ANNEX 5:

Guidelines for MUSAE TEACHING PROGRAMMES' Internal Quality Assurance

These Guidelines for MUSAE Teaching Programmes' Internal Quality Assurance reflect the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) adopted by the Ministers responsible for higher education in the European Higher Education Area in May 2015, as a result of the participative research prepared by the European Association for Quality Assurance in Higher Education (ENQA) in cooperation with the European Students' Union (ESU),the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA).

According to the ESG, this annex will set the standards and qualitative indicators for the proper evaluation and assessment of the quality of teaching programmes developed in the framework of the CBHE project MUSAE.

1.1   Policy for Quality Assurance

Partner Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders (academic authorities teachers and students) should develop and implement this policy through appropriate structures and processes (QMCs), while involving external stakeholders (cultural and creative industries and job market).

ESG Standards:

According to ESG standards, policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.

Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports:

- the organization of the quality assurance system (Quality Control and Monitoring Committees);
- Departments, schools, faculties and other organizational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
- Academic integrity and freedom and is vigilant against academic fraud;
- Guarding against intolerance of any kind or discrimination against the students or staff;
- The involvement of external stakeholders in quality assurance

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution.

MUSAE Qualitative Indicators:

- Quality and Monitoring Committees established and engaged at each partner institution
- Academic authorities are aware of the project aims and objectives
- MUSAE project strategy is in line with the partner' Institutions policy
- MUSAE project outcomes reflects the needs raised by local stakeholders (students, teachers, academic authorities, local and national creative and cultural industries) during the preparation phase (data collection and need analysis – wp1)

1.2 Design and Approval of Courses/Programmes

Partner institutions should have processes for the update/design and approval of their courses or programmes. The Courses/Programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.

Thus, according to th **ESG stardards for the design and the approval of new courses**, courses outcoming from MUSAE project:

- are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;
- are designed by involving students and other stakeholders in the work
- benefit from external expertise and reference points;
- reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);
- are designed so that they enable smooth student progression and entrepreneurial skills;
- define the expected student workload, e.g. in ECTS;
- include well-structured placement opportunities where appropriate;
- are subject to a formal institutional approval process.

MUSAE Qualitative Indicators:

- Partner Institutions are able to provide official documents from HEIs academic authorities, Ministry of Education and accreditation agencies, feedback from experts in the sector proving the recognition/approval of new /updated courses and related teaching materials
- High involvement of students, teachers, academic authorizes and cultural organization in the need **analysis and definition of LOs (WP1 -preparation phase)**
Intended learning outcomes make clear what a student is "expected to know, understand, and be able to do at the end of a period of learning". (See Methodology for designing Intendend LOS, below)

1.3 Student-centered Learning , Teaching and assessment
•

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

According to ESG Standards, student-centered learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.
The implementation of student-centered learning and teaching should therefore:
- Respect and attends to the diversity of students and their needs, enabling flexible learning paths;
- Consider and uses different modes of delivery, where appropriate;
- Flexibly use a variety of pedagogical methods;
- Regularly evaluate and adjusts the modes of delivery and pedagogical methods;
- Encourage a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- Promote mutual respect within the learner-teacher relationship;
- Have appropriate procedures for dealing with students' complaints

Considering the importance of assessment for the students' progression and their future careers, MUSAE Quality Monitoring and Control Committees should take into account the following:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
- The criteria for and method of assessment as well as criteria for marking are published in advance;
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
- Where possible, assessment is carried out by more than one examiner;
- The regulations for assessment take into account mitigating circumstances;
- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
- A formal procedure for student appeals is in place.

1.4 Students admission, progression, recognition and certification
Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

ESG Standards:

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.
It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided.
Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.
Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.

Appropriate recognition procedures rely on the following **qualitative indicators:**

- institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a

view to ensuring coherent recognition across the country.

Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

1.5 Teaching Staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

ESG Standards:

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).
Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment:

- Sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;
- Offers opportunities for and promotes the professional development of teaching staff;
- Encourages scholarly activity to strengthen the link between education and research;
- Encourages innovation in teaching methods and the use of new technologies.

For this purpose, QCM Committees will take in consideration the following **qualitative indicators**:

- feedback of questionnaires for the evaluation of teachers trainings
- feedback of questionnaires for the evaluation of courses teachers and teaching materials

1.6 Learning Sources and Student Support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

ESG Standards:

For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.
Support activities and facilities should consists of:

- training activities are addressed to students and assessed by students
- partner institutions provide students with the needed financial support for mobility
- the equipment purchased in the framework of the MUSAE project is registered at each partner institution and is accessible students enrolled at new courses and more
- students are properly informed about the services available to them

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

1.7 Information Management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

ESG Standards:

Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system.

Partner institution will comply with the collection of these informations through the Need Analysis and Data collection scheduled at the beginning of the project (WP1) will allow to collect these information and the outcoming National Reports should be able to describe:

- Legislative framework in which Higher Education Institutions in artistic fields operate;
- Profile of the student population;
- Student progression, success and drop-out rates at each partner institution;
- Students' satisfaction with their programmes;
- New Career paths for graduates;
- Students' interest for entrepreneurship and the consequent needs

Various methods of collecting information may be used. It is important that academic authorities, students, teaching staff and partners from CCIs are involved in providing and analyzing information and planning follow-up activities.

1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

ESG Standards:

Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.
Therefore, institutions provide information about:

- project activities, including the programmes they will update and the selection criteria for them
- the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates
- learning and training opportunities available to their students
- graduate employment information

ESG Standards for Quality Assurance	MUSAE Qualitative Indicators
Policy for Quality Assurance	I1.1 Quality and Monitoring Committees established and engaged at each partner institution I1.2 Academic authorities are aware of the project aims and objectives I1.3 MUSAE project strategy is in line with the partner' Institutions policy I1.4 MUSAE project outcomes reflects the needs raised by local stakeholders (students, teachers, academic authorities, local and national creative and cultural industries) during the preparation phase (data collection and need analysis – WP1.1)
Design and Approval of Programmes	I2.1 Partner Institutions are able to provide official documents from HEIs academic authorities, Ministry of Education and accreditation agencies (if necessary), feedback from experts in the sector proving the recognition/approval of new syllabus and teaching materials I2.2 High involvement of students, teachers, academic authorizes and cultural organization in the need analysis (WP1 -preparation phase) I2.3 Working methodology of local working groups comply with the Methodology for designing intended LOs described below

Student -centred Learning , Teaching and assessment	I3.1 Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field
	I3.2 The criteria for and method of assessment as well as criteria for marking are published in advance
	I3.3 The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process
	I3.4 Where possible, assessment is carried out by more than one examiner
	I3.5 The regulations for assessment take into account mitigating circumstances
	I3.6 Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures
	I3.7 A formal procedure for student appeals is in place
Students admission, progression, recognition and certification	I.4.1 institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention
	I4.2 Cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country
Teaching staff	I5.1 Feedback of questionnaires for the evaluation of teachers' trainings (Annex 3)
	I5.2 Feedback of questionnaires for the evaluation of courses teachers and teaching materials
Learning Sources and Student Support	I6.1 3 Training activities in Europe are addressed and assessed by students
	I6.2 Partner institutions provide students with the needed financial support for mobility
	I6.3 The equipment purchased in the framework of the MUSAE project is registered at each partner institution and is accessible students enrolled at new courses and more
	I6.4 Students are properly informed about the services available to them
Information Management	I7.1 Legislative framework in which Higher Education Institutions in artistic fields operate
	I7.2 Profile of the student population
	I7.3 Student progression, success and drop-out rates at each partner institution
	I7.4 Students' satisfaction with their programmes

	I7.5 New Career paths for graduates
	I7.6 Students' interest for entrepreneurship and the consequent needs
Public Information	I8.1 Project activities, including the programmes they will update and the selection criteria for them
	I8.2 The intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates
	I8.3 Learning and training opportunities available to their students
	I8.4 Graduate employment information

1. The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) were adopted by the Ministers responsible for higher education in 2005 following a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA) in cooperation with the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA). Since 2005, considerable progress has been made in quality assurance as well as in other Bologna action lines such as qualifications frameworks, recognition and the promotion of the use of learning outcomes, all these contributing to a paradigm shift towards student-centred learning and teaching.

Given this changing context, in 2012 the Ministerial Communiqué invited the E4 Group (ENQA, ESU, EUA, EURASHE) in cooperation with Education International (EI), BUSINESSEUROPE and the European Quality Assurance Register for Higher Education (EQAR) to prepare an initial proposal for a revised ESG "to improve their clarity, applicability and usefulness, including their scope". The revision included several consultation rounds involving both the key stakeholder organisations and ministries. The many comments, proposals and recommendations received were carefully analysed and taken very seriously by the Steering Group (SG). They are reflected in this 2015 version of the ESG.

Source: Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

**Methodology for designing Intended LOS (applies to WP1.2)**

In line with the Framework for Qualifications of the European Higher Education Area, a programme's intended learning outcomes make clear what a student is "expected to know, understand, and be able to do at the end of a period of learning". Intended learning outcomes are thus neither a description of the curriculum nor a wish list of graduate attributes. All intended learning outcomes are meant to be achieved by all students.

They provide an easily understandable and transparent tool to communicate about the programme and the degree awarded. They also tie together and align curriculum, teaching methods, learning environment, and student assessments.

In order to design the MUSAE courses' Learning Outcomes, working groups should be able to answer these questions:

1) What do we want to achieve with our students by the end of the programme?
2) How can we enable this achievement through teaching and learning?
3) Which assessments will demonstrate that students actually achieve the intended learning outcomes?

Figure 2: The holy trinity of learning outcomes
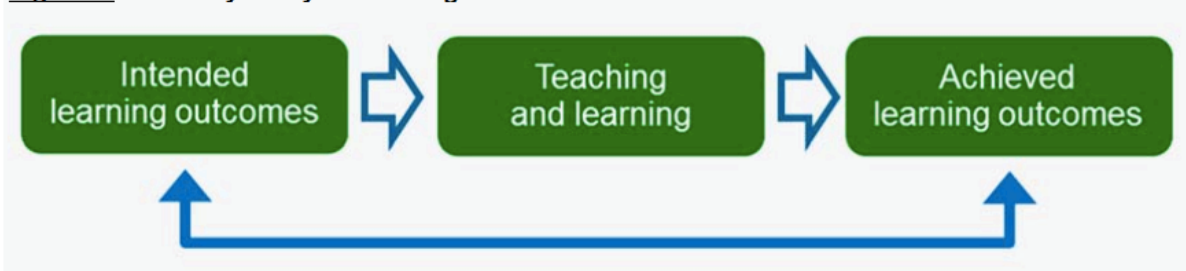
The programme's intended learning outcomes provide a description of what needs to be achieved with the students by the end of the programme. The degree awarded (or the qualification) represents the purpose, The intended learning outcomes need to align to Bachelor and master's level, most often provided by a qualifications framework. In addition, they need to meet the current requirements of the discipline and of the professional field (as emerged from the Need Analysis – MUSAE Preparation phase).

The teaching and learning need to correspond with the intended learning outcomes. Here it is important that LOs fit with the Institution policy as well as with the MUSAE project aims and objectives. Teaching and learning enable the achievement of all the intended learning outcomes. If, for example, one of the intended learning outcomes refers to presentation skills, teaching and learning need to enable achievement of these skills. The curriculum then covers presenting for an audience. If it does not, these presentation skills cannot be achieved.

The achieved learning outcomes are demonstrated through the assessment of students. These assessments show that students actually achieve the intended learning outcomes. This means also that all learning outcomes need to be assessed otherwise achievement cannot be demonstrated. In the example above the learning outcomes referred to presentation skills. For the demonstration of achievement, the students will need to have their presentation skills assessed.

What are good learning outcomes?
 It is important to distinguish learning outcomes from competences and from descriptors used in qualifications frameworks. Learning outcomes are:

Specific:
The learning outcomes are written in a clear and unambiguous language which is understandable for all stakeholders (e.g. students, labour market) and each learning outcome includes sufficient detail

Achievable :
All students will be able to achieve all learning outcomes. The learning outcomes are purposely written for this programme and take into account the way the programme will be offered (e.g. credits, part-time, distance learning)

Referenced
The learning outcomes are referenced to the relevant qualifications frameworks (regional, national, sectoral) and to the appropriate requirements of the subject/discipline and the professional field. Not every individual learning

outcome needs to be referenced; but from the intended learning outcomes the level and the subject/discipline must be clear

Assessable
The learning outcomes are made assessable by indicating the standard or the level of achievement and/or by including the way the outcome can be demonstrated. If you cannot answer the question "How would this be assessed?" then you do not have a learning outcome.

A good way to begin writing learning outcomes is to start with the phrase "After successful completion of this programme, students will be able to:" and then follow that phrase with six to nine learning outcomes. Less learning outcomes (four to six) are expected at module level.
An example better shows how we can turn a generic competence into a learning outcome. "Being able to participate in group work" is a competence, but it is not a learning outcome. It is too broad (not specific) and it does not make clear how a student will be able to demonstrate achievement since participating can be quite passive (thus not assessable).
In order to improve we need to turn the competence into a real learning outcome by making it more specific and assessable. This can be done by specifying the type of group work (debates and discussions), by setting a standard (productively), and by including assessable activities (taking the lead, presiding). In addition, group work can be referenced to the subject/discipline or the context which in this case is internationalization (an international and culturally mixed group). The resulting learning outcomes is then: "Being able to participate in group work productively and taking the lead on occasion, presiding over debates and discussions in an international and culturally mixed group."

As mentioned above, learning outcomes tie together and align teaching, learning and student assessments:
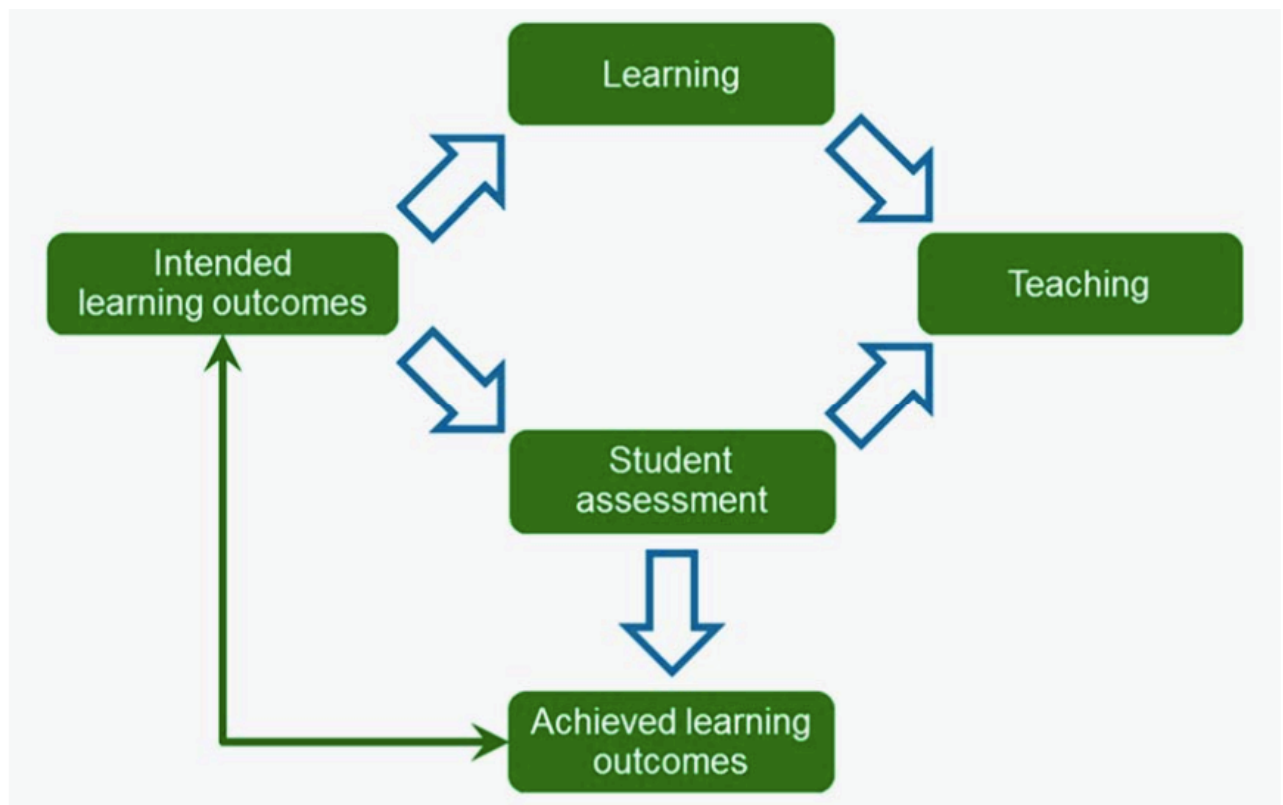
From a programme's intended learning outcomes, the learning and the methods of assessing the learning becomes clear.
The teaching and teaching methods are chosen as a result of the required learning and the chosen methods for assessing students.
Student assessments, both formative and summative, are then used to demonstrate achievement of the learning outcomes. These assessment can take various forms and can in itself demonstrate the type of learning, e.g. assessment of taught content and skills, sampled assessment of module learning outcomes, observation of modeled behavior, scrutiny of skilled mastery and/or ability to creatively adapt, personal display of adaptive mental structures,

appraisal of self-regulation, and socially constructed products.

The achievement of the learning outcomes can be demonstrated through various means, e.g. curriculum checklists, written documentation (tests, papers, etc.), presentations, videos of performance, group participation, authentic products, projects, portfolios, pieces of originally designed (science, music, art) projects, and original pieces of art and/or innovation.

The teaching methods are then conducive for the learning and the students' assessments, e.g. scripted lessons, direct instruction, modeling, demonstration and guided practice, guided inquiry projects, and self - organized learning activities.