



**MusiQuE, an Agency
dedicated to
enhancing quality of
musical education**

Princess Galyani Vadhana Institute Of Music
International Symposium

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MusiQuE – Music Quality Enhancement

MusiQuE works internationally to uphold and advance the
quality of music education

MusiQuE provides external evaluation and quality
enhancement services



MusiQuE – Music Quality Enhancement

- Independent
- International perspective
- Subject-specific perspective
- A stakeholders' model



Partners





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 Services

- **Quality enhancement reviews** for institutions or (joint) programmes
- **Critical Friend Reviews** focused on programmes and departments
(content-driven form of external quality review)
- **Accreditation procedures** for institutions or (joint) programmes
- **Joint procedures** with other national quality assurance and accreditation agencies



MusiQuE Services

- Evaluations of research activities
- Benchmarking projects
- Consultative visits
- Various evaluation procedures (calls for tenders)
- Quality Assurance Desk



MusiQuE Standards

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



MusiQuE's registration on EQAR

- EQAR: the European Quality Assurance Register for Higher Education
 - MusiQuE registered since June 2016
 - MusiQuE enabled to conduct formally recognised accreditation procedures





Finally... this is all about

- Moving internationalisation into a central position in institutional strategies.
- Being accountable and focus on improvement
- Strengthening credibility of the sector



MUSIQUe
Music Quality Enhancement



Revision of MusiQuE Standards



Reasons for revision

- MusiQuE's own internal quality cycle: a regular revision of the Standards is foreseen
- Feedback collected yearly from MusiQuE's internal and external stakeholders
- New challenges for institutions in an everchanging environment.



Working Group Members

- Ankna Arockiam, MusiQuE Board (student) member
- Jacques Moreau, Chair of MusiQuE Board
- Crina Mosneagu, MusiQuE Office / Blazhe Todorovski
- Helena Maffli, EMU representative
- Finn Schumacker, Pearle* representative
- Ingrid Maria Hanken, MusiQuE peer reviewer
- Janneke Ravenhorst, representative of The Hague Royal Conservatory, an institution reviewed by MusiQuE



Trends Analysis

- Diversity and diversification: the changing Global environment
- Students: student-centredness—engagement, feedback, support
- Curriculum: continuing evolving issues
- Staff and resources: professional development, space & technology.



The Revision process

- October 2020: Constitution of the Working Group, first discussions
- Summer 2022: Final work of the WG
- September-November 2022: feedback process (AEC Board, AEQES, AEC members, trends analysis)
- January – August 2023 : final adjustments by the WG and final validation by the MusiQuE Board
- September 2023: publication of the new Standards for Institutional and Programme Reviews.



Objectives for the revision

- Emphasise the students' voice in the decision making
- Address new themes: sustainability, health and well-being, digitality, lifelong learning, engagement with the social context
- Reduce the number of standards, simplify their structure, deleting duplicates
- Better distinguish between the institutional and the programme levels



Objectives for the revision

- Revise the text of each standard to assure that all main issues of the standard are addressed in the sentence
- Ensure that the guiding questions no longer extend the inquiry beyond the requirement stated by the standard and don't introduce a simple answer by Yes/No
- To emphasize the Quality Culture within the institution



Structure

Chapter 1: Institutional Responsibilities

1 - Institutional policies and governance

Chapter 2: Educational Processes

2 – Student’s perspectives

3 – Teachers perspectives

4 – External perspectives

Chapter 3: Learning Resources and Student Support

5 – Resources

6 – Communication processes

Chapter 4: Quality Culture

7 – Quality Culture at institutional level



Structure

Chapter 1 – Institutional responsibilities

1. Institutional policies and governance

1.1. Institutional context, mission, vision, values and goals

1.2. Educational goals

1.3. Institutional stakeholders' role in decision making



Structure

Chapter 2 – Educational processes

2. Students' perspective

- 2.1. Student-centred learning
- 2.2. Students' Progression and Assessment
- 2.3. Students' employability

3. Teachers' perspective

- 3.1. Staff qualification, professional activity and development

4. External perspectives

- 4.1 International perspectives for students and staff
- 4.2 Engagement within the external institutional and social context



Structure

Chapter 3 – Learning Resources and Students Support

5. Resources

5.1 Finances, facilities, services and support staff

5.2 Health and wellbeing

6. Communication processes

6.1 Internal and external communication processes



Structure

Chapter 4 – Quality Culture

7. Quality culture at institutional level

7.1 Quality Culture at institutional level



MusiQuE standards

4 Compliance levels

1. Fully compliant
2. Substantially compliant
3. Partially compliant
4. Not compliant





MusiQuE revised standards

Institution Responsibilities

1. Institutional policies and governance

1.1. Institutional context, mission, vision, values and goals

The institutional mission, vision, values, and goals are clearly stated and relevant to the national and legal context in which the institution operates. They are effectively implemented through coherent institutional strategies and policies.

Previous statement : The institutional mission and vision are clearly stated.



MusiQuE revised standards

Institution Responsibilities

1. Institutional policies and governance - 1.1. Institutional context, mission, vision, values and goals

Examples of new questions

*d) How are principles of academic ethics defined and shared across all institutional consciousness?
How effective are the mechanism of handling cases of misconduct?*

h) How does the institution address the issues around equality, diversity and inclusion?

i) How does the institution address the issues around sustainability?



MusiQuE revised standards

Institution Responsibilities

1. Institutional policies and governance

1.2. Educational goals

The educational goals of the institution are clearly stated and achieved through the structure and content of its education policy and the study programmes.

Example of new questions

c) What is the institution's policy in terms of research? How does the institution build research capability within the student profile?



MusiQuE revised standards

Institution Responsibilities

1. Institutional policies and governance

1.3. Institutional stakeholders' role in decision making

The decision-making processes are clear, transparent and effective. The institution has an appropriate organisational structure, including a relevant representation of institutional stakeholders (students, teaching staff, support staff, representatives of the music profession and related artistic domains). There are effective mechanisms in place to involve institutional stakeholders in policy and programme design, and decision making processes.



MusiQuE revised standards

Institution Responsibilities

1. Institutional policies and governance - 1.3. Institutional stakeholders' role in decision making

Examples of new questions

b) How are students playing an active role in the decision making process? How are students contributing to the design and development of institutional policies and study programmes?

c) What student bodies exist at institutional level and how do they function?

d) How are teaching and non teaching staff being represented ion institutional bodies? How are they playing an active role in decision making processes and in the design and development of institutional policies?



MusiQuE revised standards

Educational processes

2. Students' perspective

2.1. Student-centred learning

The institution has a clear, coherent, and inclusive admission policy in place to establish artistic/academic suitability of incoming students. The institution ensures that its programmes are delivered in a way that enable students to take an active role in creating the learning process and to engage in critical-reflection throughout their studies. The achievement of intended learning outcomes is facilitated through an appropriate and effective blend of teaching and learning styles and pedagogies. The programmes and their methods of delivery are adequately catered by staff and support services.



MusiQuE revised standards

Educational processes

2. Students' perspective - 2.1. Student-centred learning

Examples of new questions

- b) How are principles concerning equality, diversity and inclusion being reflected in student recruitment?*
- c) How does the institution address decide on appropriate blend of teaching and learning styles and pedagogies in the delivery of the programmes?*
- d) How are students encouraged to engage in critical reflection throughout their studies?*
- j) How is research addressed from the 1st to 3rd cycle? How does research inform curriculum development, teaching and learning at level of the institution?*



MusiQuE revised standards

Educational processes

2. Students' perspective

2.2. Students' Progression and Assessment

The institution has effective processes in place to formally monitor and act on information on student progression. Assessment policies are clearly communicated and consistently implemented across all programmes. There is a coherent policy and a functional complaints and appeals system in place.

Examples of new question

d) How are students being involved in the design and revision of assessment policies?

f) What policies are in place for complaints and appeals and how is it ensured that they are effectively implemented?



MusiQuE revised standards

Educational processes

2. Students' perspective

2.3. Students' employability

The institution has effective mechanisms in place to ensure that students acquire the necessary skills that facilitate their transition towards a professional life in the music and related artistic domains. The institution has processes in place to formally and effectively monitor students' subsequent employability and professional achievement. The information thus collected is efficiently used to maintain an active link with the music / artistic profession, and to further develop the programmes and institutional policies.



MusiQuE revised standards

Educational processes

2. Students' perspective – 2.3. Students' employability

Examples of new questions

e) How are graduates supported in their Lifelong Learning?

f) How do graduates contribute to the enhancement of cultural life locally, nationally and internationally?



MusiQuE revised standards

Educational processes

3. Teachers' perspective

3.1. Staff qualification, professional activity and development

The institution has processes in place to ensure that members of the teaching staff¹ are qualified for their role and are active as artists/pedagogues/ researchers. The size and composition of the teaching body are sufficient and appropriate to effectively deliver the study programmes. There are policies in place for continuing professional development of teaching staff.

Examples of new questions

- c) How does the institution support and enhance the teaching staff's artistic, pedagogical and research activity internally and externally?*
- d) How are teaching staff encouraged to engage in ongoing critical reflection?*
- e) How are teaching staff encouraged to engage with research both in their teaching and in their professional development?*



MusiQuE revised standards

Educational processes

4. External perspectives

4.1 International perspectives for students and staff

The institution offers a range of opportunities for students and staff to gain international perspectives and experiences.

Example of new questions

b) How is internationalisation embedded within the curriculum and extra-curricular activities that are being experienced by the entirety of students and staff?



MusiQuE revised standards

Educational processes

4. External perspectives

4.2 Engagement within the external institutional and social context

Institutional policies and strategies are in place for an active social engagement. The institution promotes continued development and maintenance of links with the music profession and the wider artistic, cultural, educational, and other relevant sectors within society.

Examples of new questions

a) *What institutional strategies are in place for an active social engagement and a continued development to the links with the music profession and the wider artistic, educational, and other relevant sectors?*

d) *How are teaching staff encouraged to engage in ongoing critical reflection?*

e) *How are teaching staff encouraged to engage with research both in their teaching and in their professional development?*



MusiQuE revised standards

Educational processes

4. External perspectives - 4.2 Engagement within the external institutional and social context

Examples of new questions

a) *What institutional strategies are in place for an active social engagement and a continued development to the links with the music profession and the wider artistic, educational, and other relevant sectors?*

c) *How does the institution contribute to the music / artistic / cultural / educational communities at the local, national, and international level?*

e) *How does the institution engage in and promote Lifelong Learning opportunities for the music profession and/or the wider artistic community?*



MusiQuE revised standards

Learning Resources and Student Support

5. Resources

5.1 Finances, facilities, services and support staff

The institution has means and resources to enable a successful delivery of the study programmes, to support its institutional missions and policies, and to secure its sustainable development.

Examples of new questions

g) How does the institution ensure that its IT, computing and other technological facilities are appropriate, up to date, and adequate to ensure efficient internal and external communication at all institutional levels?

d) How are digital solutions used in all aspects of the institution's operational and educational activities, and how does the institution ensure that they are fit for purpose and work effectively?



MusiQuE revised standards

Learning Resources and Student Support

5. Resources

5.2 Health and wellbeing

The institution provides effective support for all students and staff to preserve and improve their mental and physical wellbeing, and ensures a safe learning and working environment.





MusiQuE revised standards

Learning Resources and Student Support

5. Resources - 5.2 Health and wellbeing

Examples of new questions

- a) *What policies are in place to create an awareness concerning a healthy and constructive learning and working environment?*
- c) *What policies and support systems are in place to promote equality, diversity and inclusion among staff and students? How are these effectively implemented and regularly revised?*
- d) *What institutional policies are in place to promote dignity and respect between staff and students, and to prevent and deal with harassment issues? How these effectively implemented and regularly revised?*
- e) *What mechanism are available for staff and students to raise complaints and appeals and how does the institution ensure that they work effectively?*



MusiQuE revised standards

Learning Resources and Student Support

6. Communication processes

6.1 Internal and external communication processes

Effective mechanisms are in place for internal communication within the institution. Information provided to the public about the institution is clear, consistent, regular and accurate.

Example of new questions

b) How does the institution ensure the continued effectiveness of its communication systems?



MusiQuE revised standards

Quality Culture

7. Quality culture at institutional level

7.1 Quality Culture

The institution builds an environment where internal and external feedback is sought and connected, and where staff and students are actively involved in an ongoing dialogue about the quality of education and of institutional strategies and policies. The institution is thus enabled to ensure the quality of its educational programmes and to work towards an all-embracing quality culture.



MusiQuE revised standards

Quality Culture

7. Quality culture at institutional level – Examples of the guiding questions:

- a) *What internal quality assurance and enhancement policies are in place, and do they actively involve all stakeholders (staff, teachers, students, alumni, representatives of the music profession and related artistic domains) through periodic reviews of the programs?*
- c) *How does the institution connect internal and external feedback and how does it feed into quality assurance and enhancement policies?*
- e) *How is quality assurance and enhancement used at an institutional level to make institution-wide changes/changes to programmes?*
- f) *How do quality assurance and enhancement procedures inform/influence each other?*
- h) *How are the institution's quality assurance and enhancement procedures and their results communicated to staff, teachers, students and external stakeholders?*
- j) *How would the overall quality culture within the institution be characterised?*



Conclusion : All about Quality Culture

Different perspectives about Quality within Higher Education

- In music institutions (Messas, Prchal, 2015)
 - Artistic standards: the only ones for decades;
 - Educational quality: the emerging standard, supported on that by the Bologna process.
- A quality focused institution fosters a culture of behaviour, attitudes, activities and processes that deliver value by meeting the needs and expectations of its stakeholders (Tunisian Higher education)
- A “quality culture” in which artistic standards and educational quality go hand-in-hand will further reinforce the learning experience of students (Messas, Prchal, 2015)



Conclusion : All about Quality Culture

Different perspectives about Quality within Higher Education

- 2 imaginations (Jean-Émile CHARLIER, 2010):
 - Measured by prizes and publications in journals with the highest impact;
 - Measured by the effects on its environment, the services it provides to civil society, its contribution to local and regional development.
- “Musicians as ‘Makers in society’: A Conceptual Foundation for Contemporary Professional Higher Music Education” (Gaunt and alii, 2021)
- 3 missions:
 - Artistic standards,
 - Educational quality,
 - Social engagement.



Conclusion : All about Quality Culture

A definition for MusiQuE?

- A goal for institutions: Respect, integrity, focus on the needs of the (music) students for being able to live and act with dignity in the world of tomorrow.
- The new standards are based on a concept of “quality culture” in which artistic standards, educational quality and the social engagement go hand-in-hand will further reinforce the learning experience of students. A realistic but challenging concept!
- Concept of Quality needs to be considered in a dynamic view, taking to account the contextual changes within the environment of the institution (OECD)
- MusiQuE is not there to assess, but to help the institutions improve and become the best version of themselves in the context of today.

THANK YOU!





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Before and After

Previous Standards - 17 standards

Revised Standards - 13 standards

Domain 1: Institutional Mission, Vision and Context

Domain 2: Educational processes

Domain 3: Student Profiles

Domain 4: Teaching Staff

Domain 5: Facilities, Resources, Support

Domain 6: Communication,
Organisation and Decision-Making

Domain 7: Internal Quality Culture

Domain 8: Public Interaction

Chapter 1: Institutional Responsibilities

1 - Institutional policies and governance
Students & Teachers role in decision making

Chapter 2: Educational Processes

2 - Student's perspectives
3 - Teachers perspectives
4 - External perspectives
Engagement with the social context

Chapter 3: Learning Environment

5 - Resources
Digital issues
Health and wellbeing

Chapter 4: Quality Culture

7 - Internal Quality Culture

6 - Communication processes



Revised Standards and the ESGs

Revised Standards

Chapter 1: Institutional Responsibilities

1 - Institutional policies and governance

Chapter 2: Educational Processes

2 - Student's perspectives
3 - Teachers perspectives
4 - External perspectives

Chapter 3: Learning Resources and Student Support

5 - Resources
6 - Communication processes

Chapter 4: Quality Culture

7 - Quality Culture at institutional level

European Standards and Guidelines (Part 1)

1.1 - Policy for Quality Assurance

1.2 - Design and approval of programmes

1.3 - Student-centred learning, teaching and assessment

1.4 - Student admission, progression, recognition and certification

1.5 - Teaching Staff

1.6 - Learning resources and student support

1.7 - Information management

1.8 - Public information

1.9 - Ongoing monitoring and periodic review of programmes

1.10 - Cyclical external quality assurance