MusiQuE Standards for Institutional Review

MusiQuE – Music Quality Enhancement

The Foundation for Quality Enhancement and Accreditation in Higher Music Education

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Contents

Introduction and Guidelines

The *MusiQuE Standards for Institutional Review* aim to guide higher music education providers in evaluating their activities and enhancing quality. They can be used in various contexts and should be perceived and understood as 'guidelines' in all these contexts. The MusiQuE Standards are meant to assist higher music education providers to demonstrate that they are meeting their aims and objectives: they are mission-driven. Therefore, the document should in no way be understood as focusing on the fulfilment of a set of prescriptive normative standards.

Which target group does this document address?

This document is intended to serve different target groups:

- Higher music education providers interested in conducting a self-evaluation of the education they provide, with the overall aim to enhance its quality.
- Institutions or other stakeholders intending to set up a higher music education study programme.
- Higher music education providers undergoing an external quality enhancement review (at their own initiative or in the context of an evaluation or accreditation required by law). The document will first be used by the music education provider in order to conduct a self-evaluation process, resulting in a self-evaluation report. This report will be sent to a Review Team, composed of international peers, which will then carry out a review procedure including a site-visit and use the document to lead the site-visit and structure their external evaluation report.
- Quality assurance agencies interested in conducting a review procedure in collaboration with MusiQuE. As part of the preparations for a collaborative process, a comparison is made between the national agency's standards and the MusiQuE standards. Arising out of this exercise, a merged set of standards is produced ensuring that no aspect found in either of the separate standards is omitted. Generally, the level of correspondence between standards is found to be high and the comparison process results in enhanced mutual trust.

MusiQuE standards and the ESG

Standards and Guidelines for quality assurance in the European Higher Education Area (ESG) have been developed in 2005 and revised in 2015 by the key stakeholders in the field of quality assurance at European level: the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA). A major goal of the ESG is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders. One of the principles the ESG are based on is the primary responsibility of higher education institutions for the quality of their provision and its assurance.

The first part of the ESG (Part 1) aims to provide higher education institutions with standards and guidelines for internal quality assurance. When the first set of criteria for institutional review in higher music education was developed in 2007, Part 1 of the ESG were considered as a reference tool (in their 2005 version). More recently, the MusiQuE standards have been mapped against Part 1 of the ESG in their 2015 version. This way, institutions reviewed by MusiQuE are ensured that all the ESG (Part 1) are addressed in MusiQuE review procedures.

How shall this document be used?

Be it in the context of a quality enhancement review of a formal accreditation review, higher music education providers are encouraged to use these standards to reflect on the strengths and areas for further improvement in their institution. The document aims to stimulate institutions (including all individual actors such as students, teaching and non-teaching staff members, representatives of the music profession and related artistic domains) to consider what works and what does not (fully) work in the institution, what is unique in their offering and functioning, and especially how the situation can be improved, how the institution settings can face challenges and meet changing requirements. The outcomes of the reflection process can also provide evidence to the institution as well as to external stakeholders that requirements and objectives are met.

The set comprises a total of 13 standards to be met, in the context of a self-evaluation process but mostly of an external evaluation process. These standards are organised into four main areas of inquiry:

1. **Institutional Responsibilities** where topics related to national context, institutional governance and decision making processes, overall institutional policies and strategies are being addressed;
2. **Educational Processes** looks into topics related to the sum of the total work and processes of learning and teaching that take place in classrooms, studios, performance spaces, reading rooms, practice rooms and during individual study;
3. **Learning Resources and Student Support** addresses topics related to all means and resources and the ways in which these make learning and teaching be conducted most effectively and in a most sustainable way;
4. **Quality Culture** pays attention to the ways in which quality assurance and enhancement are embedded in the day-to-day working patterns and procedures such that institutions and programmes are enabled to work towards an all-encompassing quality culture.

The standards are further grouped under 7 themes listed below, serving as threshold (minimum) standards:

1. Institutional Policies and Governance

2. Students' Perspectives

3. Teachers' Perspectives

4. External Perspectives

5. Resources

6. Communication Processes

7. Quality Culture at Institutional Level

Guidelines for the self-evaluation process

For each of the 13 standards a series of '**Guiding Questions**' are listed under the text of the standard. They serve as **guidelines** aimed at facilitating the understanding of each standard, and at illustrating the range of topics that could be covered by that standard. Therefore, the function of these questions is **not** that of a checklist: not all questions need to be answered separately in detail. Rather they are meant as a support for the institution or programme to select the possible issues to be addressed in the self-evaluation process, in relation to each

standard. These issues may differ according to the institutional context and the review procedure being used.

Similarly, the **'Suggested evidence / supportive material'** listed under each standard **should not be seen as an obligatory list**, but rather provides examples of the kinds of supporting material which an institution team could provide to the peer-reviewers as evidence of good practice.

Institutions to be reviewed will receive an indicative template for their self-evaluation report based on the MusiQuE standards.

Each of the 13 standards needs to be addressed, while the *Guiding Questions* and *Suggested Evidence / Supportive Material* are meant as **guidelines** for the self-evaluation process.

Institutional Responsibilities

1. Institutional policies and governance

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

Standard:

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.

Guiding questions:

a) What is the national and legal context in which the institution operates?

b) What are the institution's mission, vision and goals and how are they relevant to the national and legal context in which it operates?

c) What are the institutional values and how does the institution ensure that they are understood and internalized across its constituencies?

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

e) What is the institution's long-term strategy and how does it reflect its mission and goals?

f) What are the institutional priorities and how are they being addressed through institutional policies?

g) What is the institution's policy regarding internationalisation, and how does it inform student and staff mobility, curriculum development, strategic partnerships, quality assurance and other domains in the institutional strategy?

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

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

j) How does the institution sees to fulfil its third mission?

Suggested evidence / supportive material

- Mission and/or policy statements
- 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 and accreditation bodies, qualifications framework
- Documentation regarding core institutional policies (e.g. equal opportunities, equality, diversity and inclusion, internationalisation, third mission, research, sustainability, etc.)
- Evaluative reports regarding the implementation of institutional policies (e.g. results of surveys)
- Outcomes of internal quality assurance process
- Statistical data (at most for the 3 last academic years), for instance:
  - Number of students/number of graduates (by semesters, gender, field of study, national/foreign)
  - Number of students completing within the normal duration of the studies
  - Number of students that have changed to other institutions or dropped out (incl. reasons for this)
  - Number of student applications each year (if possible by study programme)
  - Numbers of students accepted each year (if possible by study programme)

1.2. Educational goals
Standard:

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

Guiding questions:

a) What institutional processes are in place for the design and approval of study programmes and how are they effective? How do they take into account the various aspects of the 'Polifonia Dublin Descriptors (PDDs)' and / or the AEC or CALOHEX learning outcomes?

b) Where appropriate, is there a connection / progression between the study programmes / cycles?

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

d) How is the institution involved in pre-higher education, either in itself or in partnership with other institution(s)? What is the institutional policy regarding pre-higher education?

Suggested evidence / supportive material
- An overview of the institution's educational policy and, where appropriate, related strategies
- Documentation regarding institutional processes in place for the design and approval of study programmes
- Evidence of how the programmes are linked to the PDDs and/or the AEC learning outcomes
- Programme Handbooks/Course descriptions/Credit structure etc.
- Institutional Information Guides
- Details regarding the institution's involvement in pre-higher education
- Statistical data:
  - Number of students per subject area
  - Number of staff in various subject areas
  - Staff workload for teaching, counselling students, administration and research
  - Number of full-time and part-time staff

1.3. Institutional stakeholders' role in decision making
Standard:

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.

Guiding questions:

a) What are the governing bodies of the institution and its organisational structure? How are responsibilities defined at each decision-making level?

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 in institutional bodies? How are they playing an active role in decision making processes and in the design and development of institutional policies?

e) How are external stakeholders (representatives of the music profession and related artistic domains) being involved in the decision-making processes and in the design and development of institutional policies?

f) What evidence exists to demonstrate that the organisational structure and the decision-making processes are effective?

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

Educational Processes

2. Students' perspectives

2.1. Student-centred learning

Standard:

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.

Guiding questions:

a) In what ways does the institution demonstrate a clear, coherent, and inclusive admission policy that ensures the artistic / academic suitability of its incoming students and allows equal access for all types of applicants (including mature students and lifelong learning opportunities) to all its programmes? How is this policy clearly communicated at all institutional levels?

b) How are principles concerning equality, diversity and inclusion being reflected in student recruitment?

c) How does the institution decide on the appropriate blend of teaching and learning styles and pedagogies in the delivery of its programmes?

d) How are students encouraged to engage in critical reflection throughout their studies?

e) How is research addressed from the 1st to the 3rd cycle? How does research inform curriculum development, teaching and learning at the level of the institution?

f) How does the institution evaluate and adjust the allocation of teaching and support staff and services in the delivery of its programmes?

g) What evidence exists to demonstrate that the students' admission and learning processes work effectively?

Suggested evidence / supportive material:
- Documentation regarding the institutional admission policy (formal admission requirements, audition procedures, appeals procedures, etc.)
- Reports of any evaluations of the admission requirements and procedures (also for students without formal qualification and participating in lifelong learning opportunities)
- Information on internal and external stakeholder feedback on the admission procedures
- 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.)
- Examples of activities drawing on staff research, samples of students' research projects, dissertations and other research projects
- Information on institutional processes in place for the evaluation of learning and teaching activities
- Student/Staff feedback (focus groups, internal/external surveys etc.)
- Student performance opportunities:
  - Concert calendars
  - Community outreach/involvement
  - Mobility opportunities for performance and artistic development (Erasmus, tours, joint-projects etc.)
- Documentation outlining the structure for academic, career and personal guidance

2.2. Students' Progression and Assessment

Standard:

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.

Guiding questions:

a) What processes are in place to monitor students' progression and how are they effective? How is the collected information being used for the further development of the institution's programmes and policies?

b) What are the institutional policies regarding assessment and how are they coherently implemented across the institution? How are they being reviewed to consider issues such as consistency and fairness?

c) How are assessment policies made easily accessible and clearly defined for students and staff? How are they being implemented across the institution?

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

e) What evidence exists at institutional level to demonstrate that the various assessment methods work effectively in showing the achievement of learning outcomes? How is this evidence used to revise the assessment policies if needed?

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

Suggested evidence / supportive material:

- Documentation relating to and explaining the institution's assessment policy and processes implemented across faculties and / or departments (methods, grading system, etc.)
- Regulations concerning the assessment of students, including appeals procedures
- Samples of recordings of examination concerts, examination papers, coursework, reports and other relevant examples of assessed work of students
- External examiners feedback
- Clear and accessible rules and standards
- Student/staff feedback (focus groups, internal and external surveys)
- Methods for providing timely feedback to students, including feedback on their public presentations
- Information regarding the overall evaluation and revision of the assessment policy and processes
- Statistical data on student progression and achievement of learning outcomes:
  - Completion rate
  - Pass rate
  - Retention rate
- Evaluative reports on student progression and achievement of learning outcomes
- Examples of diplomas/Diploma Supplement (DS)/transcripts of records that are handed out to students when finishing studies

2.3. Students' employability

Standard:

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.

Guiding questions:

a) At institutional level, what educational policies are in place to ensure that students are being equipped with skills within and beyond their musical practices necessary for their transition towards a professional life in the music and related artistic domains?

b) What processes are in place to monitor students' employability and professional achievement, and how is it ensured that they work effectively? What type of data on alumni is being collected and how does the institution act on this information to maintain an active link with the music and related artistic professions and to further develop its programmes and policies?

c) To what extent are graduates successful in finding work / building a career in today's highly competitive national and international music arena?

d) What are the artistic fields that graduates (both recent and otherwise) acquire jobs in?

e) How are graduates supported in their Lifelong Learning?

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

Suggested evidence / supportive material:

- Relevant elements of the educational policy that demonstrate the institution's concern for ensuring a high employability rate across its student population
- Data on alumni career activities
- Alumni perspectives on the value of the education offered
- Employers perspectives (national and international) on the value of the education offered
- List of music-related arenas in which graduates find employment
- Details regarding the interaction with the profession, its influence on the content and structure of study programmes and its impact on the student experience
- Any other relevant documentation/reports, for instance:
    - structures for communication with relevant sectors of the music and other artistic professions
    - initiatives taken to support students, graduates and staff in programme projects
    - evidence of the institution's commitment to Lifelong Learning activities and examples of specific initiatives

3. Teachers' perspective

3.1. Staff qualification, professional activity and development

Standard:

The institution has processes in place to ensure that members of the teaching staff[1] 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.

Guiding questions:

a) What policies are in place regarding teachers' recruitment? How are they aligned with other relevant institutional policies (e.g. concerning equality, diversity and inclusion)? How does the recruitment policy enable new developments within the institution?

b) How does the institution ensure that the size and experience of the teaching body are adequate to cover the volume and range of disciplines?

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 is teaching staff encouraged to engage with research both in their teaching and in their professional development?

f) Is there a policy in place for continuing professional development of teaching staff? What mechanisms are in place to assess and ensure that professional development opportunities offered to teachers are fit for purpose?

Suggested evidence / supportive material:

- Information on staff recruitment policies.
- Artistic, professional and/or academic record of the teaching staff (e.g. curriculum vitae, registers/databases of artistic activities)
- Evidence of teaching staff's activities in international contexts (networks, conferences, competitions, festivals, articles, concerts etc.)
- Relevant policy documents (annual report and/or other documents)
- Records of staff participation in continuing professional development
- Records of teaching staff's participation in research projects
- Teaching staff details:
  - Number of staff in various subject areas (in fte3)
  - Total number of hours taught
  - Equal opportunities
- Strategies for maintaining flexibility in the teaching staff (activities for continuing professional development, language courses etc.)
- Student/staff feedback (focus groups, internal and external surveys)

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[1] The standard and related questions refer to all teaching staff regardless of their types of contracts – permanent, temporary, associate, etc.

4. External perspectives

4.1. International perspectives and experiences for students and staff

Standard:

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

Guiding questions:

a) How does the institution ensure that its students and staff acquire and are exposed to international perspectives and experiences?

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

c) How is the institution participating in international partnerships / exchanges ?

d) How are incoming and outgoing students and staff supported by the institution? How does the institution ensure that these support mechanisms work effectively?

e) How does the institution support the academic recognition of studies carried out abroad (Diploma supplement, ECTS transferability, etc.)?

Suggested evidence / supportive material:

- Internationalisation strategy and details on how it informs curriculum development, quality assurance, institutional partnerships and other areas of the institutional 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
- Examples of diploma supplement that are handed out to students when finishing studies
- International activities within and outside the curriculum - e.g. master classes, international projects, visiting performers / lecturers, etc.
- Student/staff feedback (focus groups, internal and external surveys)
- Statistical data:
    - Numbers of international students and staff
    - Numbers of international visiting guest lecturers
    - Numbers of incoming and outgoing student and staff exchanges

4.2. Engagement within the external institutional and social context

Standard:

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.

Guiding questions:

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

b) How does the institution engage in the public discourse on cultural/artistic/educational policies and/or other relevant issues, such as sustainability?

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

d) How does the institution assess and monitor the ongoing needs of the music and related artistic professions?

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

Suggested evidence / supportive material:
- Supporting evidence for the institution's active social engagement (e.g. projects, community activities, educational initiatives and partnerships, membership of programme personnel on relevant external committees, involvement in pre-higher education, the institution's green policy and involvement in sustainable community projects etc.)
- Supporting evidence of student training/involvement in external cultural, artistic and/or educational projects
- Details regarding the interaction with the profession, its influence on the content and structure of study programmes and its impact on the student experience
- Student/staff feedback (focus groups, internal and external surveys)
- Action plans for meeting the needs identified through interaction with the professions
- Funding allocated within the institution for interacting with the artistic professions

Learning Resources and Student Support

5. Resources

5.1. Finances, facilities, services and support staff

Standard:

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.

Guiding questions:

a) What is the institution's long-term financial strategy? Is there a risk management plan?

b) How does the institution secure sufficient resources and funding to run its programmes and allow further and sustainable development?

c) How does the institution ensure that building facilities (teaching and practice studios, library, classrooms, rehearsal spaces, concert venues, etc.) are appropriate and adequately equipped with sufficient and suitable musical instruments, associated equipment, and other necessary requisite? How does the institution ensure that they are properly maintained?

d) How are these resources and funding allocated per faculty, department, study programme, etc.?

e) How does the institution ensure that there is sufficient qualified support staff (technical, administrative, IT, non-teaching staff, etc.) to cater all teaching, learning and artistic activities?

f) What policies/strategies are in place for continued professional development of support staff? How does the institution ensure that professional development opportunities offered to support staff are fit for purpose?

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

h) 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?

Suggested evidence / supportive material:

- Information on facilities and their maintenance, for instance:
    - number and size of rooms available to students (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
    - IT, computing and technological facilities available to students
    - libraries, associated equipment and services available to students (books, scores, periodicals, audio-video materials, subscriptions to periodic publications, etc.)
    - opening hours of libraries and practice facilities.
    - feedback from staff and students
- Financial strategy and budget data - e.g. funds allocated for teaching staff, for support staff, for running and upgrading facilities, instruments, and equipment, for artistic/academic/research activities per faculty / department
- Internal decision making policies dealing with financial resources
- Risk management strategy
- Strategies for improving the funding of the institution
- Recruitment policy and statistical data on support staff (technical, administrative, IT, 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)
- Digitalisation strategy

5.2. Health and wellbeing

Standard:

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.

Guiding questions:

a) What policies are in place to create an awareness concerning a healthy and constructive learning and working environment?

b) In what ways does the institution help students and staff avoid occupational hazards (e.g. tendinitis, hearing loss, etc.)?

c) What policies and support systems are in place to promote equality, diversity and inclusion amongst 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 are these effectively implemented and regularly revised?

e) What mechanisms are available for staff and students to raise complaints and appeals and how does the institution ensure that they work effectively?

f) What kind of access do students and staff have, within the institution or in collaboration with other institutions, to counselling and treatment of mental or physical health issues?

g) How are students and teaching/support staff informed about these services? How is the effectiveness of these services being regularly revised?

i) How are students supported for their daily life issues (housing assistance, administrative assistance, etc.) ?

Suggested evidence / supportive material:
- Documentation regarding the institutional policy / strategy on health and wellbeing for students and staff
- Policies on equality, diversity and inclusion
- Details regarding the support systems and procedures in place
- Details regarding the system of complaints and appeals
- Communication tools for creating awareness on the existing policies and support systems

6. Communication processes

6.1. Internal and external communication processes

Standard:

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.

Guiding questions:

a) What are the internal communication systems in place across the various constituencies (permanent and temporary teaching and non-teaching staff, students, management, faculties, departments, external collaborators, etc.) and how does the institution ensure that they work effectively?

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

c) What resources and delivery systems are used to convey information to the public?

d) How does the institution ensure that information given to the public (students, audiences, parents, music education institutions at other levels, etc.) is accurate and consistent with its activities (educational programmes, organisational structure, academic calendar, concert series etc.) on an ongoing basis?

e) What mechanisms are in place to review information before it goes public?

Suggested evidence / supportive material:

- Communication tools for the publication of information to students and staff (newsletter, boards, etc.)
- Policies/procedures on communication process
- Student/staff feedback (focus groups, internal and external surveys)
- Programme handbooks
- Institutional 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

Quality Culture

7. Quality Culture

7.1 Quality Culture at Institutional Level

Standard:

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.

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?

b) What external quality assurance and enhancement procedures are in place actively involving all stakeholders, how cyclical are they, and how do they impact internal quality assurance and enhancement policies?

c) How does the institution connect internal and external feedback and how does it feed into quality assurance and enhancement policies?

d) How is benchmarking/benchlearning included in quality assurance and enhancement procedures, enabling the institution to position itself against similar (inter)national institutions and to learn from best practices in the field?

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?

g) How are best practices within the institution identified and shared and how do they feed into quality assurance and enhancement procedures?

h) How are the institution's quality assurance and enhancement procedures and their results communicated to staff, teachers, students and external stakeholders?

i) How is the effectiveness of quality assurance and enhancement procedures being monitored and how are they regularly revised?

j) How would the overall quality culture within the institution be characterised?

Suggested evidence / supportive material:

- Strategies/policies for quality assurance and enhancement system
- Documentation regarding policies and procedures related to quality assurance and quality enhancement
- Agendas and minutes of meetings
- Evidence of complaints procedures