

Internationalisation and quality: how international activities can support the enhancement of quality in institutions

MUSIQUENHANCEMENT
QUALITY

By representatives of MusiQuE – Music Quality Enhancement



Education and Culture DG

Lifelong Learning Programme



A few introductions...

- Who are you and why did you choose for this session?
- Who are we?

Content

- New definition of internationalisation
- Quality and internationalisation
- Concept of quality
- International quality tools:
 1. International external examiners
 2. International benchmarking
 3. MusiQuE
- Questions and discussion

Definition of internationalisation

- The **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.**

Quality and internationalisation

- International activities will have a positive impact on your quality but HOW really?
- Many institutions have strong international profiles, but...
 - what does it mean to be ‘world-class’?
 - how does an institution know it is ‘world-class’?

Concept of Quality

- Difference between ‘standards’ and ‘quality’
- Music sector has always been strong on musical/artistic standards
- ‘Educational quality’ fairly new aspect (Bologna Process!)
- MusiQuE brings both together and can suggest tools to support both aspects

3 international tools available

1. International external examiners -> artistic standards
2. International benchmarking -> educational quality
3. Review by MusiQuE – Music Quality Enhancement -> both artistic standards AND educational quality

1. International external examiners

- Bringing an external and international perspective to the assessment of (final) examination performances
 - A specialist in a specific discipline
 - He/she serves on assessment panels in formative and/or summative performance assessments.

1. International external examiners

- Benefits

- Programmes continuously benchmarked at international level
- Teachers' expertise enhanced
- Objectivity of the assessment enhanced
- Link between the assessment, QA and international policies of the institution strengthened

2. International benchmarking

Benchmarking is a **learning tool** aimed at improving performance based on the comparison between institutions / departments / programmes that share common objectives and operate under comparable conditions.

2. International benchmarking

- Similar institutions forming a benchmarking group to:
 - obtain a set of comparative data which can be used for internal analysis
 - compare their practices and/or performance
 - share best practice
- Example of the IBE project (Royal Northern College of Music with Oslo, Graz, The Hague, Montreal, Sydney, Singapore and Boston)

2. Benefits of benchmarking

- Forum for sharing knowledge and experience in a 'safe' environment
- Data to inform decision-making
- Opportunity to build networks and expand contacts
- International perspective on your educational quality

polifonia

GUIDE

**LEARNING FROM EACH
OTHER - SHARING GOOD
PRACTICE THROUGH
BENCHMARKING**



Lifelong
Learning
Programme



'POLIFONIA'
WORKING GROUP
ON QUALITY
ENHANCEMENT,
ACCREDITATION
AND BENCHMARKING

3. 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

The structure of MusiQuE

3 partner organisations: AEC, EMU, Pearle*

3 main bodies:

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

The MusiQuE Services

- Quality enhancement reviews for institutions, programmes and joint programmes
- Accreditation procedures for institutions, programmes and joint programmes
- Joint procedures with national quality assurance and accreditation agencies
- Quality Assurance Desk

Principles of MusiQuE reviews

- Respect special characteristics of the sector
- Focus on artistic standards AND education quality
- Bring an international dimension to the procedure
- Encourage institutions to reflect on their own practice, development and challenges
- Assist them in the enhancement of their quality
- Increase objectivity
- Adjust to diverse national situations

The usual MusiQuE procedures: 3 steps

- Preparation of analytical self-evaluation report
- 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
- 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

Standard 2.2
The institution offers a range of opportunities for students to gain an international perspective.

Questions to be considered when addressing this standard

a) What is the institutional strategy for offering international perspectives and experiences to students?

b) To what extent do the study programmes and the extra-curricular activities broaden the students' international perspectives and experiences?

c) How is the institution participating in international partnerships/exchanges?

d) How are incoming and outgoing students and staff supported by the institution?

e) Does the institution have international teachers delivering parts of the curriculum?

f) How have teachers developed international expertise?

Supportive material/ evidence

- International strategy
- Any other strategies to promote international cooperation, the inclusion of foreign students and staff and student and staff exchanges
- Language policy
- Information and services available for incoming and outgoing students and staff
- Overview of international partnerships, co-operation agreements and participation in European/ international projects
- International activities within and outside the curriculum
 - Masterclasses
 - International projects
 - Visiting performers/lecturers
 - Etc.
- Student/staff feedback (focus groups, internal and external surveys)
- Statistical data:
 - Numbers of international students and staff
 - Numbers of international visiting

MusiQuE's future development

- MusiQuE as the 'go-to' provider for review and accreditation in music
 - Completion of EQAR registration to do formally recognised accreditation procedures
- Standards for pre-college training and music teacher training
- Supporting procedures in multi-disciplinary institutions with various performing arts disciplines

Finally... this is all about:

- Being accountable and focus on improving ourselves
- Moving internationalisation into a central position in institutional strategies
- Confirming the international reality of our institutions and the music profession
- Strengthening credibility of the sector: this is something we can organise ourselves

Questions for discussion

- What is your experience in relation to linking internationalisation and quality?
- How can internationalisation support quality assurance in your view?
- and how can quality assurance support internationalisation?
- Is your institution using one of the tools presented?

MusiQuE – Music Quality Enhancement

Website : www.musique-qe.eu

Request MusiQuE reviews! Contact us!

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