

MUSIC QUALITY ENHANCEMENT



Education and Culture DG

Lifelong Learning Programme



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- II. Specificities
- III. Essence of subject-specific quality assurance
- IV. Cooperation at national/international level

General presentation of the agency, its context and activities

What is MusiQuE?

MusiQuE - Music Quality Enhancement

- A European subject-specific organisation for quality enhancement in higher music education
- Legally established as a foundation in 2014
- Stakeholders model (education + profession)
- 10-15 reviews / year

General presentation of the agency, its context and activities

MusiQuE structure

- 3 partner organisations:
 - the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC)
 - the European Music Schools Union (EMU)
 - the Performing Arts Employers Associations League Europe Pearle*
- 3 main bodies
 - MusiQuE Board (6 members including a student)
 - MusiQuE Office (2.9 FTE)
 - Peer-reviewers register

General presentation of the agency, its context and activities

MusiQuE services upon request

- Quality enhancement reviews and accreditation procedures for institutions, programmes and joint programmes
- Joint procedures with national and international quality assurance and accreditation agencies

Outside the scope of the ESG:

- Evaluations of research activities
- Reviews of pre-college institutions and programmes
- Consultative visits
- Coordination of benchmarking projects

General presentation of the agency, its context and activities

Key Principles of MusiQuE services

- Respecting the *special characteristics* of higher music education
- Bringing a *European/international dimension* to quality enhancement
- Encouraging institutions to *reflect* on their own practice, development and challenges
- Making quality assurance more *meaningful to teaching staff and students*
- Offering *tailor-made services* and *innovative approaches* to external review

General presentation of the agency, its context and activities

Activities 2018-2019

- Belgium: Koninklijk Conservatorium Antwerp, Koninklijk Conservatorium Brussel, Orpheus Instituut Gent, International Opera Academy Gent
- Sweden: Malmö Academy of Music, Lund University
- Finland: University of the Arts Helsinki – Sibelius Academy
- Switzerland: Haute Ecole de Musique de Genève, Conservatorio della Svizzera Italiana Lugano, Zürich University of the Arts (music faculty)
- Russia: “Tchaikovsky” State Conservatory Moscow
- Spain: Escola Superior de Música de Catalunya (ESMUC) Barcelona, Conservatori Liceu Barcelona, Real Conservatorio Superior de Música de Madrid
- United Kingdom: Royal Welsh College of Music & Drama, Cardiff
- Poland: Academy of Music Bydgoszcz, Academy of Music Wrocław, Academy of Music Łódź
- Singapore: Yong Siew Toh Conservatory
- Thailand: College of Music, Mahidol University, Bangkok

II. Some specificities

Higher music education

- Entrance examinations (live auditions, etc.)
- Curricula including one-to-one tuition, ensembles, courses, and final projects such as recitals and compositions
- Duration of study possibly longer
- “Portfolio careers”: many conservatoire graduates employ themselves as freelance artists (performer, teacher, leader, community musician etc.)

III. Essence of subject-specific quality assurance

- A. Understanding disciplinary diversity
- B. Speaking the same language
- C. Looking for quality assurance tools that make sense to students and teachers

Understanding disciplinary diversity

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

III. Essence of subject-specific quality assurance

Speaking the same language

- MusiQuE's procedures
 - Subject-specific peers (ESG 2.4)
 - Subject-specific standards (2.5)
 - Subject-specific European-level qualification framework with learning outcomes (“Tuning”) compatible with EQF
 - Subject-specific site-visit schedules (2.2)
 - Flexible approach towards institutional and national contexts and needs (2.2)
 - Subject-specific trend analysis (3.4)

III. Essence of subject-specific quality assurance

MusiQuE standards

- 3 Sets of standards:

MusiQuE Standards for Institutional review / for Programme review / for Joint-programme review

<http://www.musique-ge.eu/documents/musique-standards>

- Based on and mapped against the *ESG*

Revision of standards and procedures

- Any member of AEC, EMU and Pearle*-Live Performance Europe is able to suggest changes.
- Reviewers and reviewed institutions invited to suggest improvements.

III. Essence of subject-specific quality assurance

8 domains

1. Mission, Vision and Context
2. Educational processes
3. Student profiles
4. Teaching staff
5. Facilities, Resources and Support
6. Communication, Organisation and Decision-making processes
7. Internal Quality Culture
8. Public interaction

III. Essence of subject-specific quality assurance

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III. Essence of subject-specific quality assurance

Looking for new review models

- The ‘Critical Friends Approach’:
 - Annual visits ‘Critical Friends’ at department level + one follow-up visit within 6-year period
 - Reports ‘Critical Friends’ + institutional responses form (part of) self-evaluation report
 - Prepares and informs (‘light weight’) the usual review every 6 years

III. Essence of subject-specific quality assurance

Benefits...

- Personal contact to students and teachers, speaks their language
- Takes both aspects of the concept of quality into account
- Strongly focused on quality enhancement because of qualified recommendations
- QA workload evenly divided

IV. Cooperation at national/international level

- ENQA Affiliate since 2015
- Registered on EQAR since 2016
- Founding member of the European Alliance for Subject-Specific Accreditation and QA (EASPA) www.easpa.org (bringing together various fields such as public administration, engineering, physics, chemistry, informatics, food studies, medicine, tourism)

IV. Cooperation at national/international level

- Bilateral agreements with:
 - EQ-Arts (joint reviews of arts universities)
 - National agencies: AEQES (Belgium), ZEvA (Germany), NCPA (Russia), EKKA (Estonia), AQU Catalunya (Spain)
- Reviews mostly in English (but also SP, FR, DE, RU)

Contact

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