

Making the Connection between Internationalization and Quality Assurance

MUSIQUENHANCEMENT
QUALITY

By representatives of MusiQuE – Music Quality Enhancement



Lifelong Learning Programme



Education and Culture DG



AEC

A few introductions...

- Who are you and why did you choose for this session?
- Who are we?

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Content

- New definition of internationalisation
- Quality and internationalisation
- Concept of quality
- International quality tools:
 1. International external examiners
 2. International benchmarking
 3. MusiQuE
- Questions and discussion



Definition of internationalisation

- The **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.**



Quality and internationalisation

- International activities will have a positive impact on your quality but HOW really?
- Many institutions have strong international profiles, but...
 - what does it mean to be 'world-class'?
 - how does an institution know it is 'world-class'?



Concept of Quality

- Difference between 'standards' and 'quality'
- Music sector has always been strong on musical/artistic standards
- 'Educational quality' fairly new aspect (Bologna Process!)
- MusiQuE brings both together and can suggest tools to support both aspects



3 international tools available

1. International external examiners -> artistic standards
2. International benchmarking -> educational quality
3. Review by MusiQuE – Music Quality Enhancement -> both artistic standards AND educational quality



1. International external examiners

- Bringing an external and international perspective to the assessment of (final) examination performances
 - A specialist in a specific discipline
 - He/she serves on assessment panels in formative and/or summative performance assessments.



1. International external examiners - Benefits

- Programmes continuously benchmarked at international level
- Teachers' expertise enhanced
- Objectivity of the assessment enhanced
- Link between the assessment, QA and international policies of the institution strengthened



2. International benchmarking

Benchmarking is a **learning tool** aimed at improving performance based on the comparison between institutions / departments / programmes that share common objectives and operate under comparable conditions.



2. International benchmarking

- Similar institutions forming a benchmarking group to:
 - obtain a set of comparative data which can be used for internal analysis
 - compare their practices and/or performance
 - share best practice
- Example of the IBE project (Royal Northern College of Music with Oslo, Graz, The Hague, Montreal, Sydney, Singapore and Boston)



2. Benefits of benchmarking

- Forum for sharing knowledge and experience in a 'safe' environment
- Data to inform decision-making
- Opportunity to build networks and expand contacts
- International perspective on your educational quality





3. MusiQuE – Music Quality Enhancement

- An independent European-level subject-specific external evaluation body
- Its aim:
 - assist institutions in quality enhancement
 - improve quality of higher music education as a whole
- MusiQuE takes over and develops AEC review responsibility
 - More than 30 reviews completed since 2008
 - 12 procedures ongoing/scheduled
- Various services with one philosophy

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The structure of MusiQuE

3 partner organisations: AEC, EMU, Pearle*

3 main bodies:

- MusiQuE Board (5 members) responsible for overseeing all MusiQuE activities
- Peer-reviewers trained
- Supporting staff



The MusiQuE Services

- Quality enhancement reviews for institutions, programmes and joint programmes
- Accreditation procedures for institutions, programmes and joint programmes
- Joint procedures with national quality assurance and accreditation agencies
- Quality Assurance Desk



Principles of MusiQuE reviews

- Respect special characteristics of the sector
- Focus on artistic standards AND education quality
- Bring an international dimension to the procedure
- Encourage institutions to reflect on their own practice, development and challenges
- Assist them in the enhancement of their quality
- Increase objectivity
- Flexibility



The usual MusiQuE procedures: 3 steps

- Preparation of analytical self-evaluation report
- Site-visit of peer-review team
 - At least 4 reviewers, including a student
 - Meetings with various stakeholders
 - Visits of classes and lessons, attendance of concerts/ recitals
- Report of the peer-review team



MusiQuE Standards for Institutional, Programme and Joint Programme Review

3 Sets of Standards


8 Domains of enquiry

- 1) Mission and vision /Programme goals and context
- 2) Educational processes
- 3) Student profiles (admission to, progress through and completion of the programme)
- 4) Teaching staff
- 5) Facilities, resources and support
- 6) Organisation and decision-making processes and
- 7) Internal quality culture
- 8) Public interaction



[INSTITUTIONAL REVIEW]	2.2 International perspectives	
<p>Standard 2.2 The institution offers a range of opportunities for students to gain an international perspective.</p>	<p>Questions to be considered when addressing this standard</p> <p>a) What is the institutional strategy for offering international perspectives and experiences to students?</p> <p>b) To what extent do the study programmes and the extra-curricular activities broaden the students' international perspectives and experiences?</p> <p>c) How is the institution participating in international partnerships/exchanges?</p> <p>d) How are incoming and outgoing students and staff supported by the institution?</p> <p>e) Does the institution have international teachers delivering parts of the curriculum?</p> <p>f) How have teachers developed international expertise?</p>	<p>Supportive material/ evidence</p> <ul style="list-style-type: none"> • International strategy • Any other strategies to promote international cooperation, the inclusion of foreign students and staff and student and staff exchanges • Language policy • Information and services available for incoming and outgoing students and staff • Overview of international partnerships, co-operation agreements and participation in European/ international projects • International activities within and outside the curriculum <ul style="list-style-type: none"> ○ Masterclasses ○ International projects ○ Visiting performers/lecturers ○ Etc. • Student/staff feedback (focus groups, internal and external surveys) • Statistical data: <ul style="list-style-type: none"> ○ Numbers of international students and staff ○ Numbers of international visiting

MusiQuE's recent development

- MusiQuE as the 'go-to' provider for review and accreditation in music
 - EQAR registration in June 2016 
 - MusiQuE enabled to conduct formally recognised accreditation procedures
- Standards for pre-college training and music teacher training
- Supporting procedures in multi-disciplinary institutions with various performing arts disciplines



Finally... this is all about:

- Being accountable and focus on improving ourselves
- Moving internationalisation into a central position in institutional strategies
- Confirming the international reality of our institutions and the music profession
- Strengthening credibility of the sector: this is something we can organise ourselves



Questions for discussion

- What is your experience in relation to linking internationalisation and quality?
- How can internationalisation support quality assurance in your view?
- and how can quality assurance support internationalisation?
- Is your institution using one of the tools presented?



MusiQuE – Music Quality Enhancement

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Request MusiQuE reviews! Contact us!
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