

# The situation in higher music education

MUSIQUENHANCEMENT  
QUALITY



# Higher Music Education and Quality Assurance: almost 20 years of work

- 2002-2004: Project AEC – NASM (US) on Music Study and Accountability
- 2006-2007: First review criteria, procedures and test visits by AEC
- 2007-2014 ERASMUS TN Project ‘Polifonia’ of AEC: criteria and procedures fine-tuned, standards formulated and visits realised
- 2011-2013: AEC Quality Enhancement Committee
- 7 October 2014: **MusiQuE – Music Quality Enhancement** established as an independent legal entity
- June 2016: registration MusiQuE on European Quality Assurance Register – EQAR, registration prolonged in November 2020

# Stakeholders approach



**Association Européenne des  
Conservatoires, Académies de  
Musique et Musikhochschulen**



MUSIQU<sup>E</sup> ENHANCEMENT  
QUALITY

# Why MusiQuE? (1)

## Subject-specific dimension

- MusiQuE proposes subject-specific, self-controlled solutions to develop a quality culture in the sector
- Take into account the characteristics of higher music education
- Looking for a common language with regards to quality issues
- Making QA and accreditation more meaningful to staff and students

# Why MusiQuE? (2)

## The international dimension

- Internationally recognised standards linking to international educational and professional environment – stakeholders approach
- International procedures – cross border QA
- International peers:
  - Access to a wider pool of specialists
  - Increased objectivity

# Speaking the same language

## Concept of Quality

- Combining ‘(musical) standards’ and ‘(educational) quality’
- Music sector has been strong on musical/artistic standards
- ‘Educational quality’ more recent: organisation of the curriculum, student feedback, facilities, assessment rules, etc.
- Crucial for our type of institutions to bring both together

# Example 1: our exams

- ‘Artistic quality’ main purpose: to test artistic and instrumental/vocal skills of our students/pupils
- ‘Education quality’: assessment criteria, fair assessment regulations, equal treatment, relevant circumstances in terms of facilities, quality of feedback, relevant assessment panel -> internal/external?

## Example 2: our teachers

- Artistic standards: they should be great artists: artistic skills and competencies, reputation and professional practice are central
- Educational quality: didactic skills, ability to work in teams, open for continuing professional development, understanding of the academy as an educational institution and not just a cultural one



# Looking for new relevant tools

Looking for new external QA methodologies that will resonate with our students and teachers taking into account:

1. Formal/informal
2. Internal/external
3. Qualitative/quantitative
4. Speak the language of our students and teachers

→ **Critical Friend Reviews**

# To wrap up: the MusiQuE principles



promoting and supporting the HME sector



working in partnership with stakeholders and institutions



involving international perspectives in quality enhancement



encouraging institutions to reflect on their own practices



respecting the values and ethos of each individual institution and making quality enhancement issues more meaningful to staff and students.

# MusiQuE's contribution to the EHEA

- Taking responsibility for the realisation of the Bologna process goals on cross-border QA
- From Quality Assurance → shared Quality Culture within an academic discipline
- From technocratic approaches to Quality Assurance → a discourse on the content of our education
- Looking for creative approaches to QA

# MusiQuE Services

- **Quality enhancement reviews**
  - **Critical Friend Reviews** focused on programmes and departments (content-driven form of external quality review)
- **Accreditation procedures**
- **Joint procedures** with national QA agencies
- **Evaluations of research activities**
- **Benchmarking projects**
- **Consultative visits**
- **Quality Assurance Desk**

# MusiQuE Standards

- Standards for Institutional Review
- Standards for Programme Review
- Standards for Joint Programme Review
- Standards for Classroom Music Teacher Education Programmes
- Framework for the Evaluation of Research Activities undertaken by Higher Music Education Institutions
- Standards for Pre-College Music Education

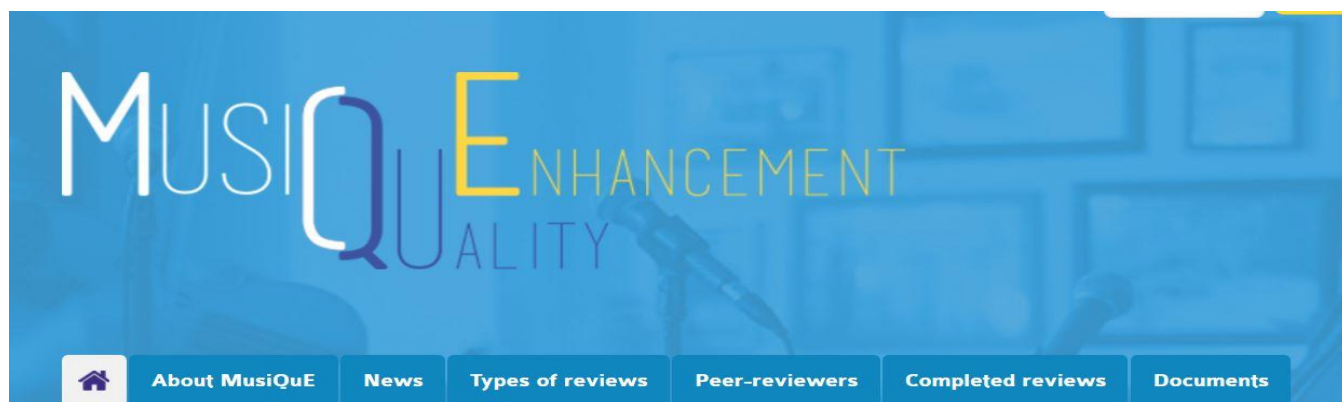
# MusiQuE Standards

## 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
- 7) Internal quality culture
- 8) Public interaction

# MusiQuE – Music Quality Enhancement

[www.musique-ge.eu](http://www.musique-ge.eu)



## Welcome to the MusiQuE website

MusiQuE is an external evaluation body dedicated to the continuous improvement of the quality of higher music education across Europe and beyond and to assisting higher music education institutions in their own enhancement of quality.

MusiQuE's work is subject-specific and is characterized by flexibility, diversity, transparency and accountability.

Its operations are underpinned by independent, skilled and authoritative

Interested in a MusiQuE Review?

## Latest news

**Registrations open for the MusiQuE Peer-reviewers Training Session 2019**

15 JULY 2019

**MusiQuE and its activities presented at ENQA webinar on subject-specific**

MUSIQUENHANCEMENT  
QUALITY