

# MUSIQUE QUALITY ENHANCEMENT



Education and Culture DG

Lifelong Learning Programme



# Introduction to the MusiQuE Peer-Reviewers Training Session

- Who we are:
  - MusiQuE Board members
  - Experienced peer-reviewers from AEC institutions
  - MusiQuE staff members

# Introduction to the MusiQuE Peer-Reviewers Training Session

- Why this workshop?
  - Elements of training and professional development in QA
  - Information about MusiQuE
  - Being a MusiQuE Peer-reviewer
- Importance of knowledge sharing

# Workshop programme

9:00 - 9:30	Plenary	<b>Welcome and introduction</b> A general introduction to MusiQuE, its structure and its review procedures.	M1
9:30 - 10:30	Plenary	<b>Preparation, procedures and paperwork</b> The roles and responsibilities of Peer-Reviewers during MusiQuE review procedures.	M1
10.30 - 10.50	<b>Coffee break</b>		

# Workshop programme

10:50 - 12:00	Training session in groups	<b>Acting as a Peer-Reviewer (Role-play)</b>  Group 1 & 2	<b>Working as part of the team</b>  Group 3 & 4	M2, M3 & R4
12:00 - 13:00	Lunch break			
13:00 - 14:10	Training session in groups	<b>Acting as a Peer-Reviewer (Role-play)</b>  Group 3 & 4	<b>Working as part of the team</b>  Group 1 & 2	M2, M3 & R4

# Workshop programme

14:10 - 15:00	Plenary	<b>Plenary discussion and conclusions</b> Presentation of the MusiQuE Board and feedback.	M1
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# What is MusiQuE – Music Quality Enhancement?

- An independent European-level subject-specific external evaluation body
- Keywords: ENHANCEMENT and FLEXIBILITY

# More than 10 years of work on quality enhancement by AEC Working groups!

- 2002-2004: Project with NASM (US)
- 2006-2007: First review criteria and procedures
- 2007-2014 (Polifonia projects): Criteria and procedures fine-tuned, standards formulated
- 2011-2013: AEC Quality Enhancement Committee
- 7 October 2014: MusiQuE established as an independent legal entity
- **June 2016: MusiQuE listed on EQAR (European Quality Assurance Register)**



# Why MusiQuE?

- Don't leave quality enhancement in music to the bureaucrats
- Don't leave quality enhancement in music to the accountants
- Don't leave quality enhancement in music to the politicians

# Why MusiQuE?

- MusiQuE wants to find subject-specific, self-controlled solutions
- Costs should remain as low as possible, let's challenge the 'quality assurance industry'
- Quality Enhancement in music is different with a specific concept of quality

# Concept of Quality

- Tension between 'standards' and 'quality'
- Music sector has been strong on musical/artistic standards
- 'Educational quality' fairly new
- MusiQuE brings both together and can suggest tools to support both aspects

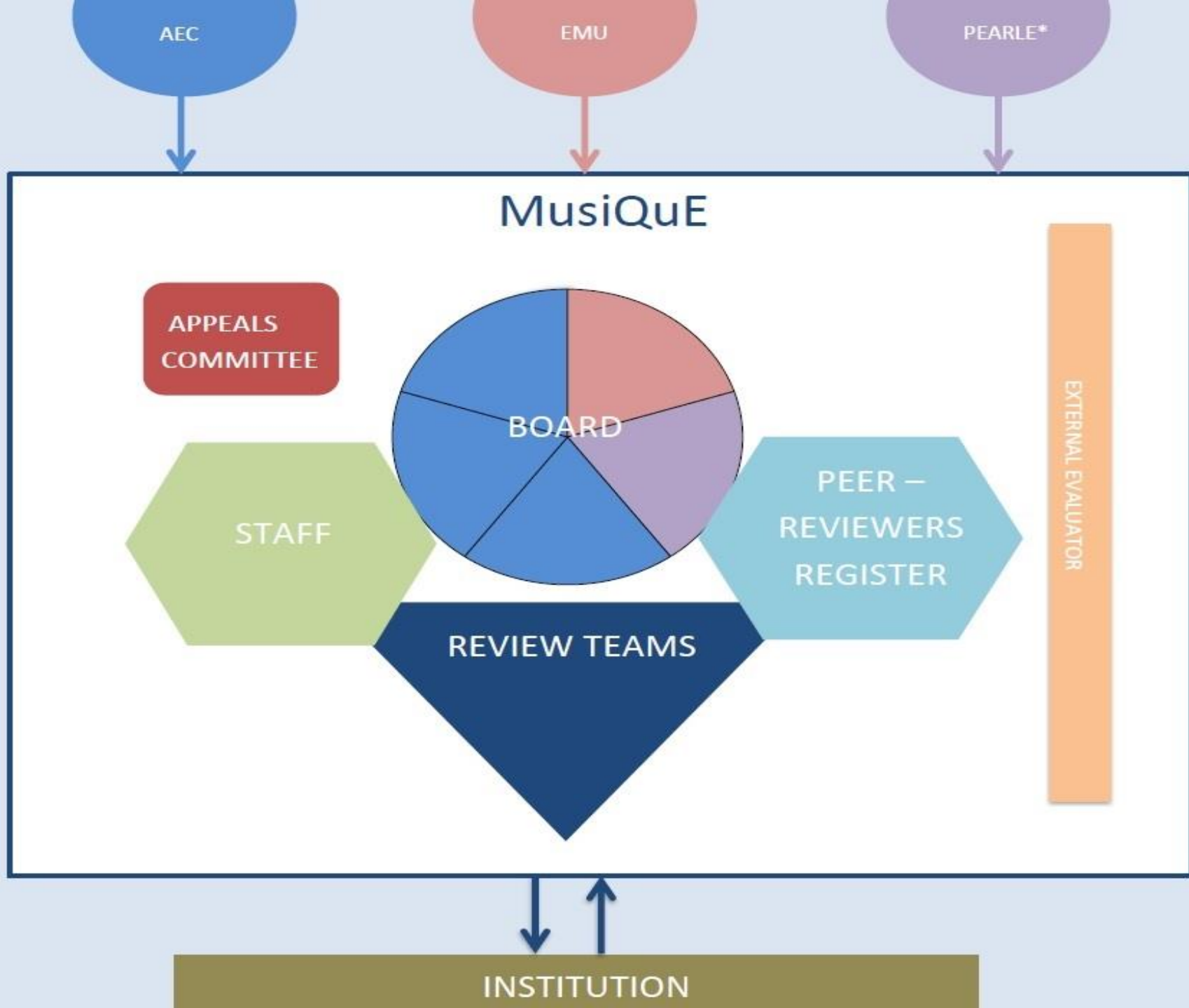
# Part II:

## Key Principles of MusiQuE services

- Respecting the special characteristics of higher music education
- Bringing a European/international dimension to quality enhancement
- Encouraging institutions to reflect on their own practice, development and challenges
- Making quality assurance more meaningful to teaching staff and students
- Offering tailor-made services and innovative approaches to external review

# Part IV: MusiQuE Services

- QUALITY ENHANCEMENT REVIEWS for institutions, programmes and joint programmes
  - ‘Classic review’
  - Tailor-made services
- ACCREDITATION procedures for institutions, programmes and joint programmes
- JOINT PROCEDURE with national quality assurance and accreditation agencies
- QA DESK



# The notion of 'peer' in peer-review

- Nobody knows better how to evaluate the issues in question than those who are doing the same job themselves somewhere else
- *Peer* means: someone like you

# What makes a good peer-reviewer?

- Peers should show respect and understanding of
  - What has been achieved
  - Cultural diversity
  - Context
- But they should also be open about their opinions ('Critical friends')
- To be a good peer-reviewer highly depends on the attitude



# Peer-reviewers roles in different reviews

- QE procedures: advisory
- Accreditation: formal accreditation decision
- Joint procedures with national agencies
- All: language often a challenge

# Preparation, procedures and paperwork

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The roles and responsibilities of Peer-Reviewers during MusiQuE review procedures.



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# Structure of the session

- A - Before the review
  - List of documents
  - How to read a self-evaluation report
- B - During the review
  - The first Review Team meeting
  - Guidelines and code of conduct
- C - After the review
  - Writing report process
  - Final outcome of the review

# A. Before the review: invitation

- Briefing paper
- Questionnaire for peers invited to review institutions/programmes

# A. Before the review: documents

- MusiQuE tools and documents
  - MusiQuE standards
  - Review schedule
  - Template for the analysis of the SER
  - Meeting sheets
- Documents sent by the institution
  - Self-evaluation report (SER) and annexes



# A. Standards: Areas Reviewed

1. Mission, Vision and Context
2. Educational processes
3. Student profiles
4. Teaching staff
5. Facilities, Resources and Support
6. Communication, Organisation and Decision-making processes
7. Internal Quality Culture
8. Public interaction

### (...) 2.3 Assessment (...)

<i>Standard 2.3</i> <b>Assessment methods are clearly defined and demonstrate achievement of learning outcomes.</b>	<i>Questions to be considered when addressing this standard</i> a) What are the main methods for assessment and how do these methods show the achievement of learning outcomes? b) Are the assessment criteria easily accessible to and clearly defined for students and staff? c) What kind of grading system is being used in examinations and assessments? d) Are students provided with timely and constructive feedback on all forms of assessments?	<i>Supportive material/ evidences</i> <ul style="list-style-type: none"><li>• Samples of recordings of examination concerts, examination papers, coursework, reports and other relevant examples of assessed work of students</li><li>• Regulations concerning the assessment of student performance, including appeals procedures</li><li>• The transparency and publication of these rules and standards</li><li>• Student/staff feedback (focus groups, internal and external surveys)</li><li>• Any other documentation relating to and explaining the institution's grading system</li><li>• Methods for providing timely feedback to students</li></ul>
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# A. Before the review: schedule

Time	Session	Participants
13:00-14:00	Lunch	Review Committee
14:00-16:00	Preparatory meeting	Review Committee
16:00-16:30	Break	Review committee
16:30-18:00	Meeting with the management of the institution	Review Committee <u>Management team and senior academic faculty</u> Director Deputy-Director Senior Associate Director Head of Composition Head of Piano Studies Head of Strings
18:00-19:00	Guided tour - Review of the facilities (studios, concert venues, practice facilities, libraries etc.)	Review Committee <u>Management team</u>
19:15-21:00	Dinner	Review committee <u>Representatives of the institution</u>



		Resources Head of Music Library Manager, Academic Studies Associate Director, Admissions & Student Affairs Associate Director, Concerts & Events Lecturer/ Assistant Director, External Relations Assistant Director, Strategic Planning and Research
12:00-12:45	Meeting with members of the relevant boards	Review Committee  <u>Members of relevant boards</u> Vice Provost, University Vice Provost, University Chairman, Governing Board
13:00–14:00	Lunch	Review committee
14:00-15:00	Review committee meeting	Review committee
15:00-16:00	Session on research/ teaching and learning	Music Technology Sonic Arts Music History Theory and Composition Cello Studies
16:00-16:40	Visit of classes / or concert  Chamber music coaching  Senior recital (Flute)  Music in the Global Context (General Education Module)	Review Committee
16:40-17:00	Break	
17:00-18:30	Meeting with faculty	Review committee  <u>Faculty</u> Head of Violin Studies Music Theory Ear-training, World Music and Professional Development Music Theory Head of Viola Studies Assistant Professor, Piano

# A. Before the review: schedule

Time	Session	Participants
09:15-10:30	Meeting with representatives of the profession	Review Committee  <u>Representatives of the profession</u> General Manager, Symphony Orchestra Orchestra Manager, Symphony Orchestra Programming Officer, Concert Hall Principal, Music School
10:30-11:00	Break	
11:00-12:00	Extra session if needed by the experts	Review Committee
12:00-13:30	Lunch	
13:30-14:30	Meeting with former students	Review committee  4-5 former students
14:30-16:30	Committee meeting - Preparation of the feedback meeting and of the report	Review Committee
16:30-17:00	Feedback to the institution	Review Committee  <u>Leadership of the institution</u>  <u>Governing Board members</u>
19:00	Dinner	Review committee

# A. Before the review: reading the self-evaluation report

- The Self-evaluation report: a short, analytical and comprehensive statement of the institution's view of quality and strategic management
- Provision of quantitative and qualitative data

# A. Before the review: analysing the self-evaluation report

- How to read a self-evaluation report (SER) efficiently?
- Share your experience!

# A. Before the review visit

- Questions and answers



## B. During the review: Exercise

- Each group prepares itself in 10 minutes as a Review Team
- Choose 1 of the 2 Fictive self-evaluation reports
- Formulate questions using the meeting sheets for a specific target group

# B. During the review visit

- Reporting back



## B. During the review: guidelines

- Role of the Secretary
- Role of the Review Team Chair
- Role of the Other Reviewers (Peers and Student)



## B. During the review: code of conduct

- Data confidentiality
- Fruitful dialogue
- Respect of the local culture of the institution
- Consideration of the objectives and strategies of the institution with the help of the standards – mission driven

# C. After the review: template for the peer-reviewers report

- Table of content
- Introduction
- Analysis of how each standard is met  
(fully/partly/not compliant) + suggestions for improvement
- Summary
- If accreditation => proposal to the MusiQuE Board for accreditation

# C. After the review: Outcomes

- Quality Enhancement Process
- Accreditation procedure
- Joint procedure with national agency

# Coming next:

- Coffee break until 10:50
- 2 Workshops 4 groups:
  - How to act as a Peer-Reviewer (Role-play) (groups 1 & 2)
  - How to work as part of a team (groups 3 & 4)
- Lunch break at 12:00
- Groups rotating at 13:00
- Final session together at 14:10

# Being a member of a MusiQuE peer-review team

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## Final plenary session



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# Structure of the session

- Feedback from the group sessions
- How to get involved with MusiQuE?
- Concluding remarks

# Feedback and discussion session

- Which challenges have you encountered?
- What have you learned?
- ...

# How to get involved with MusiQuE? As Peer-reviewer!

- MusiQuE recruits every year new Peer-reviewers
- Criteria:
  - an appropriate qualification (degree or professionally-oriented diploma) and recognised expertise in relevant areas
  - broad knowledge of the teaching and learning models and methods relevant for music education
  - candidates should have taken the Peer-reviewers training



# How to get involved with MusiQuE? As Board member!

Areas of responsibilities of the MusiQuE Board:

- The review and accreditation procedures
- The Register of Experts
- The internal quality assurance of MusiQuE
- Financial matters
- Further development, external relations and communication

# How to get involved with MusiQuE? As Board member!

- Open call for a new AEC mandated members in Spring 2017
- Applications to AEC Council by 1st June 2017
- AEC Council studies the applications at its autumn meeting + AEC GA is asked to endorse the Council's recommendation in Nov. 2017
- MusiQuE Board selects the candidate based on the recommendation from AEC Council

# Concluding remarks

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# How is MusiQuE doing?

- International recognition through listing on the European Quality Assurance Register for Higher Education (EQAR) June 2016
- Increased level of activity
- Development of standards for pre-college music education and classroom music teacher training
- MusiQuE is increasingly visible and respected in generic QA contexts

# Finally, MusiQuE is all about:

- Taking a pro-active and positive approach towards quality issues in our sector that is focused on improvement, not control
- Being flexible towards national and institutional contexts and needs
- Keeping costs low
- Confirming the international reality of our sector
- Strengthening the credibility of the sector by showing this is something we can do ourselves
- **MusiQuE IS YOURS.....**

# MusiQuE – Music Quality Enhancement

Website : [www.musique-qe.eu](http://www.musique-qe.eu)

Request a MusiQuE review? Contact us!  
[info@musique-qe.eu](mailto:info@musique-qe.eu)

# THANK YOU!

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