



Trajectories for change: Key trends in higher music education and how MusiQuE is addressing them in its revised standards.

11 November 2022



Association Européenne des
Conservatoires, Académies de
Musique et Musikhochschulen



LIVE PERFORMANCE EUROPE



MUSIC SCHOOL UNION.EU





Structure of the session

1. Key Trends in HME 2019 – 2021
2. Q&A
3. MusiQuE's Revised Standards
4. Feedback on the Standards
5. Conclusions



Key Trends in HME 2019 – 2021

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University of Toronto,
Music Faculty**



Trend Analysis Report 2019-2022

by Don McLean

#	Report	Institution	Location	Type of Review
1	2019.06.20	Kurmangazy Kazakh National Conservatory (KKNC)	Almaty, KZ	Programme Accreditation (follow-up procedure)
2	2019.10.30	Royal Conservatoire, University of the Arts (KC)	The Hague, NL	Programme Accreditation BA Dance (jointly with NVAO)
BM1	2019.11.20	Uniarts Helsinki	Helsinki, FI	Benchmarking
3	2019.12.16	Zürcher Hochschule der Künste (ZHdK)	Zurich, CH	Programme QE BAM BAMM MA MAPerf (EQ-Arts)
4	2020.01.08	Yong Sieh Toh Conservatory of Music (YST)	Singapore, SG	Institutional QE
5	2020.05.11	Conservatorium Maastricht (CM)	Maastricht, NL	Programme Accreditation MM (jointly with NVAO)
6	2020.05.12	Karol Lipinski Academy of Music (KLAM)	Wroclaw, PL	Institutional Accreditation
7	2020.05.20	College of Music, Mahidol University (CoM)	Salaya, TH	Programme Accreditation MM & MA
8	2020.06.08	Faculty of Music, University of Arts	Belgrade, RS	Institutional QE
9	2020.06.22	Haute École Spécialisée de Suisse Occidentale	Geneva, CH	Programme QE BA BAMM (HES-SO)
10	2020.06.30	Janacek Academy of Music & Performing Arts (JAMU), Faculty of Theatre	Brno, CZ	Institutional QE (jointly with EQ-Arts)
11	2020.07.03	JAMU, Faculty of Music	Brno, CZ	Institutional QE
12	2020.09.11	Faculty of Music & Musicalogy, Université Antonine	Beirut, LB	Programme Accreditation BA & MA in Music & Musicalogy
BM2	2020.11.09	Orpheus Institute (OI)	Ghent, BE	Benchmarking
BM3	2020.12.01	International Opera Academy (IOA)	Ghent, BE	Benchmarking
CV	2021.06.14	Jazeps Vitols Latvian Academy of Music (JVLMA)	Riga, LV	Consultative Visits (5 departmental reports)
13	2021.07.08	Royal Conservatoire Antwerp, School of Arts (RCA)	Antwerp, BE	Programme QE BA Dance
14	2021.07.16	Royal Academy of Fine Arts	Antwerp, BE	Programme QE BA & MA Visual Arts (jointly with EQ-Arts)
15	2021.11.26	College of Music, Mahidol University (CoM)	Salaya, TH	Programme Accreditation DM & PhD
16	2021.12.20	Royal Conservatoire, University of the Arts (KC)	The Hague, NL	Programme MM & MSonology (jointly with NVAO)

Table 1. List of MusiQuE Reviews 2019–2021

Reviews	Standards																
	1	2.1	2.2	2.3	3.1	3.2	4.1	4.2	5.1	5.2	5.3	6.1	6.2	7	8.1	8.2	8.3
#1																	
#2																	
#3																	
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Compliance Levels:

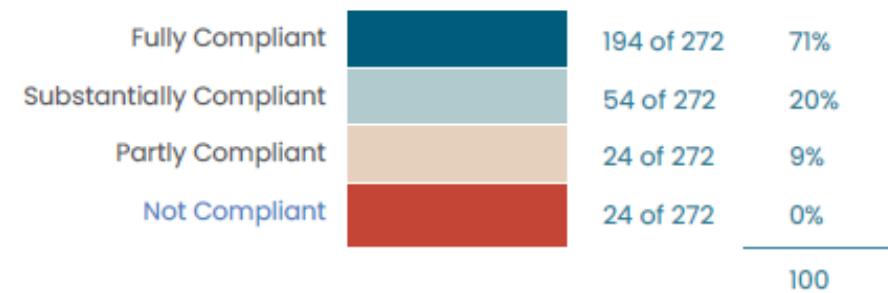
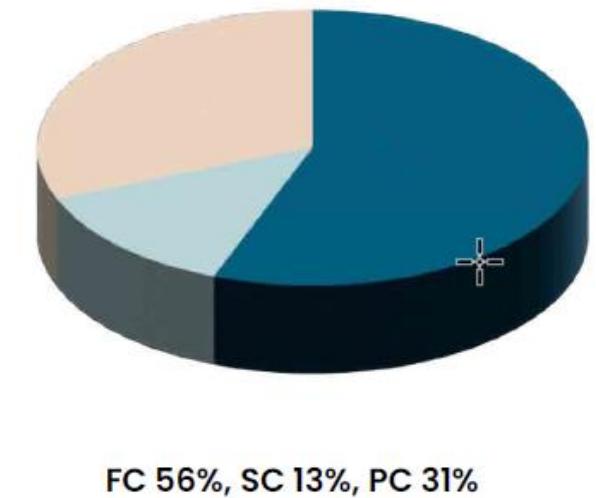


Table 2. Synoptic overview of standards / compliance levels



Standard 2.3: Assessment methods are clearly defined and demonstrate achievement of learning outcomes

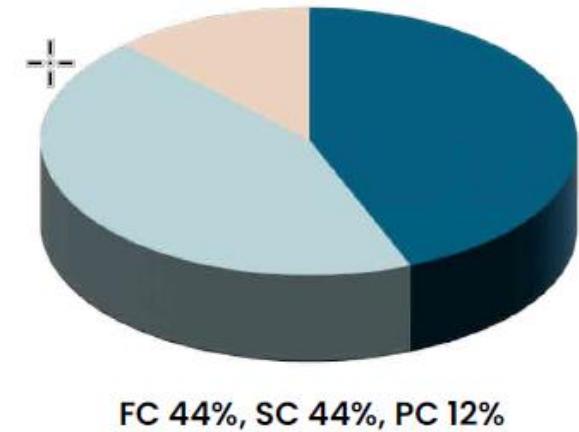
- Half of the reviews were deemed full compliance for Standard 2.3
- Need for continuous vigilance concerning assessment procedures
- Formalized written feedback is often lacking and should be linked to assessment criteria and intended LOs





Standard 6.2: The institution has an appropriate organisational structure and clear decision-making processes

- Need to ensure closure of feedback loops
- Allowing students a more formal role in the organisational (and governance) structure also as recurrent concern.





Key Trends and recommendations

0: The pandemic: its impact, institutional responses, and future implications.

Recommendation: various pathways to consider for sharing information and best-practices across the network

1: The state of QE, QA and related organisational and communications issues.

Recommendation: encourage best-practices discussion on the topic of organisational and communications structures and their ongoing impact on IQC.



Key Trends and recommendations

2. Diversity and diversification: the changing global environment.

Recommendation: to incorporate *diversity* expectations within its compliance standards and institutional guidelines

3. Students: students-centredness-engagement, feedback, support.

Recommendations: more links to establish between LOSs and assessment procedures, and student engagement in governance encouraged



Key Trends and recommendations

4. Curriculum: continuing & evolving issues

5. Staff and resources: professional development, space & technology.

Recommendations: to share best-practices in professional development need, and artistic research and advanced pedagogical study should be central in development across the sector

Q&A



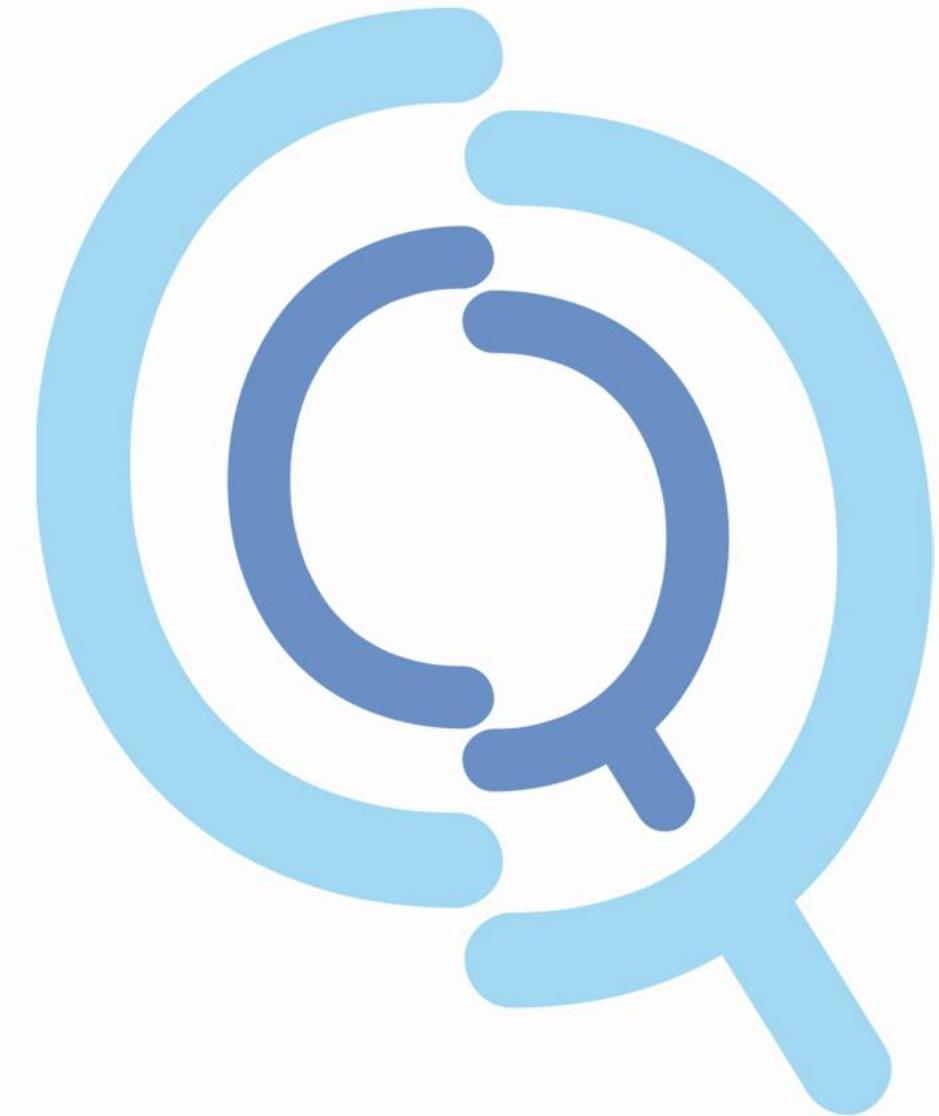
MusiQuE Standards

11 November 2022



Ankna Arockiam,
Jacques Moreau





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.



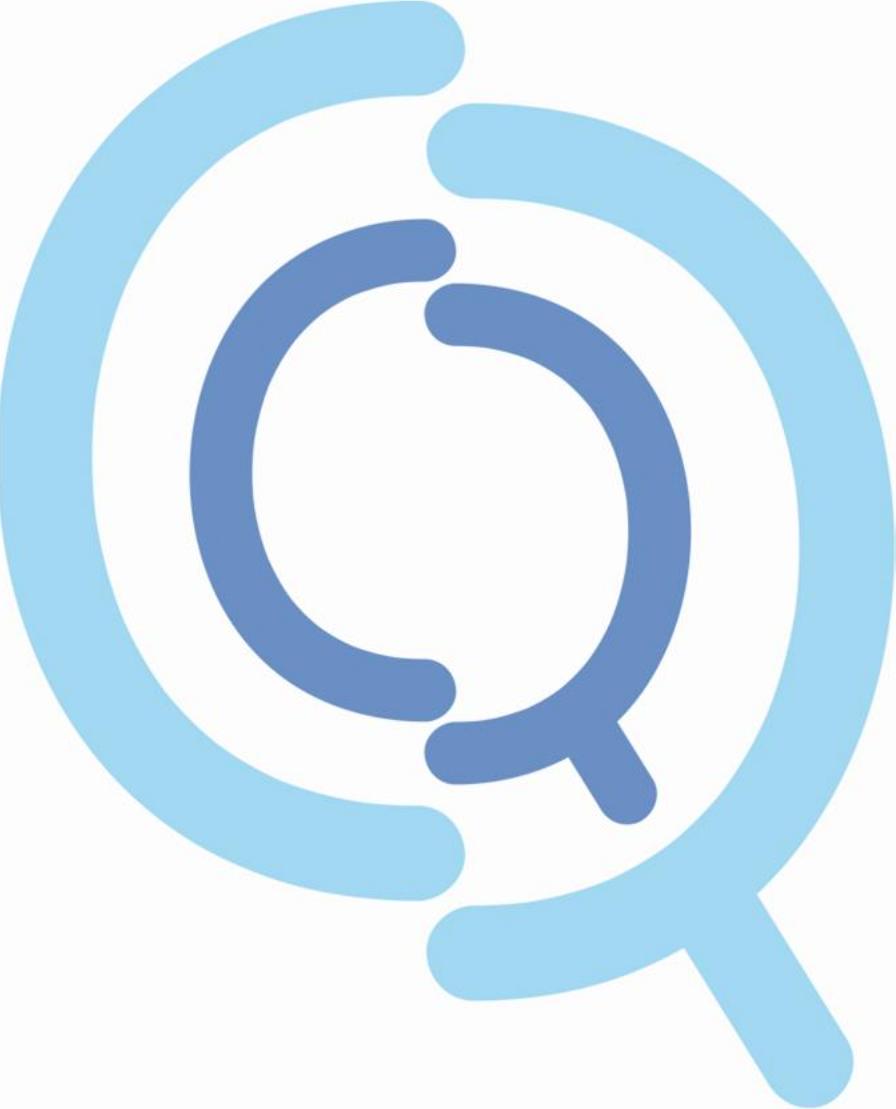
Objectives for the revision

- 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
- 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 both for institutional and programme review standards



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



The Revision process

- October 2020: Constitution of the Working Group, first discussions
- Spring 2021: 1st MusiQuE Board discussion on the revision process
- Following ongoing work of the WG
- Spring 2022: 2nd MusiQuE Board discussion on the outcomes
- Summer 2022: Final work of the WG (in presence meeting in Brussels in June and online meeting in September)
- Presentation to the AEC Board on September 9
- September 26-27 : Final Board discussion on the final drafts
- September 30: Presentation to AEQES for feedback
- November 9-12: Presentation to AEC members during the Annual Congress in Lyon
- December : final adjustments by the WG and final validation by the MusiQuE Board
- January 2023: publication of the new Standards for Institutional and Programme Reviews.



Before & After

Current Standards 17 standards

Domain 1: Institutional Mission, Vision and Context

Domain 2: Educational processes

Domain 3: Student Profiles

Domain 4: Teaching Staff

Domain 5: Facilities, Ressources, Support

Domain 6: Communication,
Organisation and Decision-Making

Domain 7: Internal Quality Culture

Domain 8: Public Interaction

Revised Standards 13 standards

Chapter 1: Institutional Responsibilities

1 - *Institutional policies and governance*
Students' role in the 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 welbeing

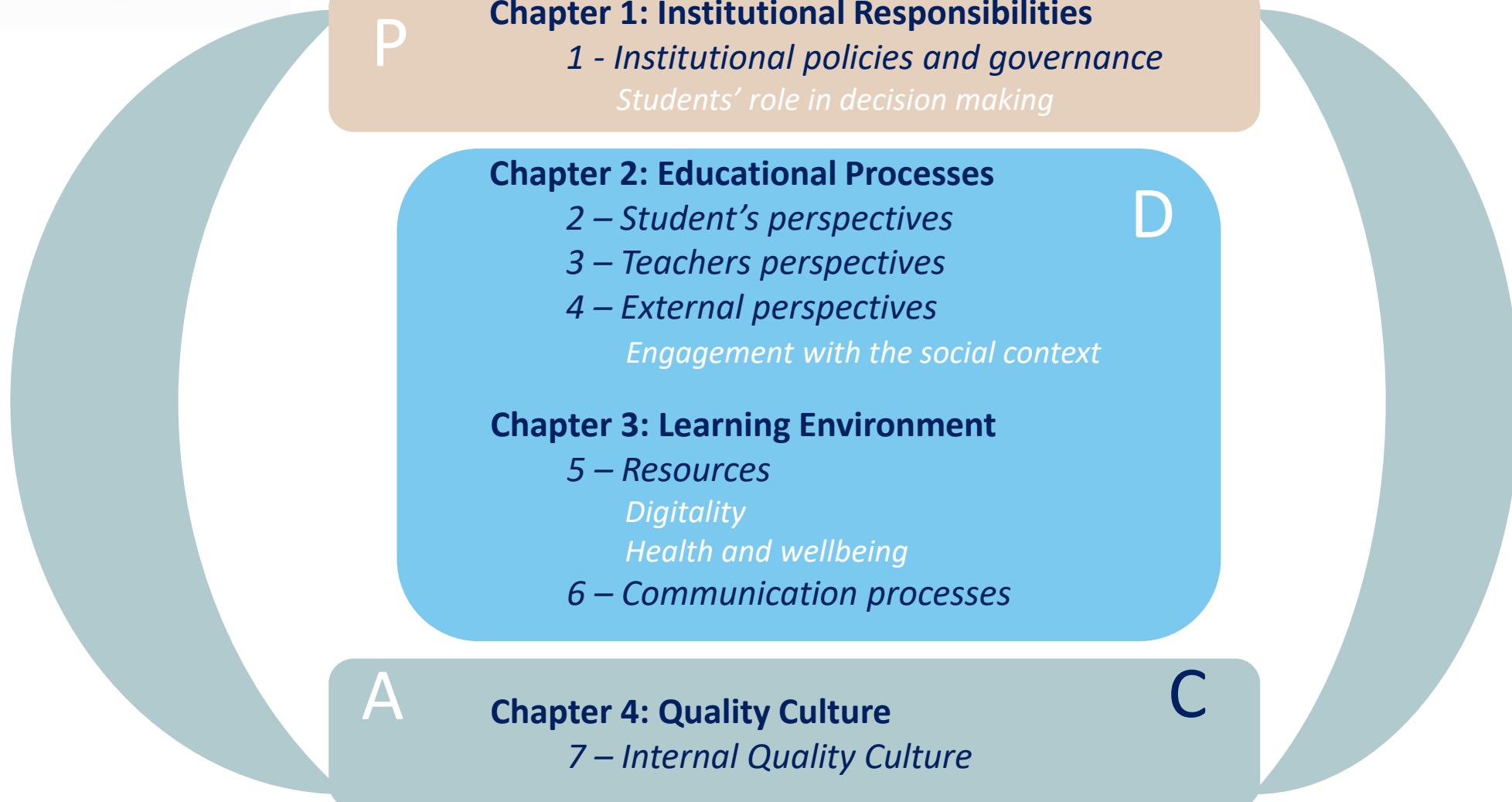
6 – *Communication processes*

Chapter 4: Quality Culture

7 – *Internal Quality Culture*



PDCA





Revised Standards and the ESGs

Revised Standards

European Standards and Guidelines (Part 1)

Chapter 1: Institutional Responsibilities

- 1 - *Institutional policies and governance*
- Students' role in the decision making*



1.1 - Policy for Quality Assurance

1.2 – Design and approval of programmes

Chapter 2: Educational Processes

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



1.3 – Student-centred learning, teaching and assessment

1.4 – Student admission, progression, recognition and certification

1.5 – Teaching Staff

Chapter 3: Learning Environment

- 5 – *Resources*
- Digital issues*
- Health and wellbeing*



1.6 – Learning resources and student support

- 6 – *Communication processes*

1.7 – Information management

1.8 – Public information

Chapter 4: Quality Culture

- 7 – *Internal Quality Culture*



1.9 – Ongoing monitoring and periodic review of programmes

1.10 – Cyclical external quality assurance



Trends Analysis

- The state of QE/QA and related organisational and Communications issues.
- Diversity and diversification: the changing Global environment
- Students: student-centredness—engagement, feedback, support
- Curriculum: continuing evolving issues
- Staff and resources: professional development, space & technology.



Other Feedback

- MusiQuE Board
- AEC Council
- AEQES (Belgian French part agency for assessing higher education quality)



Other Feedback

- MusiQuE Board
- AEC Council
- AEQES (Belgian French part agency for assessing higher education quality)
- And now, you... ☺



Discussion and Feedback

- **Research:** How to better emphasise the topic of research through the guiding questions under the standards in Domain 1 and / or 2?
- **Balanced representation of all voices** (teachers vs. students): Can the teachers' voice be better represented in Domain 2 and how?
- **Collaborative work amongst teachers and amongst students:** to what extent interdisciplinarity is encouraged at institutional and programme level? Can the topic be better emphasised and how?
- **Sustainability:** how can the topic also be addressed in areas that are not necessarily linked with environment or resources – e.g. workload of teachers and students, their well-being, etc? Indicate the Domain / Standards where the topic could be addressed.

Conclusions



THANK YOU!

