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**Self-evaluation report**

**Pre-college programme review**

**[Name of the institution]**

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## How to get started: preamble to the MusiQuE Template for self-evaluation (Pre-college programme Review)

### Aim of the self-evaluation template

MusiQuE provides this self-evaluation template in order to assist institutions in the process of drafting and structuring their self-evaluation report for a pre-college programme review.

### MusiQuE standards for programme review

The template is based on the MusiQuE standards for pre-college programme review, which are available for download on the MusiQuE website (see: <https://www.musique-qe.eu/about-musique/key-documents/musique-standards/>). The template lists the standards, it suggests for each of the standards a set of questions which should be considered when addressing them, and it provides an overview of the supportive material which needs to be presented.

### How to proceed?

This template contains a preamble which provides practical instructions, an outline of the introduction to be written by the institution, and all the standards which need to be addressed divided into eight chapters.

When writing the report, the preamble to this template should be deleted, so that the report starts with the actual introduction. In the chapters following the introduction, the indicated standards need to be carefully considered one by one, using the provided sets of questions for each standard as guidelines. These questions aim at facilitating the understanding of each standard and at illustrating the range of topics covered by that standard. The questions should be deleted when drafting the report, so that each chapter consists of the standard itself and the description of the way in which the standard is met. The answers can be inserted in the provided text boxes below each standard.[[1]](#footnote-1)

It is suggested that, for each standard, the report should include an analysis of challenges faced, how the institution has reflected on these and the changes that are envisioned to address them. Brief historical accounts of changes that have recently been implemented, and their effects, may also help to place future strategies for quality enhancement into context. The self-evaluation report should address each MusiQuE standard in turn, and should show appropriate balance between description, on the one hand, and evaluation of strengths and weaknesses on the other. Institutions should adopt an open and self-critical approach towards quality assurance.

Finally, below each standard, there is a series of ‘supportive material/ evidence’ indicated which suggests the kind of existing documentation or materials that should be used to support the self-evaluation description and analysis written in relation to that standard. When drafting the report, reference need to be made to these supporting documents. The indicative list should be deleted and replaced by the actual titles of the supporting documents. In chapter nine, all the documents should be listed accordingly.

Three types of material are recommended: statistical data (number of pupils, teachers, financial information), documentation relating to curricula, artistic activities, facilities, biographies of teachers, and strategic and policy documents which describe the programme’s (new) goals and methods applied to reach them, and provide an assessment of the programme’s current work.[[2]](#footnote-2) The supporting documents can be attached at the end of this report, or can be made available for download online on a page accessible to the peer-reviewers.

### Further guidelines

In addition to the instructions above, the following guidelines need to be taken into account when drafting the self-evaluation report.

The report should:

* be no longer than 30 pages (excluding supporting documents).
* be written in English unless otherwise agreed by the MusiQuE staff.
* be structured in accordance with the way in which the standards themselves are listed and numbered.
* be analytical and reflective, and include, if possible for each standard, an assessment of the situation described and some thoughts about future directions envisioned.
* include easily readable statistical overviews and supporting information in relation to pupils, staff, graduates, alumni, applicants etc.
* include a list of annexes.

Institutions are recommended to:

* adhere closely to the list of ‘supportive material/ evidence’ given in the standards and ensure that all the standards are supported by appropriate documents.
* include any relevant statistical information (pupils, staff, graduates, alumni, applicants, facilities etc.) in an easily readable format.
* include any documentation relevant to the national educational system, the institution and/or the programme.
* contact the MusiQuE staff to discuss the language of these materials. It is normally agreed that larger documents (catalogues, comprehensive study plans, etc.) may be presented in the original language provided that comprehensive summaries are provided in English.
* number the attachments and establish easily visible cross-references between the self-evaluation report and each of the attached documents. The self-evaluation report should list the supporting documents in full.
* include, by special agreement with MusiQuE, a representative selection of pupils’ work (recordings/coursework, etc.).

The report should be sent:

* on behalf of and signed by the rector(s) (or equivalent).
* electronically to the MusiQuE staff with a list of the proposed supporting documents, a minimum of eight weeks in advance of the review team’s visit.
* both electronically and by post in hard copy to each member of the review team a minimum of five weeks before the review team’s visit. The supportive material is provided on a memory stick, sent electronically to each member of the review team or uploaded on an online platform which can be accessed by all review team members.
* to all members of staff and pupils who are to meet the review team.

## Introduction

### The production of the self-evaluation report

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| *Please insert here an introductory part including a brief account on how the self-evaluation process was organised and how the report was produced.* |

### Executive summary

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| *Please provide here an executive summary including some key facts and data about the institution/school and the pre-college programme: number of students enrolled.* |

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### History of the institution and the programme(s)

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| *Please write here a short history of your institution/school and of the pre-college programme.* |

### The national music educational system

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| *Please provide a brief description of the national music educational structure or system and the place of your institution/school within the structure. This will provide important contextual information for the review team.* |

### 1. Institutional/School mission, vision and context

**Standard: The institutional/school mission and vision are clearly stated.**

Questions to be considered when addressing this standard:

1. What is the institution’s/school’s mission, vision and long-term strategy?

* How do the goals of the educational programmes reflect the institutional/school’s mission?
* How are equal opportunities embedded in the institutional/school mission/vision?
* What statistical information is collected, and how is it used to support the institutional/ school mission/vision?

1. What is the national legal context/framework in which the institution/school operates?
2. Does the institution/school have appropriate child protection policies and procedures in place?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* Mission and/or policy statements and/or institutional project
* Strategic plan
* An overview of educational programmes and their goals.
* Supporting explanatory documents and policies
* State-specific regulations, criteria set up by e.g. national quality assurance bodies, qualifications framework,
* Legislation on general education (compulsory education, home schooling, etc.)
* Policies on equal opportunities and child protection
* Evaluative reports on equal opportunities (e.g. results of surveys)
* Statistical data:
* Number of pupils/number of graduates[[3]](#footnote-3) (general/specific data as needed)
* Number of pupils completing within the normal duration of the studies
* Number of pupils that have changed to other institutions/schools or dropped out (incl. reasons for this)
* Number of pupil applications each year (general or specific data as needed)
* Numbers of pupils accepted each year (if possible by subject)

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### 2. Educational processes

### 2.1 The programmes and their methods of delivery

**Standard: The goals of the institution/school are achieved through the content and structure of the study programmes and their methods of delivery.**

Questions to be considered when addressing this standard:

1. How are the learning objectives of the programme described?
2. Which institutional/school process is in place for the design and approval of programmes?
3. If appropriate, is there a progression/ connection/formal relationship between the institution/school and a professional training programme/higher music education institution?
4. How does the institution/ school support pupils’ learning by:

* developing individualised study profiles?
* encouraging critical reflection and self-reflection?
* supporting pupils in presenting their creative, musical and artistic work?

1. How is the institution/school utilizing different forms of teaching and learning
2. How is the institution/school utilizing different forms of teaching and learning?
3. How does research inform teaching and learning?
4. How does the institution/school organise counselling (i.e. interviews involving parents, pupils and teachers)?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* Programme and course descriptions
* Institutional Information Guides
* Educational approaches: information on teaching methods and techniques (individual/group tuition, relationship to professional practice, use and integration of e-learning tools and appropriate music technology, projects, internships, syllabi etc.)
* Learning/teaching/assessment strategy where appropriate
* Examples of activities drawing on staff research, samples of pupils’ projects, etc.
* Pupil/Staff /Parent feedback (focus groups, internal/external surveys etc.)
* Pupil performance opportunities:
  + Concert calendars
  + Community outreach/involvement
  + Mobility opportunities for performance and artistic development (competitions, Erasmus, tours, joint-projects etc.)
* Documentation outlining the structure for individual pupil/parental guidance
* Counselling policy
* Statistical data:
  + Number of pupils per subject area
  + Number of staff in various subject areas
  + Staff workload for teaching, counselling pupils, parental guidance, administration and research
  + Number of full-time and part-time staff

### 2.2 National and international perspectives

**Standard: The institution/school offers a range of opportunities for pupils to gain a national and international perspective.**

Questions to be considered when addressing this standard:

1. How does the institution/school offer national and/or international perspective and experiences to pupils?
2. How have teachers developed national and international expertise?
3. To what extent does the institution take into account good practice(s) from outside?
4. How is good practice shared with other institutions/schools?'

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* National and/or international strategy
* Any other strategies to promote international cooperation, the inclusion of foreign pupils and staff and pupil and staff exchanges
* Language policy
* 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
* Pupil/staff /parent feedback (focus groups, internal and external surveys)
* Statistical data:
  + Numbers of international pupils and staff
  + Numbers of international visiting guest lecturers
  + Numbers of incoming and outgoing pupil and staff exchanges

### 2.3 Assessment

**Standard: Assessment methods are clearly defined and demonstrate achievement of learning outcomes.**

Questions to be considered when addressing this standard:

1. What types of assessment are used?

* How do they demonstrate the achievement of learning outcomes?
* How are they being reviewed to consider issues such as consistency and fairness?

1. For pupils, parents and staff, are all assessment criteria and procedures:

* clearly defined?
* easily accessed?
* timely and constructive in relation to feedback?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* Documentation relating to and explaining the institution’s/school’s forms for assessment (assessment criteria, grading system, etc.)
* Regulations concerning the assessment of pupils, including appeals procedures
* Samples of recordings of examination concerts, examination papers, coursework, reports and other relevant examples of assessed work of pupils
* External examiners feedback
* Clear and accessible rules and standards
* Pupil/staff/parent feedback (focus groups, internal and external surveys)
* Methods for providing timely feedback to pupils and parents, including feedback on their public presentations

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### 3. Pupil profiles

### 3.1 Admission/Entrance qualifications

**Standard: Clear admissions criteria exist, which establish artistic/academic suitability of pupils.**

Questions to be considered when addressing this standard:

1. Does the institution/school have clear and appropriate criteria for admissions for all types of applicants?
2. In what ways do the entrance requirements assess the abilities (artistic/technical/academic) of the applicants to successfully complete the institution’s/school’s study programme?
3. How is the financial/geographic accessibility of the pre-college programme guaranteed/ensured?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* Formal/informal admission requirements
* Audition procedures
* Reports of any evaluations of the admission requirements and procedures (also for pupils without formal qualification or prior learning)
* Information on internal and external stakeholder feedback on the admission procedures
* Information on the appeals procedures

### 3.2 Pupil progression, achievement and suitability for higher music education

**Standard The institution/school has mechanisms to formally monitor and review the progression and achievement of its pupils.**

Questions to be considered when addressing this standard:

1. How are the progression and achievement of pupils monitored within the programmes?

* If a pupil enters with prior learning or study abroad, what are the recognition mechanisms?
* How is pre-college education of the pupils counterbalanced with general school education?
* How is education balanced with other aspects of pupils’ social life?

1. To what extent are pupils who apply for HME successful in that endeavour?
2. Does the school collect information on graduates and if so, what type and how is this information used?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* Statistical data on pupil progression and achievement:
  + Completion rate
  + Pass rate
  + Retention rate
* Evaluative reports on pupil progression and achievement
* Examples of certificates transcripts of records that are handed out to pupils when finishing studies
* Data on graduates’ activities
* Graduates’ perspectives on the value of the education offered
* List of music-related activities of graduates
* Any other relevant documentation/reports
* Data on graduates (HME interest, HME acceptances etc.)

### 4. Teaching staff

### 4.1 Staff qualifications and professional activity

**Standards: Members of the teaching staff are qualified for their role and are active as artists/pedagogues/researchers.**

Questions to be considered when addressing this standard:

1. How does the institution/school ensure that all members of the programmes’ teaching staff have appropriate qualifications as educators and artists?

* Is there an institutional/school strategy that supports and enhances the teaching staff’s artistic/pedagogical/ research activity?
* Is there a policy in place for continuing professional development of teaching staff?
* Are teaching staff provided with training that enables them to professionally interact with parents?
* How are teaching staff encouraged to develop their pedagogical approach (personal development of pupils, professional coaching, individualised curriculum, professional care etc.) towards their pupils?
* How are teaching staff encouraged to engage in ongoing critical reflection and to develop this quality in their pupils?

1. How are teaching staff engaged in the different activities of the institution/school (committees, concerts, organisation of events, etc.)?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* Artistic, professional and/or academic record of the teaching staff (e.g. curriculum vitae)
* Evidence of teaching staff’s activities in international contexts (networks, conferences, competitions, festivals, articles, concerts etc.)
* Relevant policy documents
* Information on staff recruitment procedures
* Records of staff participation in continuing professional development
* Student/staff feedback (focus groups, internal and external surveys)

### 4.2 Size and composition of the teaching staff body

**Standard: There is sufficient qualified teaching staff to effectively deliver the programmes.**

Questions to be considered when addressing this standard:

1. How does the institution/school ensure that the number and experience of teaching staff are adequate
   * to cover the volume and range of disciplines?
   * to support the special needs of a pre-college education programme and the different age groups involved?
   * to adapt to evolving professional requirements and changes to the curriculum?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidence:

* Teaching staff details
  + Number of staff in various subject areas areas (in FTE)[[4]](#footnote-4)
  + Total number of hours taught
  + Equal opportunities
* Strategies for maintaining flexibility in the teaching staff (activities for continuing professional development, language courses etc.)
* Pupil/staff/parent feedback (focus groups, internal and external surveys)

### 5. Facilities, resources and support

### 5.1 Facilities

**Standard: The institution/school has appropriate resources to support pupil learning and delivery of the programmes.**

Questions to be considered when addressing this standard:

1. Are the building facilities (teaching and practice studios, classrooms, rehearsal spaces, concert venues, etc.) appropriate?
2. Are the number and standard of instruments (pianos, organs, percussion, etc.) appropriate?
3. Are the computing and other technological facilities appropriate?
4. If appropriate, is the library, its associated equipment (listening facilities, etc.) and its services appropriate?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* number and size of rooms available to pupils (classrooms, seminar rooms, rehearsal rooms, recording studios, concert and opera halls, etc.): quality of rooms relative to acoustical standards; associated equipment
* supporting evidence on instruments and their maintenance
* computing and technological facilities available to pupils
* libraries, associated equipment and services available to pupils (books, scores, periodicals, audio-video materials, subscriptions to periodic publications, etc.)
* opening hours of libraries and practice facilities
* feedback from staff, pupils and parents

### 5.2 Financial resources

**Standard: The institution’s/school’s financial resources enable successful delivery of the study programmes.**

Questions to be considered when addressing this standard:

1. What are the institution's/school’s financial resources?
2. How does the institution/school ensure sustainable funding to run its programmes?
3. How are decisions made regarding the allocation of resources to faculties, departments, study programmes, individual teaching staff members etc.)?
4. What are the key features for long-term financial planning?
5. Does the institution/school have a risk management strategy?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* Budget data:
  + for teaching staff
  + for support staff
  + for running and upgrading facilities, instruments, and equipment
  + for artistic/academic/research activities
* Internal decision making policies dealing with financial resources
* Indicators determining the budget (e.g. number of pupils, competition results, etc.)
* Risk management strategy
* Strategies for improving the funding of the institution

### 5.3 Support staff

**Standard: The institution/school has sufficient qualified support staff.**

Questions to be considered when addressing this standard:

1. Are there sufficient qualified support staff (technical, administrative, non-teaching staff, etc.) to support the teaching, learning and artistic activities?
2. Are policies/strategies in place for continuing professional development of support staff?
3. Are support staff provided with the training that enables them to interact with parents and pupils?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* Statistical data on support staff (technical, administrative, non-teaching staff, etc.):
  + number in full-time equivalent
  + composition and roles
  + competency and qualifications
* Policies on continuing professional development
* Evaluative documents/reports
* Student/staff feedback (focus groups, internal and external surveys)

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

### 6.1 Internal communication process

**Standard: Effective mechanisms are in place for internal communication within the institution/school.**

Questions to be considered when addressing this standard:

1. How does the institution/school communicate with its pupils/parents?
2. How do teaching staff communicate with pupils/parents?
3. How does the institution/school communicate with:

* full-time staff
* part time/ hourly-paid staff
* non-teaching staff
* external collaborators (guest teachers, examiners, etc.)?

1. How is communication arranged between the different programmes within the institution/school?
2. How does the institution/school ensure the continued effectiveness of its communication systems?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* Communication tools for the publication of information to pupils, parents and staff (newsletter, boards, etc.)
* Policies/procedures on communication process
* Pupil/parent/staff feedback (focus groups, internal and external surveys)
* Information and services available for incoming and outgoing pupils and staff

### 6.2 Organisational structure and decision-making processes

**Standard: The institution/school has an appropriate organisational structure and clear decision-making processes.**

Questions to be considered when addressing this standard:

1. What is the organisational structure of the institution/school in terms of:
   * departments?
   * committees?
   * the responsibilities of staff?
   * key strategic decisions made within the institution/school?
   * representation of pupils, staff, parents, external representatives, etc)?
2. What evidence exists to demonstrate that the organisations structure and the decision-making processes are effective?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/evidences:

* Details of the organisational structure of the institution/school (e.g. organisational chart)
* Details of the senior staff structure of the institution/school and line management responsibilities
* Examples of institution/school decision-making processes (e.g. agendas and minutes of meetings)
* Risk management strategy and evidence of monitoring
* Communication policy/guidelines
* Membership pf key committees/groups within the institution/school
* Evidence of reviews of decision making policies/procedures

### 7. Internal Quality Culture

**Standard: The institution/school has a strong internal quality culture, supported by clear and effective quality assurance and enhancement procedures.**

Questions to be considered when addressing this standard:

1. What quality assurance and enhancement procedures are in place within the institution/school?
   * How are the quality assurance and enhancement procedures monitored and reviewed at an institutional/school level?
   * How are outcomes of internal quality assurance processes used to enhance the institution’s/school’s mission and vision?
   * How are staff/pupils/parents/graduates/ representatives of the music profession/ quality assurance experts involved in the quality assurance and enhancement procedures?
   * How are the institution’s/school’s quality assurance procedures and results communicated to staff, pupils and parents?
   * If external quality assurance activities take place, how does it affect internal quality assurance and enhancement policy?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/ evidences:

* Strategies/policies for quality assurance and enhancement system
* Documentation of policies and procedures related to quality assurance and quality enhancement
* Outcomes of internal quality assurance process
* Agendas and minutes of meetings
* Evidence of complaints procedures
* Actions leading to improvements in quality assurance procedures
* Regular newsletters, website updates, emails

### 8. Public interaction

### 8.1 Cultural, artistic and educational contexts

**Standard: The institution/school engages within wider cultural, artistic and educational contexts.**

Questions to be considered when addressing this standard:

1. Does the institution/school engage in the public discourse on cultural/artistic/educational policies and/or other relevant issues and if so, how?

* What are the contributions of the institution/school to cultural/artistic/ educational communities at the local, national and international level?
* Is the institution/school involved in the development of cultural, social and musical projects on the local, national and/or international levels (outside the institution/school)? If so, what is their impact?

1. How does the institution/school engage with various sectors of music and other artistic professions?

* Is the institution involved in pre-higher education in partnership with other institution(s), including for example primary/secondary schools and local music education networks?
* If appropriate, are there formal agreements in place with external partners?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/ evidences:

* Supporting evidence of external activities (e.g. projects, community activities, educational initiatives and partnerships, membership of programme personnel on relevant external committees, etc.)
* Supporting evidence of pupil training/involvement in external cultural, artistic and/or educational projects
* Memorandums of understanding / agreements with external partners
* Details regarding the interaction with the professions, its influence on the programme and its impact on the pupil experience

### 8.2 Information provided to the public

**Standard: information provided to the public about the institution/school is clear, consistent and accurate.**

Questions to be considered when addressing this standard:

1. How does the institution/school provide information to the public (pupils, audiences, parents, music education institutions at other levels, etc.)?
   * What resources and delivery systems are used to convey information to the public?
   * How consistent is it with the institution’s/school’s activities (educational programmes, organisational structure, academic calendar, concert series, competitions etc.)?
   * What mechanisms are in place to review information before it goes public and to update it when necessary?

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| *Please write your text/answers here. It is recommended to include an analysis of challenges faced in relation to this standard, how the institution/school has reflected on these and the changes that are envisioned to address them.* |

Supportive material/ evidences:

* Pupil/staff/parent feedback (focus groups, internal and external surveys)
* Course descriptions Programme handbooks
* Institutional/school information policies (recruitment policies, website and other information materials if appropriate)
* Organisational structure
* Marketing and/or Publicity Office policy statements or equivalent documents
* IT communication strategy statements
* Public contact statements/policies (i.e. response time to inquiries etc., codes of conduct for dissemination of public statements etc.)
* Newsletters, website updates, emails.

### 9. Supporting documents

|  |
| --- |
| *Please insert here a list of supporting material/ evidences. The supporting documents can be attached at the end of this report, or can be made available for download online on a page accessible to the peer-reviewers.*  Annex 1. *Title*  Annex 2. *Title*  Annex 3. *Title*  Annex 4. *Title*  Annex 5. *Title*  … |

1. Whenever a text box doesn’t provide enough space, please copy it onto the next page and continue your answer there. [↑](#footnote-ref-1)
2. It is understood that institutions may not always have pre-existing comprehensive supporting documentation or materials and that these may still be in development. If this is the case, institutions are asked to give succinct answers to areas of enquiry and to provide details explaining the stage of development of the information. [↑](#footnote-ref-2)
3. The term “graduate” initially did not seem appropriate in relation to pre-college. However, after discussing many other options, the WG decided to keep the term “graduate” as the best option. [↑](#footnote-ref-3)
4. FTE stands for full-time equivalent. [↑](#footnote-ref-4)