

# Executive summary



## Programme Review Master of Music (MM) Master of Arts (MA)

College of Music, Mahidol University  
Salaya, Thailand

Site-visit: 21-23 November 2019

### Background and context

The request for a *MusiQue* review of the Master of Music (MM) and Master of Arts (MA) programmes at the College of Music (CoM), Mahidol University, followed a *MusiQue* institutional quality enhancement review (June 2017) and an accreditation of the Bachelor of Music degree programme (November 2018).

The MA programme at CoM was established in 1995 with majors in Music Education and Musicology. The original programme developed over the years to include further majors including Performance, Music Business and Music Therapy. The MM programme, originally existing as a performance major in the Master of Arts programme, was established as an independent international programme in 2013, with almost all subjects being taught in English, and the programme underwent its first major review in 2018. Currently, the MA programme offers majors in Musicology, Music Education, Music Business and Music Therapy while the MM programme covers Performance and Pedagogy, Composition, Conducting, Collaborative Piano and Jazz.

### Conclusion

This report, based on an assessment of the documentation provided by the College of Music, Mahidol University along with the Review Team's experience of the site visit, has presented a range of evidence confirming that the MM and MA programmes are fully compliant / substantially compliant with the MusiQue standards. The report has commented on many positive aspects of the MM and MA degree programmes at CoM and has also made some recommendations in relation to areas where there is potential for further development.

The original MA programme at CoM, with specialisms in Music Education and Musicology, commenced in 1995. The development that has occurred over the last 25 years is impressive and, crucially, this review process has shown that there is evidence of a commitment to continuing this development both programmatically and institutionally. CoM is fortunate in having a dynamic and committed leadership team and an expert and involved board of directors, and also in having the

support of the leaders of Mahidol University. A key aspect of current development plans involves CoM's internationalisation strategy which is ensuring that CoM is strengthening its international profile and attracting students from abroad onto its MM and MA programmes. It is noteworthy that CoM has started to audition for these programmes outside Thailand and has plans to widen the scope of such auditions in some of the larger countries in Southeast Asia. CoM's ability to attract and maintain active international partnerships across a wide range of countries and geographical regions is also a very positive feature of the internationalisation process.

The report points to how CoM has much to offer its international students and staff, as well as their Thai counterparts, not least the excellent facilities and resources, reflecting Thai aesthetic and cultural values, that the members of the Review Team considered to be quite exceptional by any international standards. In addition, students on these programmes benefit from the highly qualified staff active across a wide range of music disciplines and from the impressive internal communications system offered by COMMAS. The culture of the institution could be described as outward looking and this is exemplified in the manner in which the various specialisms within the programme respond to the needs of society and also in the high level of CoM's engagement artistically, educationally and culturally at local, regional, national and international levels.

Impressed by the potential for further growth and development, the Review Team made some recommendations throughout the report in relation to issues such as the continuation and expansion of international recruitment and the adoption of artistic research methodologies and practices, along with the recognition of artistic research qualifications for research supervision and promotional eligibility. In light of the research requirements for the MM programme, further development of English language competence was also recommended. While commending CoM on the quality assurance systems already in place, the report points to the potential for more *formal* structured student involvement and engagement in decision making processes and the challenge to go beyond quality 'systems' in promoting a quality 'culture' within the programmes. The Review Team also drew attention to the potential for further exciting developments in relation to providing life-long learning opportunities linked to the programmes and the possibility of integrating the TPO into curricular activities.

The Review Team congratulates all those involved in the review process and wishes them and the CoM continuing success and development with these Master's degree programmes in the future.

## **Recommendation for accreditation**

Based on the programmes' compliance with the MusiQuE Standards stated above, the Review Team would propose the following.

Programmes to be accredited:

1. Master of Arts Programme (MA)
2. Master of Music Programme (MM)

## **Summary of the compliance with the Standards and recommendations**

The review team concludes that the CoM programmes comply with the *Standards for Programme Review* as follows:

## Master of Arts

1. Programme's goals and context	
<b>Standard 1.</b> The programme goals are clearly stated and reflect the institutional mission.	<b>Fully compliant</b>
<ul style="list-style-type: none"><li>• Programme goals clearly articulated and aligned with the vision of CoM and of the University.</li></ul>	
<b>Recommendations</b> <ul style="list-style-type: none"><li>• Ongoing development of recruitment strategy</li><li>• Continuing emphasis on artistic and academic excellence</li></ul>	
2. Educational processes	
<b>Standard 2.1.</b> The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.	<b>Fully compliant</b>
<ul style="list-style-type: none"><li>• Programme clearly structured with a good range of specialisms</li><li>• Research embedded in curriculum design</li></ul>	
<b>Standard 2.2.</b> The programme offers a range of opportunities for students to gain an international perspective.	<b>Fully compliant</b>
<ul style="list-style-type: none"><li>• Strong international dimensions in respect of both the programme and the institution</li></ul>	
<b>Recommendations</b> <ul style="list-style-type: none"><li>• Explore strategies for ongoing development of staff and student proficiency in English</li><li>• Examine the possibility of increasing the required English language proficiency levels</li></ul>	
<b>Standard 2.3.</b> Assessment methods are clearly defined and demonstrate achievement of learning outcomes.	<b>Fully compliant</b>
<ul style="list-style-type: none"><li>• Clear and systematic approach to assessment and feedback</li></ul>	
<b>Recommendations</b> <ul style="list-style-type: none"><li>• Explore the possibility and potential of engaging external examiners</li></ul>	
3. Student profiles	
<b>Standard 3.1.</b> There are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme.	<b>Fully compliant</b>
<ul style="list-style-type: none"><li>• Detailed and systematic approach to admission procedures, clearly formulated and presented in the <i>Admissions Handbook</i></li><li>• International recruiting auditions to be commended</li></ul>	
<b>Recommendations</b> <ul style="list-style-type: none"><li>• Carefully monitor the levels of proficiency in English at point of admission</li></ul>	

<p><b>Standard 3.2.</b> The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.</p>	<p><b>Fully compliant</b></p>
<ul style="list-style-type: none"> <li>• Clear commitment to monitoring and supporting student progression</li> <li>• COMMAS impressive</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Potential for more indepth analysis of employment</li> </ul>	
<p><b>4. Teaching staff</b></p>	
<p><b>Standard 4.1.</b> Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.</p>	<p><b>Fully compliant</b></p>
<ul style="list-style-type: none"> <li>• Well qualified staff who are involved in academic and artistic activities</li> <li>• Various sources of funding and support.</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Greater recognition of artistic qualifications for research supervision and staff promotional opportunities</li> </ul>	
<p><b>Standard 4.2.</b> There are sufficient qualified teaching staff to effectively deliver the programme.</p>	<p><b>Fully compliant</b></p>
<ul style="list-style-type: none"> <li>• Impressive numbers of highly qualified staff covering a wide range of disciplines, with a good balance between Thai and international faculty</li> </ul>	
<p><b>5. Facilities, resources and support</b></p>	
<p><b>Standard 5.1.</b> The institution has appropriate resources to support student learning and delivery of the programme.</p>	<p><b>Fully compliant</b></p>
<ul style="list-style-type: none"> <li>• Excellent facilities, resources and infrastructure that clearly enhance the teaching and learning environment</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Follow up on CoM plans to invest further in computer equipment and to provide a full-time librarian</li> <li>• Address sound – proofing issues as soon as possible</li> <li>• Promote awareness amongst students of online library resources</li> </ul>	
<p><b>Standard 5.2.</b> The institution’s financial resources enable successful delivery of the programme.</p>	<p><b>Fully compliant</b></p>
<ul style="list-style-type: none"> <li>• Clear commitment and strategic vision in relation to financial sustainability</li> </ul>	

- Introduction of endowment strategy to be commended

**Recommendations**

- Continue the ongoing strategy for combatting government cuts and maintaining financial sustainability

**Standard 5.3.** The programme has sufficient qualified support staff.

**Fully compliant**

- High levels of dedicated, qualified support staff at CoM ensure the smooth and efficient running of the MM and MA programmes

**6. Communication, organisation and decision-making**

**Standard 6.1.** Effective mechanisms are in place for internal communication within the programme.

**Fully compliant**

- Impressive internal communications system in CoM and within Mahidol University
- COMMAS, and the possibilities it offers, regarded as a major asset
- Regular meetings, while demanding on staff, show a strong sense of commitment and facilitate discussion and engagement across all levels of CoM and the University
- Easy access for students to teaching staff and academic leaders

**Standard 6.2** The programme is supported by an appropriate organisational structure and decision-making processes.

**Substantially compliant**

- Very clearly defined internal organisational structure
- Mahidol University organisational systems well managed by CoM leadership team

**Recommendations**

- Facilitate and encourage *formal* student active involvement and engagement in decision – making processes

**7. Internal quality culture**

**Standard 7.** The programme has in place effective quality assurance and enhancement procedures.

**Fully compliant**

- High levels of engagement, at all levels, with quality assurance and enhancement procedures
- COMMAS very effective and considered a major asset
- Engaging with external, international subject specific quality assurance and enhancement processes

<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>• Explore the potential for greater proactive engagement and collaboration with alumni and members of the profession in the context of curriculum design and development, and with regard to possibilities for engaging more external examiners and moderators</li> <li>• Potential to go beyond quality “systems” and promote a quality “culture”</li> </ul>	
<b>8. Public interaction</b>	
<b>Standard 8.1.</b> The programme engages within wider cultural, artistic and educational contexts.	<b>Fully compliant</b>
<ul style="list-style-type: none"> <li>• High levels of engagement across a wide range of local, regional and international cultural, artistic and educational contexts reflects the clear vision and mission of the institution</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>• Continue to develop possibilities for life-long learning opportunities</li> </ul>	
<b>Standard 8.2.</b> The programme actively promotes links with various sectors of the music and other artistic professions.	<b>Fully compliant</b>
<ul style="list-style-type: none"> <li>• Strong links with the profession through internships, professional collaborations and staff engagement enhance the student learning experience and the employability of graduates and maintain the professional relevance of the programme</li> <li>• High level of engagement at international level</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>• Potential for further integration of the TPO into CoM curricular activities</li> </ul>	
<b>Standard 8.3.</b> Information provided to the public about the programme is clear, consistent and accurate.	<b>Fully compliant</b>
<ul style="list-style-type: none"> <li>• Pro-active in presenting a comprehensive and accurate representation of the programme’s educational structures and processes to the public (in Thai and in English)</li> </ul>	

## Master of Music

1. Programme's goals and context	
<b>Standard 1.</b> The programme goals are clearly stated and reflect the institutional mission.	<b>Fully compliant</b>
<ul style="list-style-type: none"> <li>• Programme goals clearly articulated and aligned with the vision of CoM and of the University.</li> </ul>	
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>• Ongoing development of recruitment strategy</li> <li>• Continuing emphasis on artistic excellence</li> </ul>	
2. Educational processes	
<b>Standard 2.1.</b> The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.	<b>Substantially compliant</b>
<ul style="list-style-type: none"> <li>• Programme clearly structured with a good range of specialisms</li> <li>• Research embedded in curriculum design</li> </ul>	
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>• Continue to work towards the recognition and promotion of artistic research as a valid and relevant form of developing practice-based knowledge in the arts.</li> <li>• Support and facilitate the further development of student and staff language competency (English)</li> <li>• Continue to explore avenues for a more formal and structured integration of artistic staff into thesis / thematic paper supervision</li> </ul>	
<b>Standard 2.2.</b> The programme offers a range of opportunities for students to gain an international perspective.	<b>Fully compliant</b>
<ul style="list-style-type: none"> <li>• Strong international dimensions in respect of both the programme and the institution</li> </ul>	
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>• Explore strategies for ongoing development of staff and student proficiency in English</li> <li>• Examine the possibility of increasing the required English language proficiency levels</li> </ul>	
<b>Standard 2.3.</b> Assessment methods are clearly defined and demonstrate achievement of learning outcomes.	<b>Fully compliant</b>
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assessment of their artistic/academic suitability for the programme.	
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<ul style="list-style-type: none"> <li>Well qualified staff who are involved in academic and artistic activities</li> <li>Various sources of funding and support.</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>Progress plans to promote and support artistic research</li> <li>Recognise artistic research in the context of staff eligibility for research supervision and promotional opportunities</li> </ul>	
<b>Standard 4.2.</b> There are sufficient qualified teaching staff to effectively deliver the programme.	<b>Fully compliant</b>
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<b>Standard 6.2</b> The programme is supported by an appropriate organisational structure and decision-making processes.	<b>Substantially compliant</b>
<ul style="list-style-type: none"> <li>• Very clearly defined internal organisational structure</li> <li>• Mahidol University organisational systems well managed by CoM leadership team</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Facilitate and encourage <i>formal</i> student active involvement and engagement in decision-making processes</li> </ul>	
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<b>Standard 7.</b> The programme has in place effective quality assurance and enhancement procedures.	<b>Fully compliant</b>
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