



Musique Standards
for Music School
and Pre-College
Education Reviews

MusiQuE – Music Quality Enhancement

The Foundation for Quality Enhancement and Accreditation in Higher Music Education

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Introduction and Guidelines

The *MusiQuE Standards for Music School and Pre-College Music Education* are a toolkit aimed to guide music schools and pre-college music education providers in evaluating their activities and enhancing quality. They are also meant to assist them in defining and describing their own concept and vision and how both are implemented. The Standards for Music School and Pre-College Music Education can be used in various contexts and should be perceived and understood as ‘guidelines’ in all these contexts. In no way should they be understood as focusing on the fulfilment of a set of prescriptive normative standards.

What is meant by music school education?

Music school education takes many different forms across Europe and cannot be defined in a single model. Systems vary according to national and local contexts, but there are shared features.

Music schools are institutions of public interest with a clear cultural, educational and social mission. They provide broad access to music education for children, young people and often adults, acting as local cultural providers (“community hubs”) for the municipalities and regions in which they operate. This includes concerts, events, and partnerships with schools and local cultural institutions, ensuring that music schools serve not only their students but also the wider community.

In addition to their role in cultural access and participation, many music schools also offer pathways for students willing to progress towards higher music education. These opportunities sometimes take the form of specialised programmes within music schools, while in other cases they are organised in collaboration with or within higher education institutions. Such programmes are important, but they represent only one part of the work of music schools, which primarily focus on broad participation, cultural development, and lifelong learning opportunities.

In many European countries, music schools also integrate other artistic disciplines (such as dance, drama, or fine arts).

What is meant by pre-college music education?

The term pre-college music education is understood differently across Europe, and is not uniformly organised.

Pre-college music education is characterised by the aim and capacity to offer young students a specialised music education, to rise their artistic level and to prepare them for further music studies. This type of education can take place in a variety of settings – in independent specialised schools, in junior departments of higher music education institutions, as preparatory classes in music schools, or in privately organised contexts – and it is offered mainly by two types of institutions:

Institutions with programmes dedicated to students willing to prepare for higher music education offer a stage of education that provides specialised musical training to a level appropriate for entrance into higher music education. While in higher music education, a student is expected to accomplish her/his studies once s/he decided to enrol in a particular study programme, this does not necessarily apply to students in these programmes. Young students’ preferences might still change and they might opt for studies in a different field of interest.



Strong music school and pre-college level music education is a vital condition for a high quality musical landscape. It is a means for the development of creative, personal and interpersonal skills, in addition to enabling social cohesion for young people in general, not only for those having the ambition to enter the music profession.

What is meant by the term “students”?

In this document, the term “student” refers to those engaged in the forms of music school or pre-college education described above. It includes a wide range of learners – from beginners to those preparing for higher education – and is not limited to a specific age group.

What is meant by the term “alumni”?

In this document, the term “alumni” refers to former students who attended a certain educational programme at the institution. Depending on the national context, alumni may have pursued different pathways, from lifelong amateur music-making to professional studies and careers.

Which target-groups do these Standards address?

These standards are intended to serve different target groups:

- Institutions or other stakeholders intending to set up a music school or a pre-college programme.
- Music schools and pre-college music education providers, including teachers, students, parents and support staff, interested in conducting a self-evaluation of the education they provide, with the overall aim to enhance its quality.
- Music schools and pre-college music education providers undergoing an external quality enhancement review, either at their own initiative or in the context of an evaluation 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 may then carry out a review procedure including a site visit according to MusiQuE’s procedures.
- Music schools and pre-college music education providers may request an external review or consultative visit in order to benefit from an external (and often international) perspective on their activities.

How shall this document be used?

This document can be used by music schools and pre-college music education providers both as a self-assessment and development tool, and as a framework for external evaluations.

Its purpose is to support institutions in their self-reflection on the current state of the art, on existing challenges, opportunities within reach, and areas for growth, not to create a specific certification label. Music schools and pre-college music education providers are encouraged to use these standards to reflect on the strengths and areas for further improvement in their institution and/or programme. The document aims to stimulate these institutions (including all individual stakeholders such as teaching staff members) to consider what works and what does not (fully) work in the institution, what is unique in their offering and functioning, and especially how their practice can evolve and be improved, how the institution and/or programme can face challenges and meet changing requirements. The outcomes of the reflection process can also provide evidence to the institution as well as to internal and external stakeholders that requirements and objectives are met. This information can be used to enhance the quality of the institution and / or programme in the future.

The set comprises a total of 14 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 14 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 14 standards needs to be addressed, while the *Guiding Questions* and *Suggested Evidence / Supportive Material* are meant as **guidelines** for the self-evaluation process.

In making this framework of assessment all encompassing, while keeping it equally relatable for music schools and pre-college education institutions alike, the applicability of certain *Guiding Questions*, *Suggested Evidence / Supportive Materials*, and, on some occasions, the text of the standard itself, is clearly indicated in the body of the document – e.g. see in particular Standards 1.1, 1.2, and 2.1. This explicit marking is intended as further support for institutions going through an external review or a self-evaluation process to select from the framework herein exclusively what is relevant for and applicable to their own specific context.

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 local, 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 local, 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 local, 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 ethics defined and shared across all institutional constituencies?
- e) What is the institution's 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?
- h) How does the institution address the issues around equality, diversity and inclusion?
- i) What are the institutional child protection policies and through what procedures are they effectively being implemented?
- j) What policies are in place for handling cases of misconduct and how is their effectiveness being monitored and continuously enhanced?
- k) How does the institution address the issues around sustainability?
- l) How does the institution take into consideration current changes / evolution of society?

Suggested evidence / supportive material

- Mission and/or policy statements
- Strategic plan
- An overview of programmes offered and their goals.
- Supporting explanatory documents and policies that offer a clear picture of the local and national context in which the institution operates
- State-specific regulations, criteria set up by e.g. national quality assurance and accreditation bodies, qualifications framework, if applicable
- Documentation regarding core institutional policies (e.g. equal opportunities, equality, diversity and inclusion, sustainability, etc.)
- Where the case, evaluative reports regarding the implementation of institutional policies (e.g. results of surveys)
- Outcomes of internal quality assurance process, if applicable
- Statistical data (at most for the 3 last school years), for instance:
 - Number of students/number of graduates (by semesters, gender, field of study, national/foreign)
 - Number of student applications each year
 - Numbers of students accepted each year
 - The population ratio and the age groups of the students (for music schools)
 - Previous music education / background (for pre-college institutions)
 - Number of students completing within the normal duration of the studies (for pre-college institutions)
 - Number of students that have changed to other institutions or dropped out (incl. reasons for this) (for pre-college institutions)

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 programmes.

Guiding questions:

- a) What institutional processes are in place for the design and approval of the programmes included in the educational offer and how are they effective?
- b) How is the content of the programme aligned with the mission of the institution?
- c) If appropriate, how do music programmes relate to other art education offered by the institution?
- d) What evidence exists to the institution's following the national curricula, if applicable? (for music schools)
- e) What evidence exists to the flexibility and adaptability of the institution to the individual educational goals of its students? How does the institution accommodate special needs students through the content of their programmes? (for music schools)
- f) Where appropriate, is there a connection / progression between the study programmes / cycles? (for pre-college institutions)
- g) How is the institution related to higher music education institutions and how does it ensure awareness and use of relevant research results in its educational processes? (for pre-college institutions)

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 programmes included in the educational offer
- Programme Handbooks/Course descriptions.
- Institutional Information Guides
- 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
 - Average duration of attendance by students

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, parents, teaching staff, support staff, and funding bodies). 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) What representative bodies for internal and external stakeholders exist at institutional level, how do they function, and how do they play an active role in decision making processes? How are teaching staff, support and managing staff, students and parents being



represented and involved? How are external partners and funding bodies being represented and involved?

c) How are internal and external stakeholders playing an active role in the design and development of institutional policies?

d) 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
- Evidence of parents organisation, representation, involvement in the school life, if applicable

Educational Processes

2. Students' perspectives

2.1. Student access

a. Music schools

Standard

The institution has a clear, coherent, and inclusive policy in place to ensure student access to music education in the most favourable conditions, and in line with the institution's mission and social engagement policy.

b. Pre-college institutions

Standard:

The institution has a clear, coherent, and inclusive admission policy in place to establish artistic suitability of incoming students.

Guiding questions:

- a) How is the student recruitment policy clearly communicated at all institutional levels?
- b) How are principles concerning equality, diversity and inclusion being reflected in student recruitment?
- c) What evidence exists to demonstrate that the students' access / admission policies work effectively?
- d) How does the institution build a strong connection with its local communities and families, promoting open access and encouraging active participation? (for music schools)
- e) In what ways does the institution demonstrate a clear, coherent, and inclusive policy that allows equal access for all types of applicants to all its programmes? (for music schools)
- f) In what ways does the institution demonstrate a clear, coherent, and inclusive admission policy that ensures the artistic suitability of its incoming students? (for pre-college institutions)

Suggested evidence / supportive material:

- Documentation regarding the institution's policy for student access (for music schools)
- Documentation regarding the institutional admission policy (formal admission requirements, audition procedures, appeals procedures, if applicable, etc.) (for pre-college institutions)
- Information on internal and external stakeholder feedback on the access / admission policies and procedures

2.2. Student-centred learning

Standard:

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) How does the institution balance structured teaching with creativity, improvisation, composition and interdisciplinarity?
- b) How does the institution decide on the appropriate blend of teaching and learning styles and pedagogies in the delivery of its programmes?

- c) How are students encouraged to engage in critical reflection throughout their studies?
- d) How is students' music education being balanced with their general school education?
- e) How does the institution evaluate and adjust the allocation of teaching and support staff and services in the delivery of its programmes?
- f) What evidence exists to demonstrate that the students' learning processes work effectively?

Suggested evidence / supportive material:

- 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.)
- Information on institutional processes in place for the evaluation of learning and teaching activities
- Student/ parents / staff feedback (focus groups, internal/external surveys etc.)
- Student performance opportunities:
 - Concert calendars
 - Community outreach/involvement
- Documentation on students' possibilities for school dispensations, where applicable

2.3. Students' learning, progression and assessment

Standard:

The institution has effective processes in place to formally monitor and act on information on student learning and progression. Assessment policies are clearly communicated and consistently implemented across all programmes.

Guiding questions:

- a) What processes are in place to monitor students' learning and 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 self-assessment and peer assessment integrated as tools to promote reflection and shared learning? How are assessment policies being reviewed to consider issues such as consistency and fairness?
- c) How are assessment criteria and procedures made easily accessible and clearly defined for students and staff? How are they being implemented across the institution? How is timely and constructive feedback for students and parents being taken into account?
- 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?

Suggested evidence / supportive material:

- Relevant documentation about learning processes and learning outcomes
- Documentation relating to and explaining the institution's assessment policy and processes (methods, grading system, etc.)
- Regulations concerning the assessment of students, including appeals procedures, if applicable
- Clear and accessible rules and standards
- Student/ parents/ staff feedback (focus groups, internal and external surveys), if applicable
- Methods for providing timely feedback to students and parents, including feedback on their public presentations

- Where relevant, statistical data on student progression and achievement of learning outcomes (e.g. completion rate, pass rate, retention rate)

2.4. Students' prospects

Standard:

The institution has effective mechanisms in place to inform students of all possible pathways they can pursue and to enable them to access either higher music education or a musical practice of choice on their own.

Guiding questions:

- At institutional level, what educational policies are in place to ensure that students are being equipped with necessary skills within and beyond their musical practices?
- To what extent are alumni of pre-college programmes who apply for higher music education successful in this endeavour?
- What type of data on alumni is being collected and how does the institution act on this information? How do institutions consider alumni networks as a way of understanding student pathways and reinforcing links with cultural life?
- How do students contribute to the enhancement of cultural life locally, nationally and, if relevant, internationally?

Suggested evidence / supportive material:

- Data on alumni pathways and career activities
- Alumni perspectives on the value of the education offered
- Any other relevant documentation/reports, for instance structures for communication with institutions of higher music education and other relevant sectors of music education (and other artistic professions)

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 staff¹ are qualified for their role and are active as artists and pedagogues. The size and composition of the teaching body are sufficient and appropriate to effectively deliver the programmes. There are policies in place for continuing professional development of teaching staff.

Guiding questions:

- 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?
- How does the institution ensure that the size and experience of the teaching body are adequate to cover the volume and range of disciplines, and to support specific needs of pre-college programmes and age groups involved?
- How does the institution support and enhance the teaching staff's artistic and pedagogical activity internally and externally? In what ways do institutions provide visibility for teachers' career prospects and facilitate access to international exchanges and research opportunities?
- How are teaching staff encouraged to engage in ongoing critical reflection?

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

- e) How is teaching staff encouraged to relate to relevant research results both in their teaching and in their professional development?
- f) How is the teaching staff encouraged to engage in links with the higher music education sector? (for pre-college programmes)
- g) 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?
- h) How do institutions support teachers in developing their professional practice through non-subject-specific training, such as psychology, digital skills, and health and wellbeing?

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 national and, if applicable, 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 (e.g. language courses, etc.)
- Student/ parents/ staff feedback (focus groups, internal and external surveys)
- Evidence on how relevant research outcomes inspire teaching and learning strategies and techniques

4. External perspectives

4.1. External perspectives and experiences for students and staff

Standard:

The institution offers a range of opportunities for students and staff to gain local, national and, where appropriate, international perspectives and experiences.

Guiding questions:

- a) How does the institution ensure that its students and staff acquire and are exposed to local, national and, where relevant, international perspectives and experiences?
- b) How is benchmarking 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 local, national, and, where applicable, international partnerships / exchanges ?
- d) How are students in pre-college programmes introduced to higher education contexts, programmes, achievements; how are they supported in getting in touch with higher education institutions / teachers / experiences?

Suggested evidence / supportive material:

- Documentation of the cultural, educational, and social impact the institutions have in their local context;
- Overview of local, national and international partnerships, co-operation agreements and participation in European/ international projects, if applicable

- Agreement documents or conventions that the institution is a signatory part;
- If applicable, national and international activities within and outside the curriculum - e.g. master classes, international projects, visiting performers / lecturers, etc.
- Student/ parents / staff / external stakeholders' feedback (focus groups, internal and external surveys, questionnaires, etc.)

4.2. Engagement within the external institutional and social context

Standard:

The institution promotes continued development and maintenance of links with the wider artistic, cultural, educational, and social environment.

Guiding questions:

- a) How does the institution engage in the local discourse on cultural/artistic/educational/social policies and/or other relevant issues, such as sustainability?
- b) How does the institution contribute to the music/ artistic / cultural / educational communities at the local, national, and, where relevant, international level?
- c) How does the institution engage in social initiatives and partnerships relevant for its community?
- d) How do institutions collaborate and develop partnerships with others to fulfil their role as local cultural providers?

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
- Student/parents/staff / stakeholders' feedback (focus groups, internal and external surveys, questionnaires, etc.)
- Funding allocated for supporting interactions with the social environment

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 programmes, to support its institutional missions and policies.

Guiding questions:

- a) What are the key features for long-term financial planning?
- 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, social spaces, 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 do institutions ensure accessibility for students with disabilities, safe and inclusive spaces, and ecological sustainability in their infrastructure?
- 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 is support staff provided with training that enables them to interact adequately with parents and students?
- h) 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? How are GDPR policies implemented at institutional level?
- i) 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 a risk management plan (including the balancing of the funding partners)
- 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

- 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/ parent/ staff feedback (focus groups, internal and external surveys)
- Digitalisation strategy, if available

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, muscular tension, etc.) and support them in maintaining long-term musicians' health?
- c) How is the students' workload being balanced with their personal and social life?
- d) 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?
- e) What institutional policies and procedures are in place to promote child protection, dignity and respect between staff and students, and to prevent and deal with harassment issues? How are these effectively communicated, implemented and regularly revised?
- f) How effective are the mechanisms in place for handling cases of misconduct?

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, parents, management, 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, etc.) is accurate and consistent with its activities on an ongoing basis?
- e) How does the institution ensure an accessible and inclusive use of digital tools, and GDPR-compliant policies?
- f) 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/ parents /staff / stakeholders' feedback (focus groups, internal and external surveys, questionnaires, etc.)
- Programme handbooks
- Institutional information policies (recruitment policies, website and other information materials if appropriate).
- Organisational structure
- 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, social media networks

Quality Culture

7. Quality Culture

7.1 Quality Culture at Institutional Level

Standard:

The institution has mechanisms in place for seeking and connecting internal and external feedback, 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 programmes, of the learning spaces it offers, 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, parents, students, alumni) 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 are best practices in the field and within the institution being identified and shared, and how do they feed into quality assurance and enhancement procedures?
- e) How is quality assurance and enhancement used at an institutional level to make institution-wide changes/changes to programmes?
- f) How are the institution's quality assurance and enhancement procedures and their results communicated to staff, teachers, students and external stakeholders?
- g) How is the effectiveness of quality assurance and enhancement procedures being monitored and how are they regularly revised?
- h) How does the institution promote an understanding of quality culture as an ongoing process, rather than a one-time review? In what ways does it support the involvement of all stakeholders, including students, parents, teachers, funders and the community?

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