

MUSIC QUALITY ENHANCEMENT



Education and Culture DG
Lifelong Learning Programme



AEC



Content

- I. General introduction
- II. Information on 'quality' in higher music education and the latest developments
- III. What do we mean with 'quality' in the field of music?
- IV. Some examples and methodologies from higher music education
- V. What does this mean for you?

Who am I?

- Trained as a cellist in NL, USA, GB and CZ
- MA degree in musicology Utrecht University
- Cellist, founder of junior department Utrecht Conservatory and initiator ERASMUS exchanges in music
- Chief executive European Association of Conservatoires (AEC) 2001-2011
- Vice-principal Royal Conservatoire The Hague
- Chair Board MusiQuE – Music Quality Enhancement

What is MusiQuE?

- A European organisation for quality enhancement for music in higher education
- Partners are:
 1. European Association of Conservatoires (AEC)
 2. European Music Schools Union (EMU)
 3. Performing Arts Employers Associations League Europe (Pearle* - Live Performance Europe)
- Does evaluations and accreditations, wants to facilitate debate on quality issues

The situation in higher music education

- For a long time:
academies/conservatoires/music universities focused on artistic quality
- Bologna process since 1999:
 - Bachelor – Master system
 - Introduction of credit points
 - Introduction of quality assurance - > ‘quality’ defined in certain way

Concept of Quality

- Tension between ‘(musical) standards’ and ‘(educational) quality’
- Music sector has been strong on musical/artistic standards
- ‘Educational quality’ fairly new: organisation of the curriculum, student feedback, facilities, assessment rules, etc.
- Crucial for our type of institutions to bring both together

Example 1: our exams

- ‘Artistic quality’ main purpose: to test artistic and instrumental/vocal skills of our students/pupils
- ‘Education quality’: assessment criteria, fair assessment regulations, equal treatment, relevant circumstances in terms of facilities, relevant assessment panel -> internal/external?

Example 2: our teachers

- Artistic standards: they should be great artists: artistic skills and competencies, reputation, professional practice are central
- Educational quality: didactic skills, ability to work in teams, need for continuing professional development, understanding of the academy as an educational institution and not just a cultural one

Another dimension 1: internal/external

- Important aspect on how to reach an objective view on your own quality: balance between internal and external forms of evaluation or assessment
- In higher music education:
 1. Exchange of external examiners for (final) examinations
 2. 'Critical friends'

Another dimension 2: formal/informal

- Music education has strong informal feedback and communication methods
- But then: how about feedback that requires confidentiality?
- Strong individual connections
- Formal feedback mechanisms needed

Another dimension 3: qualitative/quantitative

- Qualitative feedback mechanism can be very effective, but lack confidentiality
- Quantitative can provide students/pupils with possibilities for anonymous feedback
- Both qualitative and quantitative are needed, but the balance is crucial

Yet another dimension: international evaluation

- To increase objectivity in small subject areas in small countries
- Brings other perspectives that will help you see things in different light
- Will help in establishing your reputation

MusiQuE and you...

- MusiQuE has developed a procedure for the evaluation of pre-college level music education institutions - > more about this during the presentation of Orla tomorrow
- For procedures in higher music education we are looking for qualified and trained experts from the profession

MusiQuE: European Standards for Evaluation

8 Domains of enquiry

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

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
- Offering tailor-made services and innovative approaches to external review

Questions for you...

- What is your understanding of the word 'quality' in your context?
- Do you recognise the division of 'artistic standards' and 'educational quality' in your context?
- What is your opinion of the internal/external dimension?
- Do you see possibilities in the framework of EMU to exchange colleagues at the international level to do quality work?
- Does an organisation like MusiQuE that provides international external evaluations make sense in your context?

MusiQuE – Music Quality Enhancement

Website : www.musique-qe.eu

Request a MusiQuE review? Contact us!
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