

# How to link internationalisation and quality assurance?

MUSIQUENHANCEMENT  
QUALITY

A presentation by representatives of MusiQuE – Music Quality Enhancement



Education and Culture DG

Lifelong Learning Programme



AEC

# 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!)

# 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 PURPURA AND CASE STUBBS

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 40 reviews completed since 2008
  - About 30 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
- 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
- Critical Friend approach
- Standards for Pre-college music education
- Standards for Classroom music teacher education programmes
- MusiQuE Framework for the Evaluation of Research Activities in Higher Music Education Institutions
- International benchmarking procedures



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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