Pre-college Music Training:

Evaluation Standards and Guidelines

FULL SCORE EVALUATION WORKING GROUP

AEC-EAS-EMU

Short introduction

Pre-college Music Training: Evaluation Standards and Guidelines

These standards are meant to be used for reviews covering the whole institution/school.

1. Institutional/School mission, vision and context		

Standard 1
 The institutional/school mission and vision are clearly stated.
	Questions to be considered when addressing this standard
	 a) What is the institution's/school's mission, aim or goal and how responsive is it to future challenges?
	
	 b) What is the institution's/school's long-term strategy and how does it reflect its mission?
	
	 c) How do the goals of its educational programmes address the institutional/school's mission?
	
	 d) What are the institutional/school's priorities (in the regional, national and international context) and which areas are emphasized, if any?
	
	 e) What is the national legal context/framework in which the institution/school operates?
	
	 f) How are equal opportunities embedded in the institutional/school mission/vision?
	
	 g) Does the institution/school have appropriate child protection policies and procedures in place?
	
	 h) What statistical information is collected, and how is it used to support the institutional/school mission/vision?
	
	 i) How are outcomes of internal quality assurance
		Supportive material/ evidence
		 • Mission and/or policy statements
		 • Strategic plan
		 • An overview of educational programmes and their goals.
		 • Supporting explanatory documents and policies
		 • State-specific regulations, criteria set up by e.g. national quality assurance and accreditation bodies, qualifications framework
		 • Policies on equal opportunities
		 • Evaluative reports on equal opportunities (e.g. results of surveys)
		 • Statistical data:
		  o Number of pupils/number of graduates (by semesters, gender, field of study, national/foreign)
		  o Number of pupils completing within the normal duration of the studies
		  o Number of pupils that have changed to other institutions/schools or dropped out (incl. reasons for this)
		  o Number of pupil applications each year (if possible by study programme)
		  o Numbers of pupils accepted each year (if possible by study programme)
		 • Outcomes of internal quality assurance process

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	processes used to support the institution's/school's mission and vision?	

2. Educational processes:		
2.1 The programmes and their methods of delivery		

Standard 2.1
The goals of the institution/school are achieved through the content and structure of the study programmes and their methods of delivery.
	Questions to be considered when addressing this standard
	a) Which institutional/school process is in place for the design and approval of programmes?
	
	b) How are programmes designed in terms of objectives and how are they in alignment with the institutional/school goals?
	
	c) Do formal learning outcomes exist for the study programmes?
	
	d) Where appropriate, is there a connection/ progression among and between the study programmes/cycles?
	
	e) If appropriate, is there a progression/connection/formal relationship between the institution/school and a professional training programme/higher music education institution?
	
	f) What flexibility exists within the institution/school that enables pupils to develop individualized study profiles?
	
	g) How is the institution/school utilizing different
		Supportive material/ evidence
		• Programme and course descriptions etc.
		• Institutional Information Guides
		• 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.)
		• Learning/teaching/assessment strategy where appropriate
		• Examples of activities drawing on staff research, samples of pupils' projects etc.
		• Statistical data:
		  o Number of pupils per subject area
		  o Number of staff in various subject areas
		  o Staff workload for teaching, counselling pupils, parental guidance, administration and research
		  o Number of full-time and part-time staff
		• Pupil/Staff /Parent feedback (focus groups, internal/external surveys etc.)
		• Pupil performance opportunities:
		  o Concert calendars
		  o Community outreach/involvement
		  o Mobility opportunities for performance and artistic development (competitions, Erasmus, tours, joint-projects etc.)

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	forms of teaching in the delivery of the programmes? h) How does research inform curriculum development and teaching? i) How does the institution/school encourage critical reflection and self-reflection by the pupils? j) How does the institution/school support pupils in presenting their creative, musical and artistic work? k) How does the institution/school provide formal arrangements for pupils to receive academic, career and personal guidance?	• Documentation outlining the structure for individual pupil/parental guidance
2.2 International perspectives		

Standard 2.2
The institution/school offers a range of opportunities for pupils to gain an international perspective.
	Questions to be considered when addressing this standard
	a) What is the institutional/school strategy for offering international perspectives and experiences to pupils?
	
	b) To what extent do the study programmes and the extra-curricular activities broaden the pupils' international perspectives and experiences?
	
	c) How is the institution/school participating in international partnerships/exchanges?
	
	d) How are incoming and outgoing pupils and staff supported by the institution/school?
	
	e) Does the institution/school have international teachers delivering parts of the curriculum?
	
	f) How have teachers developed international expertise?
		Supportive material/ evidence
		• International strategy
		• Any other strategies to promote international cooperation, the inclusion of foreign pupils and staff and pupil and staff exchanges
		• Language policy
		• Information and services available for incoming and outgoing pupils and staff
		• Overview of international partnerships, co-operation agreements and participation in European/ international projects
		• International activities within and outside the curriculum
		   o Masterclasses
		   o International projects
		   o Visiting performers/lecturers
		   o Etc.
		• Pupil/staff /parent feedback (focus groups, internal and external surveys)

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		• Statistical data:
		   o Numbers of international pupils and staff
		   o Numbers of international visiting guest lecturers
		   o Numbers of incoming and outgoing pupil and staff exchanges

2.3 Assessment		
Standard 2.3 **Assessment methods are clearly defined and demonstrate achievement of learning outcomes.**	*Questions to be considered when addressing this standard* a) What are the methods for assessment and how do these methods show the achievement of learning outcomes? How are they being reviewed to consider issues such as consistency and fairness? b) Are all assessment criteria and procedures easily accessible to and clearly defined for pupils, parents and staff? c) Are pupils and parents provided with timely and constructive feedback on all forms of assessments?	*Supportive material/ evidence* • Documentation relating to and explaining the institution's/school's methods for assessment (assessment criteria, grading system, etc.) • Regulations concerning the assessment of pupils, including appeals procedures • Samples of recordings of examination concerts, examination papers, coursework, reports and other relevant examples of assessed work of pupils • External examiners feedback • Clear and accessible rules and standards • Pupil/staff/parent feedback (focus groups, internal and external surveys) • Methods for providing timely feedback to pupils and parents, including feedback on their public presentations

3. Pupil profiles		
3.1 Admission/Entrance qualifications		
Standard 3.1 **Clear admissions criteria exist, which establish artistic/academic suitability of pupils.**	*Questions to be considered when addressing this standard* a) Does the institution/school have clear and appropriate criteria for admissions for all types of applicants?	*Supportive material/ evidence* • Formal/informal admission requirements • Audition procedures • Reports of any evaluations of the admission requirements and procedures (also for pupils without formal

	b) In what ways do the entrance requirements assess the abilities (artistic/technical/academic) of the applicants to successfully complete the institution's/school's study programme?	qualification or prior learning) • Information on internal and external stakeholder feedback on the admission procedures • Information on the appeals procedures
3.2 Pupil progression, achievement and employability		

Standard 3.2
 The institution/school has mechanisms to formally monitor and review the progression and achievement of its pupils.
	Questions to be considered when addressing this standard
	 a) How are the progression and achievement of pupils monitored within the programmes?
	
	 b) What are the recognition mechanisms (prior learning, study abroad)?
	
	 c) What percentage of the pupils interested in HME are successful in that endeavour?
	
	 d) Is there a policy for data collection on alumni and how is this information used?
	
	 e) What range of music-related activities are graduates involved in after graduation and later in life?
	
	 f) How do graduates contribute to the enhancement of cultural life locally, nationally and internationally?
		Supportive material/ evidence
		 • Statistical data on pupil progression and achievement:
		     o Completion rate
		     o Pass rate
		     o Retention rate
		 • Evaluative reports on pupil progression and achievement
		 • Examples of certificates transcripts of records that are handed out to pupils when finishing studies
		 • Data on alumni career activities
		 • Alumni perspectives on the value of the education offered
		 • List of music-related activities of graduates
		 • Any other relevant documentation/reports
		 • Data on graduates (HME interest, HME acceptances etc.)

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4. Teaching staff		
4.1 Staff qualifications and professional activity		
Standard 4.1 **Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.**	*Questions to be considered when addressing this standard* a) How does the institution/school ensure that all members of the programmes' teaching staff have appropriate qualifications as educators? b) Is there an institutional/school strategy that supports and enhances the teaching staff's artistic/pedagogical/ research activity? c) Is there a policy in place for continuing professional development of teaching staff? d) Are teaching staff provide with training that enables them to professionally interact with parents? e) How are teaching staff engaged in the different activities of the institution/school (committees, concerts, organisation of events, etc.)? f) How are teaching staff encouraged to engage in ongoing critical reflection and to develop this quality in their pupils? g) How are teaching staff encouraged to develop their pedagogical approach (personal development of pupils, professional coaching, individualised curriculum, professional care etc.) towards their pupils?	*Supportive material/ evidence* • Information on staff recruitment procedures. • 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 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 • Pupil/staff /parent feedback (focus groups, internal and external surveys)
4.2 Size and composition of the teaching staff body		

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Standard 4.2	Questions to be considered when addressing this standard	Supportive material/ evidence

There are sufficient qualified teaching staff to effectively deliver the programmes.	a) How does the institution/school ensure that the number and experience of teaching staff are adequate to cover the volume and range of disciplines?
	
	b) How does the composition of the teaching staff allow adaptation to evolving new professional requirements and changes to the curriculum?
	
	c) How does the recruitment policy foster new developments within the school?
		• Teaching staff details:
		   o Number of staff in various subject areas (in fte[1])
		   o Total number of hours taught
		   o Equal opportunities
		• Strategies for maintaining flexibility in the teaching staff (activities for continuing professional development, language courses etc.)
		• Pupil/staff/parent feedback (focus groups, internal and external surveys)

5. Facilities, resources and support

5.1 Facilities

Standard 5.1	Questions to be considered when addressing this standard	Supportive material/ evidence

The institution/school has appropriate resources to support pupil learning and delivery of the programmes.	a) Are the building facilities (teaching and practice studios, classrooms, rehearsal spaces, concert venues, etc.) appropriate?
	
	b) Are the number and standard of instruments (pianos, organs, percussion, etc.) appropriate?
	
	c) Are the computing and other technological facilities appropriate?
	
	d) Is the library, its associated equipment (listening facilities, etc.) and its services appropriate?
		• Information on facilities:
		   o number and size of rooms available to pupils (classrooms, seminar rooms, rehearsal rooms, recording studios, concert and opera halls, etc.): quality of rooms relative to acoustical standards; associated equipment
		   o supporting evidence on instruments and their maintenance
		   o computing and technological facilities available to pupils
		   o libraries, associated equipment and services

[1] Fte stands for full-time equivalent.

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		available to pupils (books, scores, periodicals, audio-video materials, subscriptions to periodic publications, etc.) ○ opening hours of libraries and practice facilities. ○ feedback from staff, pupils and parents

5.2 Financial resources		

Standard 5.2
The institution's/school's financial resources enable successful delivery of the study programmes.
	Questions to be considered when addressing this standard
	a) What are the institution's/school's financial resources and how are these resources guaranteed?
	
	b) How does the institution/school ensure sustainable funding to run its programmes?
	
	c) How are decisions made regarding the allocation of resources to faculties, departments, study programmes, individual teaching staff members etc.?
	
	d) What are the key features for long-term financial planning?
	
	e) Does the institution/school have a risk management strategy?
		Supportive material/ evidence
		• Budget data:
		  ○ for teaching staff
		  ○ for support staff
		  ○ for running and upgrading facilities, instruments, and equipment
		  ○ for artistic/academic/research activities.
		• Internal decision making policies dealing with financial resources
		• Risk management strategy
		  Strategies for improving the funding of the institution

5.3 Support staff		

Standard 5.3
The institution/school has sufficient qualified support staff.
	Questions to be considered when addressing this standard
	a) Are there sufficient qualified support staff (technical, administrative, non-teaching staff, etc.) to support the teaching, learning and artistic activities?
	
	b) Are policies/strategies in place for continuing professional development of support staff?
	
	c) Are support staff provided with training that enables
		Supportive material/ evidence
		• Statistical data on support staff (technical, administrative, non-teaching staff, etc.):
		  ○ number in full-time equivalent
		  ○ composition and roles
		  ○ competency and qualifications
		• Policies on continuing professional development
		• Evaluative documents/reports

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	them to interact with parents and pupils?	• Pupil/staff/parent feedback (focus groups, internal and external surveys)

6. Communication, organisation and decision-making:		
6.1 Internal communication process		
Standard 6.1 **Effective mechanisms are in place for internal communication within the institution/school.**	*Questions to be considered when addressing this standard* a) How does the institution/school communicate with its pupils, staff and parents? b) How do pupils, staff and parents communicate? c) How is communication arranged between the different programmes within the institution/school? d) How does the institution/school communicate with part time and hourly-paid teaching and non-teaching staff and with external collaborators (guest teachers, examiners, etc.)? e) How does the institution/school ensure the continued effectiveness of its communication systems?	*Supportive material/ evidence* • Communication tools for the publication of information to pupils, parents and staff (newsletter, boards, etc.) • Policies/procedures on communication process • Pupil/parent/staff feedback (focus groups, internal and external surveys)
6.2 Organisational structure and decision-making processes		
Standard 6.2 **The institution/school has an appropriate organisational structure and clear decision-making processes.**	*Questions to be considered when addressing this standard* a) What is the organisational structure of the institution/school in terms of committees and senior staff? How is the effectiveness of these monitored? b) How are key strategic decisions made within the institution/school? Who is involved?	*Supportive material/ evidence* • Details of the organisational structure of the institution/school (e.g. organisational chart) • Details of the senior staff structure of the institution/school and line management responsibilities • Examples of institution/school decision-making processes (e.g . agendas and minutes of meetings)

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	c) Are the responsibilities of senior staff in the institution/school clearly defined? d) Is there sufficient and appropriate representation (e.g. pupils, staff, parents, external representatives, etc.) within the institution's/school's organisational structure and decision making processes? e) What evidence exists to demonstrate that the organisational structure and the decision-making processes are effective?	• Risk management strategy and evidence of monitoring • Communication policy / guidelines • Membership of key committees/groups within the institution/school • Evidence of reviews of decision making policies/procedures.

7. Internal Quality Culture		
Standard 7 **The institution/school has a strong internal quality culture, supported by clear and effective quality assurance and enhancement procedures.**	*Questions to be considered when addressing this standard* a) What quality assurance and enhancement policies and procedures are in place within the institution/school? b) How are the programmes being reviewed and how often does this take place? c) How are the quality assurance and enhancement procedures monitored and reviewed at an institutional/school level? d) Do external quality assurance activities take place and if so, how does it affect internal quality assurance and enhancement policy? e) How do quality assurance and enhancement procedures inform/influence each other?	*Supportive material/ evidence* • Strategies/policies for quality assurance and enhancement system • Documentation of policies and procedures related to quality assurance and quality enhancement • Agendas and minutes of meetings • Evidence of complaints procedures • Actions leading to improvements in quality assurance procedures • Monthly newsletters, website updates, emails

	f) How are staff/pupils/parents/alumni/ representatives of the music profession/quality assurance experts involved in the quality assurance and enhancement procedures?	
	g) How are the institution's/school's quality assurance procedures communicated to staff?	
	h) How are staff, pupils and parents informed of changes made?	
	i) How would the overall quality culture within the institution/school be characterised?	
	j) How would the overall quality culture within the institution/school be characterised?	

8. Public interaction		
8.1 Cultural, artistic and educational contexts		
Standard 8.1 **The institution/school engages within wider cultural, artistic and educational contexts.**	*Questions to be considered when addressing this standard* a) Does the institution/school engage in the public discourse on cultural/artistic/educational policies and/or other relevant issues and if so, how? b) If appropriate, are there formal agreements in place with external partners? c) Is the institution involved in pre-higher education in partnership with other institution(s)? d) What are the contributions of the institution/school	*Supportive material/ evidence* • Supporting evidence of external activities (e.g. projects, community activities, educational initiatives and partnerships, membership of programme personnel on relevant external committees, etc.) • Supporting evidence of pupil training/involvement in external cultural, artistic and/or educational projects. • Memorandums of understanding / agreements with external partners

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	to cultural/artistic/educational communities at the local, national and international level? e) Is the institution/school involved in the development of cultural and musical projects on the local, national and/or international levels (outside the institution/school)? f) Does the institution/school prepare its pupils to advance society through the use of their knowledge and skills, and if so, how?	
8.2 Interaction with the artistic professions		
Standard 8.2 **The institution/school actively promotes links with various sectors of the music and other artistic professions.**	*Questions to be considered when addressing this standard* a) How does the institution/school engage with various sectors of music and other artistic professions? b) What are the long-term plans for the (continued) development of the links with the artistic professions? c) How does the institution/school support its programmes in interacting with the artistic professions? d) How does the institution/school assess and monitor the ongoing needs of the artistic professions? e) How does the institution/school engage in and promote Lifelong Learning opportunities?	*Supportive material/ evidence* • Documentation showing: o structures for communication with relevant sectors of the music and other artistic professions o initiatives taken to support pupils, graduates and staff in programme projects o evidence of the programme's commitment to Lifelong Learning activities and examples of specific initiatives • Details regarding the interaction with the professions, its influence on the programme and its impact on the pupil experience • Pupil/staff/parent feedback (focus groups, internal and external surveys) • Action plans for meeting the needs identified through interaction with the professions • Funding allocated within the institution/school for interacting with the artistic professions
8.3 Information provided to the public		

Standard 8.3	Questions to be considered when addressing this standard	Supportive material/ evidence
Information provided to the public about the institution/school is clear, consistent and accurate.	a) What resources and delivery systems are used to convey information to the public? b) How does the institution/school ensure that information given to the public (pupils, audiences, parents, music education institutions at other levels, etc.) is consistent with its activities (educational programmes, organisational structure, academic calendar, concert series etc.)? c) What mechanisms are in place to review information before it goes public? d) How is the accuracy of the information ensured on an ongoing basis?	• Pupil/staff/parent feedback (focus groups, internal and external surveys) • Course descriptions Programme handbooks • Institutional/school information policies (recruitment policies, website and other information materials if appropriate). • Organisational structure • Marketing and/or Publicity Office policy statements or equivalent documents • 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

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