

MUSIQUE QUALITY ENHANCEMENT



Education and Culture DG

Lifelong Learning Programme



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What is 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

Short trip into the past: more than 10 years of work on quality enhancement

Working groups with representatives of AEC members:

- 2002-2004: 'Music Study, Mobility and Accountability' project with NASM
- 2006-2007: first review criteria and procedures
- 2007-2014 (Polifonia projects): fine-tuning criteria and procedures, formulating standards
- 2 AEC-wide surveys showing broad support
- 2011: AEC Quality Enhancement Committee founded
- **7 October 2014: establishment of MusiQuE as an independent legal entity**

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

Concept of Quality

- Tension between ‘standards’ and ‘quality’
- Music sector has been strong on musical/artistic standards
- ‘Educational quality’ fairly new
- MusiQuE brings both together and can suggest tools to support both aspects

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

- Respecting the special characteristics of higher music education
- Bringing a European/international dimension to the procedure
- Encouraging institutions to reflect on their own practice, development and challenges
- Assisting them in the enhancement of their quality by focusing on learning and experience-sharing
- Striving towards a higher level of objectivity (involvement of international review teams)
- Striving for the improvement of higher music education
- Adjusting to very 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

<p>Standard 2.2</p> <p>The institution offers a range of opportunities for students to gain an international perspective.</p>	<p>Questions to be considered when addressing this standard</p> <p>a) What is the institutional strategy for offering international perspectives and experiences to students?</p> <p>b) To what extent do the study programmes and the extra-curricular activities broaden the students' international perspectives and experiences?</p> <p>c) How is the institution participating in international partnerships/exchanges?</p> <p>d) How are incoming and outgoing students and staff supported by the institution?</p> <p>e) Does the institution have international teachers delivering parts of the curriculum?</p> <p>f) How have teachers developed international expertise?</p>	<p>Supportive material/ evidence</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Masterclasses ○ International projects ○ Visiting performers/lecturers ○ Etc. • Student/staff feedback (focus groups, internal and external surveys) • Statistical data: <ul style="list-style-type: none"> ○ Numbers of international students and staff ○ Numbers of international visiting
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[PROGRAMME REVIEW]	2. Educational processes	
	2.1 The curriculum and its methods of delivery	
<p>Standard 2.1</p> <p>The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.</p>	<p>Questions to be considered when addressing this standard</p> <p>a) How does the curriculum reflect the institutional mission and address the goals of the programme?</p> <p>b) 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?</p> <p>c) How does the programme enable students to develop individual study profiles?</p> <p>d) Where appropriate, is there a connection/ progression between this programme and other study programmes/cycles?</p> <p>(etc.)</p>	<p>Supportive material/ evidences</p> <ul style="list-style-type: none"> Course handbook and syllabi showing: <ul style="list-style-type: none"> Overall structure of the curriculum Learning outcomes of the programme The use of ECTS credits Characteristics of individual modules (credits, content, specific learning outcomes, assessment methods) Availability of options for personal study profiles within the course structure Any additional features such as in the case of Masters study, additional qualifications compared to a bachelor’s degree Evidence of how the curriculum is linked to the PDDs and/or the AEC learning outcomes, or information about plans for the introduction and use of these

3.1 Admission/Entrance qualifications

Standard 3.1
There are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the joint programme.

Questions to be considered when addressing this standard

a) What elements and factors are involved in determining admission capacity and profile?

b) What admission procedures are in place within the joint construction of the programme and what are the recognition mechanisms (prior learning, etc.)?

c) Does the programme have clear and appropriate criteria for admissions for all types of applicants (including mature students, Lifelong learning, etc.)?

d) In what ways do the entrance requirements assess the abilities (artistic / technical / academic / pedagogical) of the applicants to

Supportive material/ evidence

- Formal admission requirements and procedures (e.g. joint admission criteria, joint deadlines for application, presence of examiners from partner institutions)
- Examples of reports of admission examinations

Revision of standards and procedures

- Any member of AEC, EMU and Pearle*-Live Performance Europe is able to suggest changes.
- Proposals should be submitted to the MusiQuE Board before January 31st each year
- A final proposal is prepared by the MusiQuE Board and submitted to the GA of each partner organisation

MusiQuE internal and external quality assurance

- Internal feedback mechanisms
 - Feedback questionnaires leading to improvement of the procedures
 - Mechanism to alert Board members
 - Annual report
- External quality assurance
 - External evaluator
 - External reviews (EQAR)

Why is it important for MusiQuE to be independent from AEC?

- Independence is needed for making objective assessments in the MusiQuE board
- We don't want the collegial and inclusive nature of AEC to be compromised

How will AEC and MusiQuE interact?

- 3 of the 5 MusiQuE Board members appointed by AEC Council and endorsed by GA
 - Standing member of appeals committee endorsed by GA
 - Input from AEC members on standards and procedures
 - AEC Office staff and MusiQuE staff
 - Reduced rates for AEC members
- => AEC should remain an inclusive and collegial membership organisation

Who can use MusiQuE and what are the benefits? (I)

- Institutions can use MusiQuE services and benefit from:
 - Advice from international specialists
 - The use of internationally accepted standards
 - An emphasis on improvement
 - Helping to establish an international reputation
 - A comparable approach that will build trust
 - MusiQuE's flexible structure with diverse services
 - Guidance with targeted advice and professional development
- Staff and students will benefit from the QA Desk
- National QA and accreditation agencies

Who can use MusiQuE and what are the benefits? (II)

- Students in particular will benefit from:
 - Improved quality of education and service
 - An active involvement in the procedures
 - Empowerment through feedback
 - Improved recognition

Collaboration with national QA & Accreditation Agencies – examples from the past

- Agency organising the procedure(s) based on a merged set of standards and on AEC suggestion for experts (Romania, Armenia)
- AEC responsible for implementing the whole evaluation procedure and delivering the report to the agency (Germany, The Netherlands)
- AEC and Agency jointly organising the procedure(s) (Switzerland, Russia, Belgium)

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 also focused on improving ourselves
 - Being mission-driven
 - Confirming the international reality of our profession
 - Strengthening credibility of the sector by showing this is something we can organise ourselves

MusiQuE and you...

MusiQuE's potential involvement in Switzerland

Summary of the Quality Assurance System in Switzerland

- **New guidelines since 1 July 2015**
 - *Guidelines of the Higher Education Council for accreditation within the higher education sector*
- Higher music education institutions can choose a foreign assessment agency such as MusiQuE for an external audit of their activities
 - Institutional accreditation = mandatory
 - Programme accreditation = voluntary
- MusiQuE will be able to assist both in institutional and programme accreditation processes (once recognized by the Swiss Accreditation Council)
- Swiss Accreditation Council shall take the final decision on the accreditation, based upon the MusiQuE report

MusiQuE – Music Quality Enhancement

Website : www.musique-qe.eu

Request MusiQuE reviews! Contact us!
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