Content

I. What is MusiQuE?
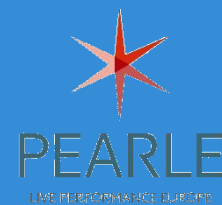
- o MusiQuE - Music Quality Enhancement

- o An independent European-level subject-specific external evaluation body

- o Registered on EQAR (the European Quality Assurance Register for Higher Education) since 2016

  eqar ////

- o Keywords: **Enhancement** & **Flexibility**

Why MusiQuE?

o MusiQuE wants to find subject-specific, self-controlled solutions

o International dimension to quality assurance

o Quality Enhancement in music is different with a specific concept of quality

MusiQuE's concept of quality

o   Tension between 'standards' and 'quality'

o   Music sector has been strong on musical/artistic standards

o   'Educational quality' fairly new

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

MusiQuE Services

- Quality enhancement reviews for institutions, programmes and joint programmes

  - 'Classic review': 3 steps

  - Tailor-made services: innovative approaches to quality assurance

- Accreditation procedures for institutions, programmes and joint programmes

- Joint procedures: with national quality assurance and accreditation agencies (for example: ANVUR)

Key Principles of MusiQuE services

o Respecting the *special characteristics* of higher music education

o Bringing a *European/international dimension* to quality enhancement

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

o Making quality assurance more *meaningful to teaching staff and students*

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

MusiQuE's current and future activities

o MusiQuE is currently coordinating and/or preparing review procedures at the following institutions:

- **Estonian Academy of Music and Theatre, Tallinn**, November 2017
- **Escola Superior de Música de Lisboa**, December 2017
- **Real Conservatorio Superior de Música de Madrid**, March 2018
- **Malmö Academy of Music, Malmö**, October 2018
- **Royal Conservatoire Antwerp**, May 2018
- **Royal Conservatory of Brussels**, May 2018
- **Conservatorio della Svizzera italiana**, Lugano, October 2018
- **College of Music, Mahidol University**, Bangkok, November 2018
- **ESMUC**, Barcelona, November 2018 (in cooperation with AQU Catalunya)

o Approximately 15 review procedures planned in 2019

II. MusiQuE's review methodology

- 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

The importance of self-evaluation

o Self-evaluation process:

- opportunity for an institution: to critically examines itself and/or its programmes

- expected that teaching staff and students are involved

o Results in a Self-evaluation Report (SER)

- a short, analytical and comprehensive statement of the institution's view of quality and strategic management

- provision of quantitative and qualitative data

- structured in line with the MusiQuE standards

MusiQuE standards

o 3 Sets of standards:

- MusiQuE Standards for Institutional review
- MusiQuE Standards for Programme review
- MusiQuE Standards for Joint-programme review

o All three sets of standards can be found online at http://www.musique-qe.eu/documents/musique-standards.

o Structure: 8 domains of enquiry

8 domains

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

Example (standard 2.3)

2. Educational processes		
(…) 2.3 Assessment (…)		
Standard 2.3 **Assessment methods are clearly defined and demonstrate achievement of learning outcomes.**	*Questions to be considered when addressing this standard* 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?	*Supportive material/ evidences* • Samples of recordings of examination concerts, examination papers, coursework, reports and other relevant examples of assessed work of students • Regulations concerning the assessment of student performance, including appeals procedures • The transparency and publication of these rules and standards • Student/staff feedback (focus groups, internal and external surveys) • Any other documents relating to the grading system

MusiQuE standards

o Based on / mapped against the *Standards and guidelines for quality assurance in the European Higher Education Area* (ESG)

o Mapping between the MusiQuE standards and the ANVUR criteria is planned

Any questions?

III. MusiQuE's Framework for the evaluation of research activities

o Recently developed *Framework for the evaluation of research activities*

o Research:

- conducted by a research institute or research unit

- or as part of regular study programmes

o Process: 3 steps

o Especially revelant in the context of the evaluation of 2nd-level programmes

III. MusiQuE's Framework for the evaluation of research activities

o **Domain 1**. The **profile** of the research activities or research institute/unit:

to what extent is their profile relevant from an artistic, academic and social point of view to the wider context of the international music and arts sector, how is this relevance reflected in specific research programmes, and how ambitious are these research programmes?

➢ Related to MusiQuE Standards 1 and 2

III. MusiQuE's Framework for the evaluation of research activities

o **Domain 2**. The **organisation** of research activities:

how does the internal organisation of the research activities guarantee the envisaged quality of the results of these activities, and how do alliances with external partners in the music industry and the wider sector enhance the production of qualitative research?

➤ Related to MusiQuE Standards 3, 4, 5 and 6

III. MusiQuE's Framework for the evaluation of research activities

o **Domain 3.** The **evaluation** of the quality of the results of research activities:

how are the results of the research activities verified and how are the results evaluated in an international context?

➤ Related to MusiQuE Standard 7

III. MusiQuE's Framework for the evaluation of research activities

o **Domain 4**. The **impact** of the results of research activities:

to what extent do the research activities carried out contribute to improving higher music education, the artistic performance practices that are unique to the professional music sector, and to the further artistic and academic understanding of the themes that are studied?

➢ Related to MusiQuE standards 8

Contact

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