**List of questions ...**

*... to support completing the external evaluators' task.*

*This list of questions is based on the MusiQuE Standards for Programme Review*

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| **1. Programme’s / project's goals and context** |
| **The programme / project goals are clearly stated and reflect the institutional mission.** | * What is the rationale for the programme / project?
* What are the mission / vision / goals of the programme / project and how have these goals been identified and formulated?
* How do the mission / vision / goals of the programme / project connect to those of the individual institutions?
* In what way is the programme / project innovative and/or complementary to other projects already existent, and what innovative elements (in terms of curriculum design, learning outcomes concerning specific skills, teaching methods, interdisciplinarity, links with the profession, and mobility) are in place to improve and strengthen Higher Music Education as a whole?
* What are its unique features (and/or goals) of the programme / project in an international context?
* What contribution does each partner make in terms of expertise?
* How does the programme / project reflect on cultural / societal needs?
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| **2. Educational processes - methods and assessment** |
| **The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery** | * What are the learning outcomes of the programme / project (and how do they take into account the various aspects of the ‘Polifonia Dublin Descriptors’ [PDDs] and/ or the AEC learning outcomes?)
* How does the programme / project enable students to develop individual study profiles?
* How is the programme utilizing different forms and methods of teaching?
* How are students offered opportunities to present their creative, musical and artistic work?
* Is there a connection/ progression between this programme / project and other study programmes /cycles?
* How does research inform the programme / project and how does it encourage critical reflection?
* Are assessment issues taken into account within the programme / project?
* If yes: What are the main methods for assessment and how do these methods show the achievement of learning outcomes?
* What are the main 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?
* If yes:  How do these methods reflect the joint structure of the programme / project and function in a joint way?
* If yes: Are the assessment criteria and procedures defined and accessible for students and staff?
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| **3. Student profiles** |
| **There are clear criteria for student admission and monitoring their learning process.** | * Does the programme / project have clear and appropriate criteria for admission?
* What is the rationale to focus on special target groups?
* How is the programme / project aligned with the international strategies of the partner institutions?
* What mobility arrangements exist for students and staff?
* How are student progression and achievement monitored within the programme / project?
* How does the programme/project ensure (mutual) recognition of student progression and achievement?
* What is the added value for students participating in this programme / project?
* What makes the programme / project excellent in comparison to similar programmes / projects?
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| **4. Teaching staff** |
| **The teachers involved in the programme / project are espacially qualified for their role (as artists / pedagogues / researchers).** | * How are teachers involved in the programme / project recruited? (Are there clearly defined recruitment criteria in place?)
* Is there a common strategy that supports and enhances the teaching staff’s artistic / pedagogical / research activity?
* What measures and opportunities does the programme / project provide for mutual exchange between the participating teachers?
* Is there a policy in place for continuing professional development of teaching staff?
* How does the programme / project encourage teachers to engage in ongoing critical reflection and to develop this quality in the students?
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| **5. Communication, organisation and decision-making** |
| **Effective mechanisms are in place for both internal and external communication within the programme / project.** | * How is the rationale to focus on specific target groups described and communicated?
* What is the organisational structure of this programme / project?
* Is there a balanced relationship between the programme / project and its partners?
* What are the decision making processes within the programme / project?
* Are responsibilities in the programme / project clearly defined?
* How do students and staff communicate?
* What evidence exists to demonstrate that the organisational structure and the decision-making processes are effective?
* What quality assurance and enhancement procedures are in place within the programme / project? How are the quality assurance and enhancement processes monitored and reviewed?
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| **6. Public interaction** |
| **The programme / project engages within wider cultural, artistic and educational contexts and provides concise and accurate information to the public.** | * Does the programme / project engage with the public discourse on cultural / artistic / educational policies and/or other relevant issues, and if so, how?
* How does the programme / project engage with various sectors of music and other artistic professions?
* How does the programme / project assess and monitor the ongoing needs of the professions?
* What resources and delivery systems are used to convey information to the public?
* What mechanisms are in place to review information before it goes public?
* What languages are used in the communication of the programme to the public?
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| **7. Sustainability** |
| **The programme / project has a long term rationale to stimulate exploiting the project outcomes beyond the funding period.** | * How does the programme / project produce outcomes enhancing or enabling sustainability (in terms of implementing them into study programmes delivered on long term)?
* What are the long-term plans for the (continued) development of the links with the artistic professions?
* How does the programme / project promote self controlled Lifelong Learning strategies?
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