Content of the presentation

- o Introductions
- o General information about *MusiQuE – Music Quality Enhancement*
- o A comparison of the PKA and MusiQuE programme standards
- o Your questions

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 (29 reviews since 2008)
- Various services with one philosophy

Concept of Quality

o Difference between 'standards' and 'quality'

o Music sector has always been strong on musical/artistic standards

o 'Educational quality' fairly new aspect (Bologna Process!)

o MusiQuE brings both together and can suggest tools to support both aspects

The structure of MusiQuE

3 partner organisations: AEC, EMU, Pearle*

3 main bodies:

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

The MusiQuE Services

o Quality enhancement reviews for institutions, programmes and joint programmes

o Accreditation procedures for institutions, programmes and joint programmes

o Joint procedures with national quality assurance and accreditation agencies

o New feature: 'critical friend approach'

o Quality Assurance Desk

Principles of MusiQuE reviews

o Respect special characteristics of the sector

o Focus on artistic standards AND education quality

o Bring an international dimension to the procedure

o Encourage institutions to reflect on their own practice, development and challenges

o Assist them in the enhancement of their quality

o Increase objectivity

o Adjust to diverse national situations

The usual MusiQuE procedures: 3 steps

o Preparation of analytical self-evaluation report

o 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

o 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

Mapping of the 'Detailed criteria for programme evaluation' (General academic profile and Practical profile) of the Polish Accreditation Committee against the 'MusiQuE standards for programme review'

Detailed criteria for programme evaluation of the Polish Accreditation Committee	MusiQuE Standards for Programme Review
1. Concept of education and its conformity with HEI's mission and strategy	
1.1 Concept of education	**1. The programme goals are clearly stated and reflect the institutional mission.** · What is the institution's mission, vision or goal? · What is the rationale for the programme and what are its unique features (in alignment with the institutional mission and/or in the regional, national and international context)? · What elements and factors are involved in determining admission capacity and profile? · What are the goals of the educational programme and how have these goals been identified and formulated? · Were procedures for formal approval and legal recognition of the study programme taken into consideration in its development? · What statistical information is collected, and how is it used to support the study programme? · How are equal opportunities embedded in the institutional mission/vision?
1.2 Scientific research in the area(-s) of science/arts related to the field of study (General academic profile) / 1.2 Development work in the areas of professional/economic	**2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.** · What role does research play within the programme?

activity typical for the field of study (Practical profile)	· How does research inform curriculum development and teaching? · How does research feed into students' assignments/activities/tasks?
1.3 Learning outcomes	**2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.** · What are the learning outcomes of the programme and how do they take into account the various aspects of the 'Polifonia Dublin Descriptors' (PDDs) and/ or the AEC learning outcomes?
2. Study programme and possibility for achieving intended learning outcomes	
2.1 Programme of study and study programme - selection of course contents and teaching methods	**2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.** · How does the curriculum reflect the institutional mission and address the goals of the programme? · How does the programme enable students to develop individual study profiles? · Where appropriate, is there a connection/ progression between this programme and other study programmes/cycles? · How is the programme utilizing different forms of teaching in the delivery of the curriculum? · How are students offered opportunities to present their creative, musical and artistic work? · How does the programme encourage critical reflection and self-reflection by the student?
2.2 Effectiveness of achieving intended learning outcomes	**2.3 Assessment methods are clearly defined and demonstrate achievement of learning outcomes.** · What are the main methods for assessment and how do these methods show the achievement of learning outcomes? How are they being reviewed to consider issues such as consistency and fairness? · Are the assessment criteria and procedures easily accessible to and clearly defined for students and staff? · What kind of grading system is being used in examinations and assessments? · Are students provided with timely and constructive feedback on all forms of assessments?

2.3 Student admission, completion of a given stage of a study programme, awarding diplomas, recognition and attestation of learning outcomes	**3.1 There are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme.** · Does the programme have clear and appropriate criteria for admissions? · In what ways do the entrance requirements assess the abilities (artistic/technical/academic/pedagogical) of the applicants to successfully complete the study programme? **3.2 The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.** · How are student progression and achievement monitored within the programme? · What are the recognition mechanisms (prior learning, study abroad)? · What information does the programme collect on the professional activities/employment of the students after they complete the programme, and how is this information used? · Are graduates successful in finding work/building a career in today's highly competitive international music life?
3. Effectiveness of internal education quality assurance system	
3.1 Design, approval, monitoring and periodic reviews of study programme	**7. The programme has in place effective quality assurance and enhancement procedures.** · What quality assurance and enhancement procedures are in place within the programme? How often is the programme being reviewed? · How are the quality assurance and enhancement procedures monitored and reviewed? · How do quality assurance and enhancement procedures inform/influence each other? · How are staff/students/alumni/representatives of the music profession/quality assurance experts involved in the quality assurance and enhancement procedures and how is their feedback used to enhance the programme? · How are these procedures used to inform decision-making? · How are students and staff informed if their feedback has led to change? · How would the overall quality culture within the programme be characterised?

	6.2 The programme is supported by an appropriate organisational structure and decision-making processes. · What is the organisational structure of this programme and how is it linked with that of the institution? · What are the decision-making processes within the programme? · Are staff responsibilities in the programme clearly defined? · Is there sufficient and appropriate representation (e.g. students, staff, external representatives, etc.) within the programme's organisational structure and decision making processes? · What evidence exists to demonstrate that the organisational structure and the decision-making processes are effective?
3.2 Public access to information	**8.3 Information provided to the public about the programme is clear, consistent and accurate.** · What resources and delivery systems are used to convey information to the public? · How does the programme ensure that information given to the public (students, audiences, parents, music education institutions at other levels, etc.) is consistent with the content of the programme? · What mechanisms are in place to review information before it goes public? · How is the accuracy of the information ensured on an ongoing basis?
4. Staff providing the education process	
4.1 The number, scientific/artistic achievements and teaching competences of staff (General academic profile) / 4.1 The number, scientific/artistic achievements, professional experience gained outside the HEI and teaching competences of staff (Practical profile)	**4.1 Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.** · How does the institution ensure that all members of the programme's teaching staff have appropriate qualifications as educators? · Is there an institutional strategy that supports and enhances the teaching staff's artistic/pedagogical/ research activity? · How are teaching staff engaged in the different activities of the institutions (committees, concerts, organisation of events, etc.)? · How are teaching staff encouraged to engage in ongoing critical reflection and to develop this quality in their students?

4.2 Staffing of classes	**4.2 There are sufficient qualified teaching staff to effectively deliver the programme.** · How does the programme ensure that the number and experience of teaching staff are adequate to cover the volume and range of disciplines? · How does the composition of the teaching staff allow adaptation to new professional requirements and changes to the curriculum? · How does the recruitment policy foster new developments within the programme?
4.3 Professional development and in-service training of staff	**4.1 Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.** · Is there a policy in place for continuing professional development of teaching staff?
5. Cooperation with representatives of social and economic stakeholders in the education process	
	8.2 The programme actively promotes links with various sectors of the music and other artistic professions. · How does the programme engage with various sectors of music and other artistic professions? · What are the long-term plans for the (continued) development of the links with the artistic professions? · How does the programme assess and monitor the ongoing needs of the professions? · How does the programme engage in and promote Lifelong Learning opportunities? **8.1 The programme engages within wider cultural, artistic and educational contexts.** · Does the programme engage with the public discourse on cultural/artistic/educational policies and/or other relevant issues, and if so, how? · What are the contributions of the programme to cultural/artistic/educational communities at the local, national and international level? · Does the programme prepare its students to advance society through the use of their knowledge and skills, and if so, how?

6. Internationalisation of the education process	
	2.2 The programme offers a range of opportunities for students to gain an international perspective. · How is the programme aligned with the international strategy of the institution? · To what extent do the curriculum and the extra-curricular activities offer international perspectives? · Is the programme participating in international partnerships/exchanges? · How are international students on the programme supported? · Are students given an international Diploma Supplement upon graduation? · Does the programme have international teachers delivering parts of the curriculum? · Do teachers on the programme have international experience (either as a student/teacher?)
7. Infrastructure used in the education process	
7.1 Teaching and research infrastructure	**5.1 The institution has appropriate resources to support student learning and delivery of the programme.** · Are the building facilities (teaching and practice studios, classrooms, concert venues, etc.) appropriate? · Are the number and standard of instruments (pianos, organs, percussion, etc.) appropriate?
7.2 Library, IT and education resources	**5.1 The institution has appropriate resources to support student learning and delivery of the programme.** · Are the IT, computing and other technological facilities appropriate? · Is the library, its associated equipment (listening facilities, etc.) and its services appropriate? **5.2 The institution's financial resources enable successful delivery of the programme.** · Does the programme have sufficient resources for its effective delivery?

7.3 Development and improvement of infrastructure	**5.2 The institution's financial resources enable successful delivery of the programme.** · Is there a long-term financial plan in place to ensure the continued delivery of the programme?
8. Care and support provided to students in the process of learning and attaining learning outcomes	
8.1 Effectiveness of care and support system and of motivating students to achieve learning outcomes	**5.3 The programme has sufficient qualified support staff.** · Are there sufficient qualified support staff (technical, administrative, IT, non-teaching staff, etc.) to support the teaching, learning and artistic activities of the programme? **6.1 Effective mechanisms are in place for internal communication within the programme.** · How does the programme communicate with its students and staff? · How do students and staff communicate? · How does the programme communicate with part- time and hourly-paid teaching and non-teaching staff and with external collaborators (guest teachers, examiners, etc.)? **2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.** · Are there formal arrangements for students to receive academic, career and personal guidance?
8.2 Development and improvement of the system to support and motivate students	**5.3 The programme has sufficient qualified support staff.** · Are policies in place for continuing professional development of support staff? **6.1 Effective mechanisms are in place for internal communication within the programme.** · How does the programme ensure the continued effectiveness of its communication systems? **7. The programme has in place effective quality assurance and enhancement procedures.**

MusiQuE's recent development

o MusiQuE as the 'go-to' provider for review and accreditation in music

- EQAR registration in June 2016   eqar ////

- MusiQuE formally recognised to conduct formally recognised accreditation procedures in several European countries

o Standards for pre-college training and music teacher training

o Supporting procedures in multi-disciplinary performing arts institutions

MusiQuE is all about:

o 'Mission-led', not 'Brussels-led'!

o Being accountable ánd focus on improving ourselves

o Confirming the international reality of our institutions and the music profession

o Strengthening credibility of the sector: this is something we can organise ourselves

Finally…

All your comments and questions…..

MusiQuE – Music Quality Enhancement

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