

Making QA processes more meaningful for teachers
Latest development in the field of music



  
Lifelong Learning Programme

What is MusiQuE – Music Quality Enhancement?

- An independent European-level subject-specific external evaluation body
- Institutional/programme review/accreditation
- Keywords: subject-specific, international, flexible and focused on enhancement
- Stakeholders model (education + profession)
- Registered on EQAR since June 2016



A bit of context

- QA processes already involve:
 - External stakeholders or peers
 - Students
 - QA officials/experts
 - Management
- But: how about our teachers?



Our teachers are:

- Top musicians with performance careers
- Often on (small) part-time contracts
- Strongly focused on artistic practice
- Allergic to bureaucracy and HE regulations
- Sometimes resisting QA debates

How to deal with this?



How to make QA more meaningful to them?

1. Be sensitive to disciplinary diversity
2. Speak the same language
3. Think of quality assurance tools that make sense to our students and teachers, and help them to engage with quality issues in a positive way



1. Understanding disciplinary diversity

- Tension between generic QA procedures and disciplinary reality
 - Division between content and process not always evident
 - Understanding of some specific features needed (e.g. 1-to-1 didactic methods, informal cultures, international dimension...)



2. Speaking the same language

- Misunderstanding between existing quality cultures and implementation of QA as part of the Bologna process
- Concept of quality:
 - Artistic standards (not new to HMEIs)
 - Educational quality (somewhat new to HMEIs)



2. Speaking the same language

- MusiQuE's procedures
 - Subject-specific peers
 - Subject-specific standards based on ESG
 - Subject-specific European-level qualification framework with learning outcomes ("Tuning") compatible with EQF
 - Flexible approach towards institutional and national contexts and needs
 - Subject-specific site-visit schedules



3. Looking for new review models

- Challenging the 'Classic Review Model' – the 'Critical Friends Approach':
 - Annual visits 'Critical Friends' at department level + one follow-up visit within 6-year period
 - Reports 'Critical Friends' + institutional responses form (part of) self-evaluation report
 - Prepares and informs ('light weight') 'classic review' every 6 years



Benefits...

- Personal contact to students and teachers
- Takes both aspects of the concept of quality into account
- Speaks the language of students and teachers
- Strongly focused quality enhancement because of qualified recommendations
- QA workload evenly divided



MusiQuE – Music Quality Enhancement

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More information about MusiQuE? Contact us!
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