapted themselves to University regime thanks to the Ley General de Educación y Financiamiento de la Reforma Educativa of 1970 (General Law on Education and Financing of the Educational Reform), which allowed them. The other EEAA studies did not require at that time the change to University regime and when some of them decided to do it later on, it was not possible.

5. Degree Verification

All Bachelor Degrees (public and private Universities) go through a Verification process carried out by the ANECA to ensure they are viable, they offer what they promise and that the quality of their teaching and their professors is appropriate. Let's see how the Verification works: each one of the Degrees a University decides to implement must have an application submitted to the University Council with the "Verification Report" where the features of the title are described, including the proposed curriculum, the access and admission rules, human resources and materials with which the University has to face the title and ensure its permanence, etc. The report is evaluated and approved (or not) by the ANECA. After the Verification process, the implementation of the Degree requires authorization by the Autonomous Community whereupon it is included in the Registro de Universidades, Centros y Títulos, RUCT (Register of Universities, Institutions and Degrees). After implantation, the title goes

¹⁴ Organic Law on Universities (BOE 12/24/2001) Modification of the Organic Law on Universities (BOE 13-04-2007) and the Royal Decree 14/2012 on urgent educational measures (BOE 21-04-2012) and Royal Decree 1393/2007 establishing the organization of official University education (BOE 30-10-2007).

through a process of monitoring (Monitoring Report) to verify that the provisions of Verification Report are met. In addition, the Verification Report must be renewed (Renewal Report) every six years.

In Conservatories the Verification procedure does not exist. As the EEAA follow different rules from Universities, its adaptation to the EHEA had to be done differently: instead of proposing their titles and submit Verification reports, the EEAA were “proposed” and “verified” as a unit by the Royal Decree¹⁵ 1614/2009, that organizes and provides them the titles of Bachelor, Master and PhD, but does not give autonomy to Institutions, nor provide the quality verification or teachers accreditation, neither the inclusion of the doctorate in their own teachings cycle. Later on, the Royal Decree 631/2010 regulated the basic content of the Degrees in Music. That is, these two Royal Decrees, issued by the Government, correspond to different Verification Reports that Universities must submit to apply each of their titles.

In January 2012, after several appeals from four Universities, the Supreme Court changed some articles of this Royal Decree and set the rules of the EEAA as they are today:

- EEAA titles may not be called “Bachelor Degrees” because this unique naming belongs to University, but may be called “Títulos superiores” (Advanced Diplomas), although in all respects they are equivalent to a Bachelor Degree;
- the title of “Master” is unique and belongs to University, but the EEAA may offer “Master in Art Education” or “Master of Art”;
- Universities can provide Artistic Education qualifications as Interpretation or Musicology;
- ECTS system and the internal and external evaluations to monitor quality should be regulated and enforced in the EEAA.

¹⁵ A Royal Decree is a legal rule issued by the Government with the rank of law, even if they cannot regulate subjects that have to be treated by Organic Law.

6. Accredited Teachers

The University professorate too has to be accredited. A University professor has to demonstrate technical and didactic knowledge of the subject to be taught and have proved his research expertise with a doctorate and a positive evaluation obtained by some Quality Agency (ANECA or equivalent regional agencies) in one of the existing categories: Profesor Ayudante Doctor (Assistant Lecturer, holder of a PhD), Profesor de Universidad Privada (Private University Lecturer, holder of a PhD), Profesor Contratado Doctor (Contracted Lecturer, holder of a PhD), Profesor Titular de Universidad (Associate Lecturer, civil servant) and Catedrático de Universidad (Full Professor, civil servant). At least 51% of teachers in public Universities must be civil servants (i.e. doctor, with an Civil Service Examinations for the figures of Profesor Titular or Catedrático de Universidad and obviously with accreditation for these figures). The remaining 49% of teachers can be engaged in the categories of Profesor Ayudante Doctor, Profesor Contratado Doctor (both doctors, accredited and that have already passed a public contest for access), in the training category of Profesor Ayudante Doctor, or in the exceptional categories of Profesor Asociado (part-time Assistant Lecturer) or Profesor Visitante (Visiting Professor), which do not require accreditation, not even doctorate. The current crisis has exceptionally led to the proliferation of part-time Assistant Lecturer contracts because they are the cheapest contracts for Universities, but many of today part-time Assistants in public Universities are highly qualified and have an accreditation waiting that someday some positions will be normally available.¹⁶

¹⁶ The part-time Assistant Lecturer figure is intended for a “professional of great renown” who wants to have a part-time job at the University. As it is the cheapest type of contract (the University does not even pay Social Security expenses), Universities have abused it by contracting a lot of “false associates”, i.e. young professors that, if the Government didn’t stopped the supply of public employment, would have done their academic career starting as Contract as Ayudante (Assistant) o Ayudante doctor (Assistant Lecturer, holder of a PhD).

In private Universities only 50% of professors should be doctor and only 30% accredited, in any category, even in the lowest one.¹⁷

The EEAA professorate does not need any accreditation or doctorate.

7. Research and postgraduate studies

Conservatory studies do not have research or doctorate. The Organic Law on Education, LOU 2006, with the article 58.2, opened the door to this possibility “the conditions for the supply of graduate studies at institutions of higher artistic education will be regulated. These studies will lead to equivalent qualifications, for all purposes, to University postgraduate Degrees” and its article 58.5 “Education Authorities will encourage agreements with Universities to organize doctoral studies specific of art education”. However, scientific research at academic level in music Conservatories does not exist yet.

The amendment 41 of the Organic Law for improving Educational Quality, LOMCE2013, adds two new paragraphs to Article 58: 7: “higher artistic education centers may be ascribed to Universities by agreement as stated in Article 11 of the Organic Law on Universities 6/2001, 21st of December” and 8 “Educational Administration may establish procedures for Empowerment and facilitate the organization and management of Conservatories and Higher Schools of Art Education.”

This wording is being given the opportunity for Universities to allow the assignment of Conservatories based on the conditions that determine themselves. Thus it may happen that some Conservatories are attached with an agreement to Universities and others may not, so some Conservatories issued a Bachelor Degree and others an Advanced Diploma.

¹⁷ Organic Law on Universities, Art 72. Teaching and research staff.

1. The teaching and research staff of private Universities must have an academic Degree prescribed according to the regulations under paragraph 3 of Article 4.

2. Independently from the general conditions established in accordance with Article 4.3, at least 50% of all teachers must have a PhD and at least 60% of its PhD professors must have obtained the positive evaluation of the National Agency for Quality Assessment and Accreditation (ANECA) or the external assessment unit that the law of the Autonomous Community determines. For this purpose, the total number of professors will be counted on the equivalent employed at full-time. The same requirements apply to private University centers affiliated to private Universities.

8. Access

I cannot fail to mention the different accesses to each of these centers. Musicology at University and in private Music Schools do not require prerequisites and, in theory, it is possible that someone without musical knowledge could access it, although in practice it is very unlikely that he could be able to be successfully overcome some specific subjects. The entrance examination to University is not required for studying an Advanced Diploma in Music Schools, Conservatories and private Universities. Access to Superior Conservatory requires the possession of a Professional Conservatory qualification or the fulfillment of a test.¹⁸ About prices, the fork is very wide and some can cost up to eight times more than others.

Tab. 4 Requirements for the different types of higher education

	ENTRANCE EXAMS TO UNIVERSITY	LEVEL TEST	PRICE PER COURSE
PUBLIC UNIVERSITY	Yes	No	1500 €
PRIVATE UNIVERSITY	Not for Advanced Diplomas/Yes for University Degrees	Yes for Advanced Diplomas Not for Degrees	4000/13 000 €
CONSERVATORY (PUBLIC)	No	Yes	1400/12 900 €
MUSIC SCHOOLS (PRIVATE)	No	Yes	2500/4500 €

As we have seen, in Spain there is a wide range of different Musicology Qualifications with different offers and qualities, there is a social demand and an interest of private Universities to create titles. Perhaps part of this interest is due to the belief that musicologists can be Music teachers in Secondary Schools ... or maybe not. In any case, this wide range of qualifications is welcome: take your choice.

¹⁸ "First exercise: Analysis of a score (professional qualification level) and second specific exercise of Musicology: a written commentary (historical, aesthetic, sociological, etc.) of a musical text proposed by the committee." Decree 36/2010, 2nd of June, by the Council of Government, according to which the Curriculum for the Community of Madrid, of higher artistic education Degree in Music is established. Amended by Decree 5/2014, 23rd of January, by the Council of Government, which gives schools the autonomy for fix the curricula of higher artistic education for the Community of Madrid which allows obtaining the corresponding higher Title. (BOCM, 28th of January 2014).

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