

Making the Connection between Internationalisation and Quality Assurance

MUSIQUENHANCEMENT
QUALITY

By representatives of MusiQuE – Music Quality Enhancement



Education and Culture DG

Lifelong Learning Programme



A few introductions...

- Who are you and why did you choose for this session?
- Who are we?

Content

- New definition of internationalisation
- Concept of quality
- International quality tools:
 1. International external examiners
 2. International benchmarking
 3. MusiQuE
- Questions and discussion

Definition of internationalisation

- The **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.**

Concept of Quality

- Difference between ‘standards’ and ‘quality’
- Music sector has always been strong on musical/artistic standards
- ‘Educational quality’ fairly new aspect (Bologna Process!)
- MusiQuE brings both together and can suggest tools to support both aspects

3 international tools available

1. International external examiners -> artistic standards
2. International benchmarking -> educational quality
3. Review by MusiQuE - Music Quality Enhancement -> both artistic standards AND educational quality

1. International external examiners

- Bringing an external and international perspective to the assessment of (final) examination performances
 - A specialist in a specific discipline
 - He/she serves on assessment panels

1. International external examiners

- Benefits

- Programmes continuously benchmarked at international level
- Teachers' expertise enhanced
- Objectivity of the assessment enhanced
- Link between the assessment, QA and international policies of the institution strengthened



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REPORT

INTERNATIONAL
EXTERNAL EXAMINERS
IN HIGHER MUSIC EDUCATION

ROSE PEARSON AND GISELE STELZER

POLIFONIA
WORKING GROUP
ON MOBILITY,
RECOGNITION,
MONITORING
AND JOINT DEGREES

2. International benchmarking

Benchmarking is a **learning tool** aimed at improving performance based on the comparison between institutions / departments / programmes that share common objectives and operate under comparable conditions.

2. International benchmarking

- Similar institutions forming a benchmarking group to:
 - obtain a set of comparative data which can be used for internal analysis
 - compare their practices and/or performance
 - share best practice
- Example of the IBE project (Royal Northern College of Music with Oslo, Graz, The Hague, Montreal, Sydney, Singapore and Boston)

2. Benefits of benchmarking

- Forum for sharing knowledge and experience in a 'safe' environment
- Data to inform decision-making
- Opportunity to build networks and expand contacts
- International perspective on your educational quality



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GUIDE

**LEARNING FROM EACH
OTHER - SHARING GOOD
PRACTICE THROUGH
BENCHMARKING**



Lifelong
Learning
Programme



'POLIFONIA'
WORKING GROUP
ON QUALITY
ENHANCEMENT,
ACCREDITATION
AND BENCHMARKING

3. MusiQuE – Music Quality Enhancement

- An independent European-level subject-specific external evaluation body
- Its aim:
 - assist institutions in quality enhancement
 - improve quality of higher music education as a whole
- MusiQuE takes over and develops AEC review responsibility
 - More than 30 reviews completed since 2008
 - Several procedures ongoing/scheduled
- Various services with one philosophy

Types of MusiQuE reviews

Reviews:

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

Principles of MusiQuE reviews

The usual MusiQuE procedures: 3 steps

- Preparation of analytical self-evaluation report
- Site-visit of peer-review team
 - Meetings with various stakeholders
 - Visits of classes and lessons, attendance of concerts/ recitals
- Report of the peer-review team

MusiQuE Standards for Institutional, Programme and Joint Programme Review

3 Sets of Standards

8 Domains of enquiry

- 1) Mission and vision /Programme goals and context
- 2) Educational processes
- 3) Student profiles (admission to, progress through and completion of the programme)
- 4) Teaching staff
- 5) Facilities, resources and support
- 6) Organisation and decision-making processes and
- 7) Internal quality culture
- 8) Public interaction

MusiQuE's recent development

- MusiQuE as the 'go-to' provider for review and accreditation in music
 - EQAR registration in June 2016
 - MusiQuE enabled to conduct formally recognised accreditation procedures
- Standards for pre-college training and music teacher training
- Supporting procedures in multi-disciplinary institutions with various performing arts disciplines
- Critical friend approach

eqar

Finally... this is all about:

- Moving internationalisation into a central position in institutional strategies
- Being accountable and focus on improving ourselves
- Strengthening credibility of the sector: this is something we can organise ourselves

MusiQuE – Music Quality Enhancement

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