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IN.TUNE

Innovative Universities in Music and Arts in Europe

IN.TUNE External Quality Assurance Plan

Deliverable 7.3 (Work Package 7 Quality Assurance)

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Innovative Universities in Music & Arts in Europe – IN.TUNE is the only European University Alliance in the field of music and arts. It brings together eight universities from North, East, South and West Europe, striving to deepen their cooperation to bring about institutional transformation and the enhancement of their quality, performance, attractiveness and international competitiveness. In line with the goals set by the European strategy for universities, underlining the important role of higher education in shaping sustainable, democratic and resilient societies, IN.TUNE members are committed to the development of a joint long-term strategy with a strong artistic dimension for high quality education, research, innovation and service to society, becoming a role model for the wider higher education community across Europe and beyond.

Table of Contents

Document details	2
Introduction to the Context	4
IN.TUNE	4
Work Package 7: Quality Assurance	4
Executive Summary	5
IN.TUNE Plan for External evaluation processes	6
Introduction: IN.TUNE's comprehensive Quality Assurance Plan	6
Developing the Comprehensive Quality Assurance Plan	6
Quality assurance methodology	7
External evaluation processes	10
External cycle instruments	10
Conclusion and next steps	12
Timeline for the activities	14
Appendix	19
MusiQuE standards for alliance review	19

Introduction to the Context

IN.TUNE

The European University Alliance [IN.TUNE – Innovative Universities in Music & Arts in Europe](#) brings together eight universities across the continent, committed to the development of a joint long-term strategy for excellence in education, research, innovation and service to society. This strategy is built on a shared perspective on our institutions' roles within society, a joint vision and approach towards deep institutional cooperation, and a shared dedication to the European values of diversity, democracy, social and human rights.

Through the establishment of IN.TUNE, we aim to:

- Build an effective, systemic and sustainable framework for deep institutional cooperation, drawing on our previous and existing collaborations to drive transformational change across our institutions.
- Strengthen, through this deep institutional cooperation, artistic and educational innovation and research, not only within our institutions, but also throughout the higher music education sector and the broader cultural and creative sector industries, providing students and professionals unique with educational opportunities that will improve their ability to access, create and maintain sustainable careers.
- Play an active role in shaping the future of our sector and our societies by addressing contemporary educational, professional, societal, technological and ecological challenges. Together, through the joint creation of forward-looking institutional environments, we will empower students and staff to engage with these challenges through their creative work, both at institutional and transnational level.

Work Package 7: Quality Assurance

Quality Assurance (Work Package 7) focuses on establishing a comprehensive [IN.TUNE Quality Assurance Plan](#) to monitor the alliance's activities and outcomes. This plan incorporates both internal and external quality assurance processes. Internally, the evaluation will be conducted through surveys and activity reports based on criteria specifically developed for IN.TUNE. Externally, the plan will involve MusiQuE – Music Quality Enhancement, a specialized quality assurance agency registered with the European Quality Assurance Register (EQAR). MusiQuE will provide expert evaluations through site visits and intermediate external reports, with a final comprehensive review at the end of the funding period, involving a review panel including students.

The work package also aims to develop a [long-term cooperation proposal for aligning quality assurance processes](#) across alliance institutions. This will ensure mutual trust in artistic standards and educational quality. The plan includes a comparative study of existing internal and external quality assurance mechanisms within the alliance, facilitated by MusiQuE. It will also pilot an intra-university scheme for exchanging external examiners, allowing institutions to learn from each other's assessment processes and potentially coordinate future admission and examination

standards. Lastly, an alliance benchmarking system will be developed, allowing for the comparison of key data such as student numbers, financial information, and mobility statistics. This system will provide institutional leaders with valuable insights for informed decision-making at both institutional and alliance levels.

Executive Summary

This document, the **IN.TUNE Plan for External evaluation processes (deliverable 7.3)**, has been drafted during the first year of the IN.TUNE European University Alliance. Together with the IN.TUNE Plan for Internal evaluation processes (see deliverable 7.2), it describes the progress and overarching plans the IN.TUNE Alliance has made to ensure and enhance the quality of IN.TUNE working methods and their outcomes. As the alliance foresees a quality assurance approach that connects the internal and external evaluation processes, these documents should be read in conjunction with each other: whereas the introductory paragraphs about the overall approach to quality assurance are identical in both documents, the paragraphs on the internal and external tools, and their corresponding appendices, differ in both documents.

This document starts with a short introduction to the IN.TUNE European University Alliance and its comprehensive quality assurance approach, linking the internal evaluation processes with the external evaluation processes. It then describes the instruments that have been designed to support the external evaluation processes. It concludes with how this approach will be further implemented and developed in the years to come and a timeline for the quality assurance processes in the coming years. It is important to note that this plan can only be a stepping stone for the further development of a quality culture within the Alliance. The tools in this plan are only broadly described and can be further developed based on the developments and needs of the alliance in the coming years.

IN.TUNE Plan for External evaluation processes

Deliverable 7.3 WP7 Quality Assurance

Introduction: IN.TUNE's comprehensive Quality Assurance Plan

For the IN.TUNE alliance, quality assurance is directly linked to the sustainability of the initiative and is thus of the utmost importance. Work Package 7 focuses on establishing a comprehensive **IN.TUNE Quality Assurance Plan** to monitor and improve the alliance's activities and outcomes. The aim is to design and implement an objective, peer-reviewed and sustainable monitoring framework with procedures overseeing the implementation of the alliance's activities and its financial and organisational situation. The IN.TUNE Quality Assurance Plan incorporates two documents, one for internal and one for external quality assurance processes.

Within the Work Package 7 (WP7) Committee, task forces were created in 2024 to discuss and plan particular tasks. These were task forces for the development of the Questionnaire for IN.TUNE Participants (QIP), the external review and Critical Friends visits, the Comparative study on existing QA processes, the establishment of the exchange of external examiners between institutions, and the development of a benchmarking/bench-learning system for mutual institutional learning and the exchange of best practices. The committee of WP7 meets roughly 12 times per year, with extra meetings as needed by the task forces.

The work package also aims to develop a long-term cooperation proposal for aligning quality assurance processes across alliance institutions. This will ensure mutual trust in artistic standards and educational quality. The plan includes a comparative study of existing internal and external quality assurance mechanisms within the alliance, facilitated by MusiQuE – Music Quality Enhancement, the alliance's subcontracted QA partner, which is a specialized quality assurance agency registered with the European Quality Assurance Register (EQAR). It will also pilot an intra-university scheme for exchanging external examiners, allowing institutions to learn from each other's assessment processes and potentially coordinate future admission and examination standards. Lastly, an alliance benchmarking system will be developed, allowing for the comparison of key data such as student numbers, financial information, and mobility statistics. This system will provide institutional leaders with valuable insights for informed decision-making at both institutional and alliance levels.

Developing the Comprehensive Quality Assurance Plan

The methodology for *creating* the comprehensive IN.TUNE QA Plan incorporated internal cycles of discussion and evaluation among the WP Committee members and WP Chairs, external consultations with MusiQuE, and iterative refinements to ensure the plan's robustness and adaptability.

The present approach for quality assurance (or rather **quality culture**) was developed based on the combined knowledge and expertise of the members of the WP7 Committee (WP7). In addition to their knowledge of European Standards and Guidelines for QA in Higher Education (ESG), each

member brings in specific expertise of quality assurance regulations in their country and its application in their home institution. Also, with each being a Liaison Officer for one of the seven other Work Package Committees (WPC), the members of WP7 studied the briefing papers and, in consultation with the chairs of these WPCs, sought leads for monitoring the tasks, milestones and deliverables of these work packages. Bringing together these findings while seeking opportunities for synergy has led to this overarching approach for the IN.TUNE Alliance.

In terms of constraints or challenges encountered, the work in the alliance was confronted with a situation that is widely known in European higher education and that is, even with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) in place, there is still quite a diverse approach to quality assurance at institutional and national levels. The members of WP7 first had to establish what was meant with quality assurance in general and with quality assurance in an artistic and conservatoire setting, and was able in this way to establish the basis for further discussion.

IN.TUNE's quality assurance approach is inspired by the 'Lemniscate of Continuous Improvement' as used in the Royal Conservatoire in The Hague¹, as this methodology has been specifically designed for the quality assurance in the context of higher music education, combining internal and external tools, and taking into consideration aspects of both artistic and educational quality. During the live meeting of WP7 in Helsinki in June 2024, the committee had time to meet live and in a collegial setting. Important in the discussions was that the QA-approach be broad enough to accommodate various national and institutional practices, while at the same time also taking into account the educational and artistic realities in higher music and arts education, which, because of its artistic dimension, is clearly different from other areas in higher education.

The collaborative approach to quality assurance was further clarified in the spring of 2025, in response to the EACEA's response to IN.TUNE's initial Comprehensive Quality Assurance Plan, which was initially submitted as one deliverable of WP7 instead of the planned two in December 2024. In February of 2025, the contact point for EACEA requested the deliverable be revised, in line with IN.TUNE Alliance's initial funding request and with reference to sources used to develop the methodology. As a result, the Quality Assurance Plan has been divided into two documents and a task force met regularly to discuss revision of language and citations in the text.

Quality assurance methodology

The comprehensive IN.TUNE Quality Assurance Plan emphasizes a balanced approach between internal and external quality cycles, linking feedback to improvement processes and linking educational quality to artistic standards. It also details the roles of various stakeholders, and the tools used for internal and external evaluations.

Linking educational quality and artistic standards

Educational quality in arts education must incorporate standards for artistic quality in order to determine and judge how to reach learning outcomes and their relation to curriculum and pedagogy. Artistic standards, in artistic practice and in education, entail a continual process of

¹ See: 'Quality Culture KC 2020 and beyond', Royal Conservatoire The Hague, 2020.

evaluation and improvement. This practice of continuous reflection also forms the quality assurance approach of higher art education institutions. Often, this means that there are short lines of communication between teachers and students (in- and outside classes), between senior managers and staff, and also with professional peers and the public.

Influenced by international developments in the wake of the Bologna Process, this traditional (and often informal) approach to continuous quality improvement has transformed into formal systems for quality assurance in higher arts education institutions. The development of quality assurance in the broader education field has led to more emphasis on processes and standards for educational excellence, including setting educational goals, forming and implementing curriculum, assessments and feedback and evaluation. The result is that the educational standards in higher arts education incorporate the traditional practice of consultation and reflection within and between levels management, departmental heads, teachers, educational committees, examination committees, tutors, student counsellors, confidential advisors and formal consultative bodies.

This development is in line with developments Quality Assurance in higher education as is illustrated by the definition of quality culture given by the European University Association (EUA) in 2006:

Quality culture refers to an organisational culture that intends to enhance quality permanently and it is characterised by two distinct elements: on the one hand the cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and, on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts.²

Linking internal and external feedback

The comprehensive IN.TUNE Quality Assurance Plan forges a strong link between the 'Plan-Do-Check-ACT' (PDCA) cycles of its plan for internal evaluation processes and its plan for external evaluation processes. External reviews of the IN.TUNE Alliance and its activities are well-informed by the results of internal review processes. And the IN.TUNE Alliance explores external perceptions of its methods in order to incorporate them into the internal cycle of improvement and innovation. To report on quality and to measure it is important, but it is not the point of departure.

Thus, the alliance has consciously chosen to not just develop a quality assurance system, but rather emphasize the development of a true quality culture within the alliance, involving many different internal and external stakeholders. This approach is visualised in the 'Lemniscate of Continuous Improvement' (see Figure 1 below)³.

² Quality Culture in European Universities: A bottom-up approach.' European University Association, 2006.

³ For more background information on the 'Lemniscate of Continuous Improvement', see 'Quality Culture KC 2020 and beyond', Royal Conservatoire The Hague, 2020.

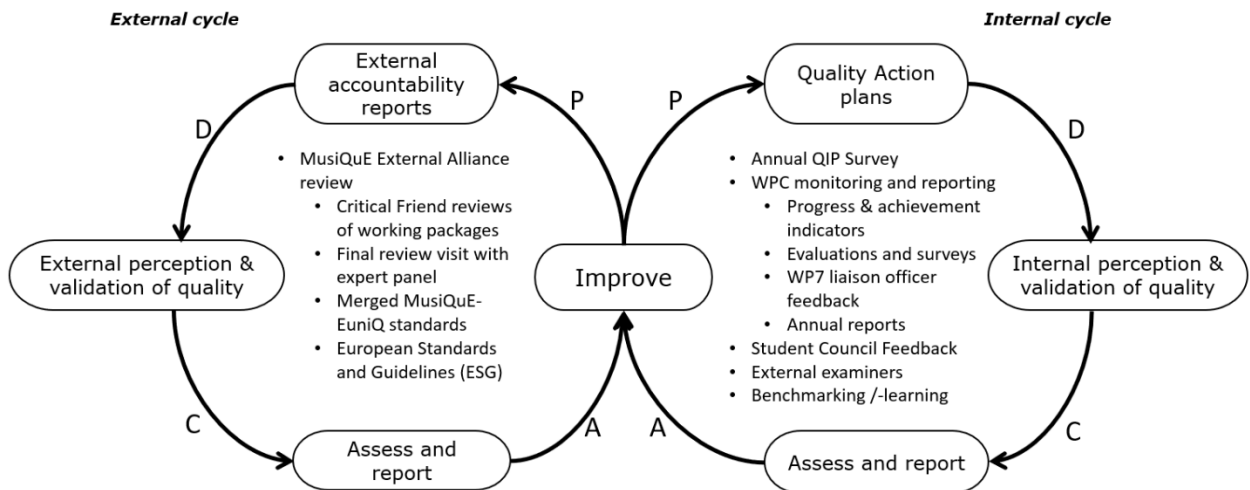


Figure 1. Lemniscate of Continuous Improvement

The continuous movement of the lemniscate also applies to the quality assurance approach itself. As we work with this approach, insights may emerge in the coming years that lead to improvements, innovations and fine-tuning of our quality assurance instruments and activities. The starting point is always that quality assurance serves the success of the alliance, while being in line with the various national reference frameworks of the partner institutions. Therefore, with the support of our external partner MusiQuE – Music Quality Enhancement, a comparative study of QA processes of the alliance partner institutions will already be started in the first year. The results of this study will provide insight and context in the further development of the quality assurance of both the IN.TUNE Alliance and its activities, as well as identify opportunities for cooperation between partners in the area of quality assurance.

External evaluation processes

Externally, evaluation will be conducted through reviews and reports based on criteria specifically developed for IN.TUNE. Work package 7 will coordinate these activities for IN.TUNE as a whole, in collaboration with MusiQuE – Music Quality Enhancement. Liaison officers from WP7 will work with all the different working packages, their chairs and Institutional Alliance managers to provide input and insight into the Alliance activities, as well as clarifying responsibilities and aligning expectations. Relevant reports produced in the work packages as part of the internal cycles (see also D7.2 Plan for internal evaluation processes) will be shared in the context of the external review.

External cycle instruments

The *external perception of quality* will be gained through an overarching external review of the alliance. This external review will take place with the assistance of MusiQuE – Music Quality Enhancement, the subject-specific cross-border quality assurance agency with formal registration on the European Quality Assurance Register in Higher Education (EQAR). The review will make use of the *MusiQuE Standards* mapped against the *European Framework for the Comprehensive Quality Assurance of European Universities* developed in the EuniQ project⁴.

The external review, which will (partially) be informed by instruments from the internal evaluation cycle, will see two phases:

- *Phase 1*: the deployment of two Critical Friends on specific areas covered by the work packages.
- *Phase 2*: a review by an evaluation panel at the end of the current alliance period to evaluate the alliance as a whole, based on own observations and the work done by the Critical Friends.

1. **Critical Friends for specific work packages:** Peer experts (Critical Friends) from the field, appointed for their expertise and experience with evaluation, will be invited to evaluate the implementation of the projects and the quality of the activities, through analysing the data provided by IN.TUNE and visits to activities of the different work packages.

Following discussion with the WP7 Committee, the preferred focus areas for the Critical Friend (CF) visits from among the activities implemented under the following Work Packages (WP) have been defined as follows:

Critical Friend 1

- WP 2: Seamless mobility for students and staff
- WP 3: Joint education provision through new educational formats
- WP 4: Strengthening the research dimension

Critical Friend 2

- WP 5: Capacity building and innovation in learning and teaching
- WP 6: Societal Engagement

⁴ More information about the EuniQ project can be found at <https://www.nvao.net/nl/euniq>.

The goal of the Critical Friend visits is to identify strengths and weaknesses of these activities, assess the milestones and deliverables of each WPC and contribute to the writing of the interim and the final report. These reports will also be tools to assess whether the progress has been in line with the aims of the original application.

The Critical Friends will be proposed and trained by MusiQuE – Music Quality Enhancement, the subject specific cross-border quality agency for the performing arts. They will also have an important role in preparing the overall external review of the alliance during the end of its four-year cycle.

Representatives of the WPs in focus and members of the Alliance Management Team will be invited to provide the Critical Friends with relevant documentation regarding activities that are being designed, piloted or implemented, according to the development phase in which the alliance will be at the time of the review by the Critical Friend. Such documentation may include feedback from participants involved in project activities, internal reports, materials produced during project activities, and dissemination materials. These documents and materials will be considered and analysed by the Critical Friends and will feed into an interim (external) evaluation report. Work package chairs will be contacted in due time by the Critical Friend to set up meeting arrangements and discuss the sharing of materials. In addition to studying materials and attending online meeting of the WPCs, the Critical Friends are also expected to attend one or more in-person activities of the work package(s).

Based on the documentation submitted by IN.TUNE representatives, and the information collected by the Critical Friends during their overall involvement in the activities of the alliance, the Critical Friends will present an evaluation of strategic goals and implemented activities, assessing their relevance, quality and impact including the strengths of these activities. They will also formulate any targeted recommendations for the further enhancement of the joint activities conducted under the WP(s) in focus. Based on these CF reports, the WP Committee members will be able to reflect on the progress in implementing the CF suggestions for enhancement and recommendations in the overall self-evaluation documentation that the alliance partner institutions will produce for the final external review (see Phase 2 above).

2. ***Overall evaluation of the alliance by a review team:*** the external review of the IN.TUNE Alliance will be concluded at the end of the funding period through a visit by a review team, which will look at the alliance as a whole.

The main purpose of the final external review visit is to assess the development and adequacy of the joint activities provided by the Alliance, the efficiency and effectiveness of its governing bodies and of the overall synergies created between the partner institutions, and to provide feedback on the overall fitness for purpose of the internal and external quality assurance mechanisms / systems in place at the level of the Alliance by 2027. The external review team will also make use of the Critical Friend reports.

For the final review, MusiQuE staff and WP7 Committee members will agree on the areas of expertise needed to be covered by the Review Team members. Accordingly, MusiQuE will suggest a shortlist of relevant profiles of Peer Reviewers who have been trained directly by

MusiQuE and who are listed in MusiQuE Peer Reviewers' Register and, when applicable, will also explore and propose experts, from the higher education sector with the relevant experience and skills, who may not be part of the Register yet. The Review Team will be composed of four members, including one student.

The final external review will consist of the following phases:

- The self-evaluation phase, which represents an opportunity for a collective reflection at the level of the Alliance with the intention to stimulate an open dialogue between leadership and internal stakeholders leading to a shared understanding and acceptance of the key areas that require further attention and / or development, as well as of the main strengths of the Alliance and the ways they can be best exploited. The partner institutions will consider the recommendations of the Critical Friends and the ways in which these can be taken forward by the Alliance.
- Visit to activities of the Alliance: this is designed to provide members of the Review Team with the opportunity to explore more in depth the priority areas of concern, and the particular features of the activities conducted by the Alliance, of its governance and its quality processes and practices in place. Primarily online activities will be visited combined with an in-person review visit to an alliance activity to be further decided.
- The Final Review Report: it represents the overall outcome of the final review procedure and it is based on all the information made available to the Review Team through the self-assessment documentation, on insights gained during the site visit and the interim (external) evaluation reports resulting from the Critical Friends' visits. It aims to offer tailor-made recommendations that will serve the Alliance in its further development.

The external perceptions on quality can be an important instrument to verify the internal perceptions of quality and to inspire the activities and working methods of the Alliance. The results of these instruments will form input for the internal PDCA-cycles of the various WPCs. Internal and external feedback are thus brought into balance as visualised by the 'Lemniscate of Continuous Improvement' mentioned above.

Conclusion and next steps

For IN.TUNE, the QA Plan is an important component of the overall functioning of the Alliance. It supports both internal and external views of how the alliance is doing and will help the alliance to improve over time and establish credibility with both internal and external stakeholders. The robust external review process will bring feedback and advice from external experts making use of clearly defined criteria based on formally established processes developed by MusiQuE and EuniQ. This will help the alliance to look at itself through the lenses of these criteria and external experts, and, based on this reflection, decide on improvements and directions for its future functioning.

The Comparative Study on Existing Institutional QA Systems conducted by MusiQuE will be essential to further collect information about the current institutional systems and approaches, so that a deeper mutual understanding can be created and, through this exploration, explore in which way the institutions can deepen their cooperation on the area of QA. This is essential for the future of

the alliance, because without a deep mutual understanding of QA systems and approaches and the mutual trust that comes with it, various areas of intense institutional cooperation (e.g. with regards to automatic recognition in mobility or the development of joint forms of education) will never be possible.

Below, an overview can be found on how the QA plan will be further implemented in the upcoming years of the alliance. It should be stressed here that this overview is subject to adjustments during the alliance lifetime.

Timeline for the activities

The overview below provides an outline of activities over the alliance four-year period.

	WP7 Activities	Related actions	In cooperation with
2024			
1 January – 31 June 2024	Internal evaluation processes are set up, as part of the IN.TUNE QA plan.	Description of tasks and responsibilities of the Liaison Officers	- Chairs WPC's - Executive Committee
		Liaison Officer is appointed per WPC and contact established	Chairs WPC's
		Analyses of the Tasks Milestones and deliverables of all WPC and generating ideas for monitoring progress	All WPC's
		Developing an Annual survey for IN.TUNE participants	ExCom, AMT and Student Council
		Take stock of experience within the IN.TUNE institutions with external committee members at examination processes	
		Create a planning for the delivery of annual progress reports	IAM
	External evaluation processes are set up, as part of the IN.TUNE QA plan.	Establish contact with quality assurance agency MusiQuE and commissioning for subcontracting activities	MusiQuE – <i>Music Quality Enhancement</i>
	Internal evaluation processes are set up, as part of the IN.TUNE QA plan.	Finetuning the Annual survey for IN.TUNE participants	ExCom WPC8
	Conducting the Annual survey for IN.TUNE Participants and analysing results as input for annual reports		WPC8
	Monitoring developments and progress in the WPC's		All WPC's

1 July – 31 December 2024	for internal evaluation report		
	Explore the possibility to participate in peer reviewers training MusiQuE		MusiQuE
	Advising the WPC's in formulating their indicators for achievement		All WPC's
	Delivering first Annual report for WP7		
	External evaluation processes are set up, as part of the IN.TUNE QA plan.	Initial mapping of the MusiQuE and EUNiQ standards	MusiQuE
		Start Developing Guidelines for Critical Friends	MusiQuE
		Start Comparative study of QA processes in alliance partner institutions	MusiQuE
		Preparation for first visit Critical Friend	MusiQuE Executive Committee All WPC's IAM's
2025			
1 January – 31 June 2025	Internal evaluation processes are set up, as part of the IN.TUNE QA plan.	Monitoring developments and progress in the WPC's and take stock of the need for tailor-made QA instruments	Executive Committee All WPC's
	Monitoring developments and progress in the WPC's for internal evaluation report		All WPC's
	External evaluation processes are set up, as part of the IN.TUNE QA plan.	Finalising Guidelines for Critical Friends	MusiQuE Executive Committee
		Continuing comparative study of QA processes in alliance partner institutions	MusiQuE
		Visit by first Critical Friend	MusiQuE Executive Committee All WPC's IAM's
		Internal Cycle	Conducting the Annual survey for IN.TUNE Participants and analysing

1 July – 31 December 2025		results as input for annual reports	
		Delivering second Annual report for WP7	
	External Cycle	Preparations for visit second Critical Friend	MusiQuE Executive Committee All WPC's IAM's
		Finalising comparative study of QA processes in alliance partner institutions	MusiQuE
2026			
1 January – 31 June 2026	Internal Cycle	Monitoring developments and progress in the WPC's for internal evaluation report	
	External Cycle	Visit by second Critical Friend	MusiQuE Executive Committee All WPC's IAM's
		Set up and test an intra-university scheme for the exchange of external examiners	Alliance partner Universities
		Set up and test an IN.TUNE benchmarking system	MusiQuE Alliance partner Universities
		Development of a proposal for the closer long term cooperation in existing institutional internal and external QA processes in the partner institutions. This proposal will be based on the comparative study, the intra-university scheme for the exchange of external examiners and the IN.TUNE benchmarking system.	Executive committee
	Internal Cycle	Conducting the Annual survey for IN.TUNE Participants and analysing results as input for annual reports	WPC8

1 July – 31 December 2026		Delivering third Annual report for WP7	
	External Cycle	Set up and test an intra-university scheme for the exchange of external examiners	Alliance partner Universities
		Set up and test an IN.TUNE benchmarking system	MusiQuE Alliance partner Universities
		Development of a proposal for the closer long term cooperation in existing institutional internal and external QA processes in the partner institutions. This proposal will be based on the comparative study, the intra-university scheme for the exchange of external examiners and the IN.TUNE benchmarking system.	Executive committee
2027			
1 January – 31 June 2027	Internal Cycle	Monitoring developments an progress in the WPC’s for internal evaluation report	
	External Cycle	External review of the entire European Universities Alliance, based on the intermediate Critical Friend reports, with student involvement and including a site visit	MusiQuE
		Development of a proposal for the closer long term cooperation in existing institutional internal and external QA processes in the partner institutions. This proposal will be based on the comparative study, the intra-university scheme for the exchange of external examiners and the IN.TUNE benchmarking system.	Executive committee

1 July – 31 December 2027	Internal Cycle	Conducting the Annual survey for IN.TUNE Participants and analysing results as input for annual reports	WPC8
		Delivering fourth Annual report for WP7	
	External Cycle	Delivering the Final review report of the entire European Universities Alliance	MusiQuE
		Delivery of a proposal for the closer long term cooperation in existing institutional internal and external QA processes in the partner institutions. This proposal will be based on the comparative study, the intra-university scheme for the exchange of external examiners and the IN.TUNE benchmarking system.	

Appendix

MusiQuE standards for alliance review



Draft

MusiQuE Standards for the
Review of European
Universities Alliances
in Music and Arts

June 2025

Table of contents

Introduction	2
MusiQuE Standards for the review of European Universities Alliances in Music and Arts.....	2
How was this document created?	3
How can this document be used?	4
MusiQuE Standards for European Universities Alliances in Music and Arts	6
I. Policies, strategy and decision making	6
Standard 1 Strategy and policies	6
Standard 2. Governance and decision making	6
II. Educational goals and processes.....	8
Standard 3. Educational goals and activities	8
Standard 4. Student-centred learning	8
Standard 5 Teaching staff qualifications, professional activity and development	10
Standard 6. Facilities, services and support staff	10
Standard 7. Students' employability	11
Standard 8. Engagement within the external social context	12
III. Quality Culture	13
Standard 9. Internal communication processes.....	13
Standard 10. Monitoring, evaluation, and improvement policy	13
Mapping of EUniQ & MusiQuE Standards for Institutional Reviews*	15
Relevance of the assessment framework for IN.Tune Work Packages	16
Topics to consider for the next revision:.....	16

Introduction

This framework was created to support the external review of the activities, services and quality enhancement measures provided by subject-specific European Universities Alliances¹ in the area of music and related artistic domains. In particular, this framework was developed to facilitate the self-assessment and the external assessment of the European Universities Alliance IN.TUNE – Innovative Universities in Music & Arts in Europe. It was developed jointly with MusiQuE- Music Quality Enhancement, a specialized quality assurance agency registered with the European Quality Assurance Register (EQAR) and subcontracted by the European Universities Alliance IN.TUNE to provide support to the Alliance's internal and external quality assurance activities.

The framework combines [MusiQuE's Standards for Institutional Review](#) with input from the [European Framework for the Comprehensive Quality Assurance of European Universities \(EUniQ\)](#) in a way intended to fit the goals and objectives of this European Universities Alliance, and to reflect its current state of development. The resulting framework has standards that focus on collaboration and governance within this European Universities Alliance, and standards that focus on the design and delivery of the educational offer. This framework, and the methodology behind it, can also be applicable to other European Universities Alliances in the field of arts.

This framework is currently called "draft": it will be tested in 2025 and 2026 by individual reviewers conducting an external evaluation visit and is therefore still subject to changes.

MusiQuE Standards for the review of European Universities Alliances in Music and Arts

As the development of European Universities Alliances is a long-lasting process, the purpose of this framework is twofold. On the one hand, it is meant to support the development of the European Universities Alliance IN.TUNE, including its governance, educational activities and internal quality assurance system. On the other hand, it is intended as a roadmap to support external evaluation initiatives that this alliance might undergo in various phases of its development. Consequently, the framework was designed with two levels of inquiry in mind:

- one that refers to the backbone of cooperation within the alliance – the governance and management structure, the overarching strategy and policies, and the mechanisms that are being set up to ensure the all-encompassing quality of processes and operations, and
- one that looks at the development and delivery of the alliance's specific educational offer and the way it is aligned with the overarching strategic goals.

To accommodate these different levels of inquiry, the resulting framework has 10 standards, organised into three domains, as follows:

1. **Policies, strategies and decision-making** where topics related to the transnational context of the alliance, governance and decision making processes, overall institutional policies and strategies are being addressed;
2. **Educational goals and processes** that looks into topics related to joint learning, teaching, and research activities conducted within the alliance, as well as the ways in which these enable the alliance to fulfil its intended role to society;
3. **Quality Culture** which pays attention to the ways in which quality assurance and enhancement are embedded in the day-to-day working patterns and procedures such that the alliance is enabled to work towards an all-encompassing quality culture.

¹ The present mapping refers to European Universities Alliances using the same definition for European Universities present in the [European Framework for the Comprehensive Quality Assurance of European Universities \(EUniQ\)](#) (Chapter 1. Introduction, p.3).

How was this document created?

This document was created at the request of the European Universities Alliance IN.TUNE partners to have a supporting tool to reflect on its current state of development, on its strengths and areas that might benefit from further revision and improvement.

The quality assurance agency MusiQuE was subcontracted by the IN.TUNE Alliance to provide consultancy and support to the Alliance as follows: conducting a comparative study of existing internal and external quality assurance mechanisms within the IN.TUNE Alliance; providing assistance with the establishment of an international benchmarking system within the Alliance, and finally, conducting an independent expert evaluation of the Alliance. The latter will be carried out through two site visits by two experts (the so-called Critical Friends) leading to intermediate external reports, followed and completed by a final comprehensive review at the end of the funding period, involving a review panel including a student.

This framework intends to stimulate the alliance (including all individual actors such as students, teaching and non-teaching staff members, representatives of the music profession and related artistic domains) to consider what works and what does not (fully) work within the alliance, what is unique in their offering and functioning, and especially how the situation can be improved, how the alliance can face challenges and meet changing requirements. The outcomes of the reflection process can also provide evidence to the alliance, as well as to external stakeholders that requirements and objectives are met.

The framework was created through the mapping of the [MusiQuE Standards for Institutional Reviews](#) and the [EUniQ Standards](#), a process to identify overlapping areas, as well as areas where the two sets of standards are complementary. A first version of the mapping between both sets of Standards was designed by MusiQuE and discussed by the Work Package 7 Committee. The aim was that the two frameworks be compared, combined and consolidated in a way that best serves the reach and scope of the IN.TUNE Alliance. After several rounds of feedback and discussions between MusiQuE and the Work Package 7 Committee, it was decided to combine the different standards to a new set of standards for the purposes of the IN.TUNE Alliance. This new set of standards is provided as an appendix of this document.

The choice to combine these two sets of standards was related to the fact that MusiQuE's Standards offer a subject-specific perspective that the IN.TUNE partners can benefit from when considering the design, delivery and enhancement of joint educational activities in the area of music and related arts, while the EUniQ framework provides an overarching view of processes and mechanisms involved in the setting-up and development of European Universities Alliances. In this framework, only the standards that were deemed relevant for the stated objectives of the alliance were selected.

MusiQuE – Music Quality Enhancement

MusiQuE Standards for Institutional Review aim to guide higher music education providers in evaluating their activities and enhancing quality. The MusiQuE Standards are meant to assist higher music education providers to demonstrate that they are meeting their aims and objectives: they are mission-driven, rather than an exclusively prescriptive set of normative standards. The MusiQuE standards are fully compatible with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

EUniQ

The rationale behind the EUniQ framework is to simplify existing QA requirements for European Universities Alliances. External QA requirements for higher education institutions are determined by national authorities. EUniQ does not require any additional external QA requirements of institutions, programmes or courses. National authorities are encouraged to consider whether evaluation reports according to EUniQ and provided through the evaluated European Universities Alliance can simplify or support national QA requirements for institutions and programmes. The ultimate aim of EUniQ is that the alliances can be externally evaluated with one European Framework and one corresponding suitable QA procedure instead of being subject to multiple (national) frameworks and procedures that may be conflicting, burdensome or less suitable for European Universities Alliances.

IN.TUNE Alliance – Innovative Universities in Music & Arts in Europe

IN.TUNE is a European Universities Alliance consisting of eight universities in the field of music and arts, located in North, East, South and West Europe, determined to deepen their cooperation to bring about institutional transformation and the enhancement of their quality, performance, attractiveness and international competitiveness. The eight partners are: The Norwegian Academy of Music (NMH), Universitatea Națională de Muzică din București (UNMB), Conservatoire National Supérieur de Musique et de Danse de Paris (CNSMDP), Taideyliopisto – Sibelius-Akatemia (Uniarts), Escola Superior de Música de Catalunya (ESMUC), Universität für Musik und darstellende Kunst Wien (MDW), Stichting Hogeschool der Kunsten Den Haag (HdK), Univerzitet umetnosti u Beogradu (UAB).

As a result of the deep cooperation in the framework of the European Universities Alliances, these institutions expect to further enhance their quality, performance, attractiveness and international competitiveness in a global context. To reach its goal, IN.TUNE was set up around four main thematic areas where the partner institutions co-created frameworks, policies, and plans with specific activities and outcomes that would support its long-term sustainability:

1. Joint Education Provision & Mobility: aims at the development, testing and implementation of new and innovative forms of structural transnational cooperation, offering students flexible learning opportunities and alternative learning pathways;

2. Research & Innovation: aims at strengthening the research and innovation capacity of partner institutions;

3. Societal Engagement: aims to strengthen, in consultation with associate partners, the societal engagement of alliance partners through a set of joint policies leading to new solutions and examples of good practices in this area;

4. Alliance Governance & Cooperation: aims to set up an effective governance structure and management framework, as well as quality assurance processes to serve both the alliance and its individual partners.

To support the design and further development of frameworks and joint policies in these four areas, IN.TUNE is voluntarily undergoing an external evaluation process, consisting of visits by international experts in the field of music in different phases of the IN.TUNE Alliance's development (in 2025 and 2026), and a final review by an external panel at the end of the contracting period (in 2027).

How can this document be used?

The framework is intended to support the external reviewers in their assessment of the European Universities Alliance IN.TUNE development and implementation. For the alliance, partial assessments are planned for 2025 and 2026 and a final review in 2027. The international peers who will visit the alliance as Critical Friends for partial assessments in 2025 and 2026 can refer to relevant standards of section 2 and 3 of the framework, although they may also have reflections on section 1 or on specific areas of individual standards. The framework can also support the IN.TUNE partners in the development, monitoring and self-evaluation of their progress towards intended goals and outcomes.

This set of standards has been developed in the early phases of the IN.TUNE Alliance. It is therefore to be expected that their applicability, and specifically the suggested guiding questions and supporting evidence, will vary. As the IN.TUNE Alliance monitors and evaluates their progress, there may also be a need to make further amendments that reflect its continuous development. As mentioned above, it is for this reason that this set of standards is referred to as “draft”.

In a *final* review, each of the 3 areas and 10 underlying standards should be addressed, while specific areas or standards may also be the focus of partial reviews.

Supporting questions and documents/data

For each of the 10 standards, a series of ‘Supporting questions’ are listed under the text of the standard. These questions are formulated based on MusiQuE’s ‘Guiding Questions’ and EuniQ’s ‘Reference points’. They serve as guidelines aimed at facilitating the understanding of each standard, and at illustrating the range of topics that could be covered by that standard. Therefore,

the function of these questions is not that of a checklist: not all questions / topics need to be addressed separately in detail. Rather they are meant as a support for the alliance to select the possible issues to be addressed in the self-evaluation process in relation to each standard, depending on its state of development at the time when the external evaluation exercise takes place.

Similarly, the 'Suggested supporting documents/data' listed under each standard should not be seen as an obligatory list but rather one that provides examples of the kinds of supporting material that could be provided to the peer-reviewers (whether they are Critical Friends or members of the external panel) as evidence of good practice.

In a *final* review, each of the 10 standards will be addressed, while the supporting questions and suggested documents are meant as guidelines for the self-evaluation process and they can be addressed to the extent that they are relevant for the specific phase of the alliance's development at the time of self-evaluation.

MusiQuE Standards for European Universities Alliances in Music and Arts

I. Policies, strategy and decision making

Standard 1 Strategy and policies ²

The mission, vision, values, and goals of the European Universities Alliance are clear, accessible and relevant to the context in which it operates. The European Universities Alliance's strategy and policies enable the realisation of an inter-university 'campus' which assures, in close collaboration with internal and external stakeholders, the quality of a joint provision that responds to societal challenges.

Supporting questions:

- What is the context and / or legal framework in which the alliance operates? How is it ensured that the alliance's mission, vision, values and goals are relevant to the context in which it operates, and that they are known, and shared by all partner institutions?
- What are the alliance's strategy and core priorities, and how are they addressed through policies in place? How do these reflect its mission and goals?
- How do the strategy and policies of the alliance integrate a vision on the quality of its provision (teaching and learning with links to research, innovation and service to society)?

Suggested supporting documents/data:

- Mission and/or policy statements
- Strategic plan
- An overview of joint learning, teaching, and research activities offered by the alliance and their goals
- Supporting explanatory documents and policies
- Specific legal frameworks under which the alliance operates – e.g. criteria set up by the partners, by the funding agency, etc.
- Documentation regarding core policies for the alliance (e.g. equal opportunities, equality, diversity and inclusion, internationalisation, societal engagement, research, sustainability, etc.)
- Communication tools for creating awareness on the existing policies and support
- Evaluative reports regarding the implementation of institutional policies (e.g. results of surveys)
- Outcomes of internal quality assurance process
- Relevant statistical data – e.g. number of staff and students benefitting from mobility schemes within the alliance, number of support staff involved in achieving the goals of the alliance, etc.

Standard 2. Governance and decision making ³

The decision-making processes are clear, transparent and effective. The European Universities Alliance has an appropriate and efficient organisational and management structure, including a relevant representation of all its stakeholders from among its affiliated entities and associate partners (students, teaching staff, support staff, representatives of the music profession and related artistic domains). There are effective mechanisms in place to ensure equal involvement in decision making processes.

Supporting questions:

² This standard and its supporting questions draw on EUniQ Standard 2.1 and MusiQuE Standard 1.1 in a way deemed relevant for the current phase of development of the IN.Tune Alliance.

³ This standard and its supporting questions draw on MusiQuE Standard 1.3 and EuniQ Standard 2.3 in a way deemed relevant for the IN.Tune Alliance's current phase of development.

- What are the governing bodies of the alliance and its organisational structure? How are responsibilities defined and distributed at each decision-making level? How is a balanced representation across affiliated entities and associate partners being ensured in the decision-making processes at the level of the alliance?
- How are students being represented in the governing bodies of the alliance? How are they involved in the decision-making process, in the design and development of its strategies and policies, and the realisation of the inter-university campus?
- How are teaching and non-teaching staff being represented in the governing bodies of the alliance and how are they involved in decision making processes, in the design and development of its strategies and policies, and the realisation of the inter-university campus?
- How do internal and external stakeholders, including affiliated entities and associate partners, play an active role in the development of the alliance's strategy/policies and the realisation of the inter-university campus.
- In the current developmental phase of the alliance, what evidence exists to demonstrate that the management and organisational structure, and the decision-making processes are effective, relevant, and efficient?
- What monitoring mechanisms are in place to assess the progress, processes, deliverables, and the cost efficiency of the alliance, and how is this information being used to ensure the continued effectiveness of governance and decision-making?

Suggested supporting documents/data:

- Details of the organisational structure of the alliance (e.g. organisational chart)
- Details of the management structure of the alliance and line management responsibilities
- Examples of decision-making processes at alliance level (e.g. agendas and minutes of meetings)
- Risk management strategy and evidence of monitoring
- Communication policy / guidelines
- Membership of key committees/groups within the alliance
- If applicable, evidence of reviews of decision-making policies/procedures

II. Educational goals and processes

Standard 3. Educational goals and activities⁴

The educational goals of the European Universities Alliance are clearly stated and they are aligned with the structure and content of its educational offer. The intended outcomes of joint learning, teaching, and research activities of the European Universities Alliance are clearly defined and communicated. There are effective mechanisms in place to ensure the quality of its provision.

Supporting questions:

- What is the alliance's educational offer (joint online courses, modules, or programmes, blended intensive programmes, etc.) and how is it aligned with its stated educational goals?
- How are principles concerning equality, diversity and inclusion being reflected in the development of the alliance's educational offer?
- What processes are in place for the design and approval of the alliance's educational policy and how are they effective? How is it ensured that the objectives therein are relevant and attainable?
- How is the educational offer aligned to existing Frameworks for Qualifications in the creative and performing arts domains (e.g. AEC/Polifonia or CALOHEX learning outcomes)? How are ECTS taken into account in the design of the educational offer?
- If appropriate, is there a connection / progression between the joint educational activities offered within the alliance?
- What is the alliance's policy in terms of research and how is it ensured that its objectives are relevant and attainable? How does the alliance build research capability within the student profile?

Suggested supporting documents/data:

- An overview of the alliance's educational policy and, where appropriate, related strategies / action plans
- Documentation regarding processes in place for the design and approval of the educational policy which members of the alliance adhered to
- Evidence of how the joint learning and teaching activities at the core of the alliance are linked to the PDDs and/or the AEC learning outcomes, if applicable
- Catalogue of joint learning activities developed by the Alliance
- If the case and available, educational information guides
- Relevant statistical data – e.g. number of students and staff involved in the programmes conducted jointly by members of the alliance, staff workload for teaching, research, support services and administration, full-time and part-time staff that service the alliance, etc.

Standard 4. Student-centred learning⁵

The European Universities Alliance has tools and processes in place to create seamless international mobility for students and staff partaking in its joint learning, teaching, and research activities. The long and short term cooperation tools ensure that the European Universities Alliances' students are enabled to actively shape their learning or research experience and to engage in critical-reflection. The joint learning, teaching, and research activities make use of appropriate and effective methods of delivery, in line with the intended learning outcomes.

Supporting questions:

- How is it ensured that the selection of staff and students partaking the joint learning, teaching and research activities is aligned to and supports the achievement of intended educational goals?

⁴ This standard and its supporting questions draw on MusiQuE Standards 1.2 and 2.1 in a way deemed relevant for the IN.Tune Alliance's current phase of development.

⁵ This standard and its supporting questions draw on MusiQuE Standards 2.1 and 4.1, and EuniQ Standard 2.3 in a way deemed relevant for the IN.Tune Alliance's current phase of development.

- How does the alliance streamline both physical and virtual mobility in terms of intensity, organisation and recognition? What mechanisms were designed to support and facilitate increased mobility and cooperation among students and staff (e.g. eLearning, language support services, academic recognition, etc.)? How advanced is the Alliance in implementing these plans?
- How is it ensured that these mechanisms work effectively and are continuously revised? How will the appropriateness and impact of mobility (for students and researchers, as well as for academic and administrative staff) be measured and evaluated within the alliance?
- How will students be empowered to shape their learning experiences, and supported to achieve the intended learning outcomes?
- How does the alliance decide on the appropriate blend of methods to be employed in the delivery of its joint learning and teaching activities?
- How will the alliance monitor and evaluate that the teaching and learning processes work effectively and support the achievement of intended learning outcomes?
- How does the alliance plan to evaluate and monitor the effectiveness of its innovative pedagogical models and the ways in which research and innovation inform education?
- How advanced is the alliance in the implementation of joint research activities and how does it plan to evaluate and monitor the effectiveness of this cooperation?

Suggested supporting documents/data:

- Student performance opportunities, if applicable (e.g. mobility opportunities for performance and artistic development (tours, joint-projects etc.)
- Strategies, processes and tools designed to promote and support seamless mobility for students and staff
- Language policy and support mechanisms within the alliance
- Information and services available to enhance the mobility of students and staff participating in the alliance's activities
- Examples of documents that support the academic recognition of joint learning and teaching activities
- Educational approaches: information on joint online courses / modules / programmes, 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.)
- If available, samples of students' research projects or other outputs of joint learning or research activity
- Information on processes (either planned or already implemented) for the evaluation of learning and teaching activities, and of joint research initiatives
- Relevant student/staff feedback (focus groups, internal/external surveys etc.) if available
- Relevant statistical data, if available

Standard 5 Teaching staff qualifications, professional activity and development⁶

The European Universities Alliance has processes in place to ensure that members of the teaching staff⁷ assigned to deliver the joint learning, teaching and research activities are fit for their role and are active as artists/pedagogues/ researchers. The size and composition of the teaching body are sufficient and appropriate to effectively deliver the joint learning, teaching and research activities. There are pathways available for continued professional development of teaching staff.

Supporting questions:

- How does the alliance plan to ensure that the size, experience, and skills of the teaching body are adequate to cover the volume and range of joint learning, teaching and research activities it offers?
- How does the alliance plan to support and enhance the teaching staff's artistic, pedagogical, and research activity?
- How will it be ensured that the teaching staff stays attuned to continuous developments in the professional field, and aware of the research facilities and goals of the alliance? How will teaching staff be supported to engage with research both in their teaching and in their professional development?
- How will the teaching staff be encouraged to critically reflect on the variety of perspectives on professional artistry and to support the development of different perspectives in their students?
- What pathways does the alliance plan to make available for the continued professional development of teaching staff? What mechanisms are being designed to assess and ensure that professional development opportunities offered to teachers are fit for purpose and fructified?

Suggested supporting documents/data:

- Registry of artistic, professional and/or academic of the teaching staff
- 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
- Records of teaching staff's participation in research projects
- Relevant teaching staff details – e.g. workload, equal opportunities, number of staff in various subject areas
- Strategies for maintaining flexibility in the teaching staff (activities for continuing professional development, etc.)
- Student/staff feedback (focus groups, internal and external surveys)

Standard 6. Facilities, services and support staff⁸

The European Universities Alliance has means and resources to reach its intended goal and expected impact, to enable a successful implementation of its strategy, policies, and activities, to support its mission and vision, and to secure its sustainable development.

Supporting questions:

- How does the alliance plan to secure sufficient resources in order to facilitate adequate capacity building in an equitable way across its partner institutions, and to allow for its further and sustainable development?

⁶ This standard and its supporting questions draw on MusiQuE Standard 3.1 in a way deemed relevant for the IN.Tune Alliance's current phase of development.

⁷ The standard and related questions refer to all teaching staff regardless of their types of contracts – permanent, temporary, associate, etc.

⁸ This standard and its supporting questions draw on MusiQuE Standard 5.1 and EUniQ Standard 2.4 in a way deemed relevant for the IN.Tune Alliance's current state of development.

- How does the alliance plan to ensure that the virtual inter-university campus and joint facilities (technical equipment and instruments) are adequate and run effectively?
- How will the alliance ensure that the digital solutions employed across its joint operational and educational activities are fit for purpose, up to date, and work effectively?
- How will the alliance ensure that there is sufficient qualified support staff (technical, administrative, IT, non-teaching staff, etc.) to cater all joint learning, teaching, and research activities implemented?
- What pathways does the alliance plan to make available for the continued professional development of support staff? How will the alliance ensure that professional development opportunities offered to support staff are fit for purpose and fructified?
- How does the alliance demonstrate its capability for long-term sustainability? How will each member of the alliance contribute to its sustainability and reducing existing (administrative) obstacles.

Suggested supporting documents/data:

- Information on (physical and virtual) facilities / equipment (technical equipment, musical instruments, etc.) and their maintenance, including relevant feedback from staff and students in this regard.
- Governing board decisions with regard to investment for capacity building
- Risk management strategy
- Available data on support staff (technical, administrative, IT, non-teaching staff, etc.) where relevant (composition and roles, competency and qualifications, FTE, etc.)
- Information on opportunities for continued professional development for support staff
- Evaluative documents/reports
- Student/staff feedback (focus groups, internal and external surveys) if available.

Standard 7. Students' employability⁹

The European Universities Alliance employs effective measures to facilitate the students' transition towards a professional life in the music and related artistic domain. It has processes in place to remain connected to continuous transformations of the music / artistic profession and uses this information formally and effectively for the further development of its educational offer and its lifelong learning for professionals policy.

Supporting questions:

- How does the alliance plan to ensure that its students are being equipped with entrepreneurial key competencies and other relevant skills, within and beyond their musical practices, necessary for their transition towards a professional life in the music and related artistic domains?
- How does the alliance plan to support students to develop a socially engaged practice and to contribute upon graduation to the enhancement of cultural life locally, nationally and internationally?
- How is the alliance engaging in and promoting Lifelong Learning opportunities for the music/creative professions and/or the wider artistic community?
- How does the alliance ensure an active link with the music and related artistic professions and what mechanisms are in place to monitor and assess the evolving needs of the professional field?
- How is this information being formally and effectively used for the continued development of the alliance's educational offer and of its lifelong learning for professionals policy?

Suggested supporting documents/data:

- Relevant elements of the educational policy that demonstrate the alliance's concern for ensuring a smooth transition towards professional life for its students

⁹ This standard and its supporting questions draw on MusiQuE Standard 2.3 in a way deemed relevant for the IN.Tune Alliance's current state of development.

- Evidence regarding the interaction with the profession, its influence on the content and structure of the joint educational activities, on shaping the student learning experience and the further development of the alliance
- Action plans for meeting the needs identified through interaction with the professions, if available
- Any other relevant documentation/reports, for instance:
 - structures for communication with relevant sectors of the music and other artistic professions
 - initiatives taken to support students and graduates in their transition towards the professional life
 - evidence of the alliance's commitment to Lifelong Learning activities and examples of specific initiatives

Standard 8. Engagement within the external social context¹⁰

The European Universities Alliance has policies and strategies in place for an active social engagement. It promotes continued development and maintenance of links with the music field and the wider artistic, cultural, educational, and other relevant sectors within society.

Supporting questions:

- How do the alliance's strategy and policies contribute to local and regional development and how do they address societal and other challenges that are deemed relevant by the alliance and its stakeholders?
- What strategies are in place or under development, at the level of the alliance, for an active social engagement and for effective links with the music and the wider artistic, cultural, educational, and other relevant sectors within society?
- How does the alliance demonstrate effective involvement with key stakeholders and its local communities to foster societal engagement, diversity, and inclusiveness of students and staff?
- How does the alliance plan to engage with and to contribute to the music/ artistic / cultural / educational communities across its constituencies?
- How advanced is the alliance in developing a joint policy for sustainability that addresses current environmental, societal, cultural, and economic challenges and how does it intend to play an active role in shaping the future of the higher education music sector and of our societies?
- How does the alliance ensure that its communication with external stakeholders is clear, consistent, regular, and accurate? How does it monitor and ensure the continued effectiveness of its external communication?

Suggested supporting documents/data:

- Supporting evidence for the alliance's active social engagement (e.g. projects, community activities, educational initiatives and partnerships, membership of programme personnel on relevant external committees, involvement in pre-higher education, the institution's green policy and involvement in sustainable community projects etc.)
- Evidence supporting an effective communication with external stakeholders
- Developments with regard to the sustainability policy at the level of the alliance
- Student/staff feedback (focus groups, internal and external surveys), if available and applicable

¹⁰ This standard and its supporting questions draw on MusiQuE Standards 4.2 and 6.1, and EUniQ Standards 2.1 and 2.2 in a way deemed relevant for the IN.Tune Alliance's current state of development.

III. Quality Culture

Standard 9. Internal communication processes¹¹

Effective mechanisms are in place to ensure clear, consistent and smooth internal communication within the European Universities Alliance. The design and functionality of its internal communication system contributes to the quality of its provision (teaching and learning with links to research, innovation, and service to society).

Supporting questions:

- How is internal communication organised at the level of the alliance? What internal communication system / mechanisms are in place and how is it ensured that they work effectively?
- How does the alliance plan to monitor and ensure the continued effectiveness of its internal communication systems? How does it connect the various internal communication flows to ensure a continued enhancement of its provision and to nurture ownership in the co-creation of the alliance across its constituencies?

Suggested supporting documents/data:

- Communication tools for the publication of information to students and staff (newsletter, boards, etc.)
- Policies/procedures on communication process
- Student/staff feedback (focus groups, internal and external surveys) if available.

Standard 10. Monitoring, evaluation, and improvement policy

The European Universities Alliance builds an environment where internal and external feedback is sought and connected, and where staff and students are actively involved in an ongoing dialogue about the quality of the education provided, of the strategies and policies implemented. The alliance is thus enabled to ensure the quality of its activities and monitoring systems and to work towards an all-embracing quality culture focused on a continuous improvement of its provision¹² and of the alliance's sustainability.

Supporting questions:

- In the current development phase of the alliance, what internal quality assurance and enhancement policies are in place or being designed? How do they tie in with the management model pursued and with an active involvement of students, staff, alumni, the professional field, and external independent experts?
- What external quality assurance and enhancement procedures are being developed, how are all alliance's stakeholders actively involved, how cyclical will they be? How is it foreseen that they influence internal quality assurance and enhancement policies?
- What role will benchmarking/benchlearning play in quality assurance and enhancement procedures developed at the level of the alliance?
- How will the alliance connect internal and external feedback and communicate the outcomes of its quality assurance and enhancement procedures to staff, teachers, students and relevant external stakeholders? How will this feed into an active improvement of the quality assurance and enhancement policies?

¹¹ This standard and its supporting questions draw on MusiQuE Standards 6.1, and EUniQ Standard 2.2 in a way deemed relevant for the IN.Tune Alliance's current state of development

¹² As in previous standards, the alliance's provision refers to teaching and learning with links to research, innovation, and service to society.

- How will quality assurance and enhancement outcomes be used for the active pursuit of overall improvement – i.e. to make alliance-wide changes to strategies, policies, and activities, and to further develop its capability for long-term sustainability?
- How will the effectiveness of the alliance's overall monitoring systems be measured and how will they be regularly revised?
- What are the alliance's goals in relation to building an overall quality culture in which all those involved contribute to innovation and to continuous improvement of the its provision?

Suggested supporting documents/data:

- Strategies/policies for quality assurance and enhancement system
- Documentation regarding policies and procedures related to quality assurance and quality enhancement
- Agendas and minutes of meetings
- Evidence of complaints procedures, if available

Mapping of EUniQ & MusiQuE Standards for Institutional Reviews*

MusiQuE Standards for European Universities Alliances in Music and Arts	EUniQ	MusiQuE Standards for Institutional Reviews
I. Policies, strategy and decision making		
Standard 1 Strategy and policies	2,1;	1,1
Standard 2 Governance and decision making	2,3	1,3
II. Educational goals and processes		
Standard 3. Educational goals		1,2, 2,1
Standard 4. Student-centred learning	2,3	2,1, 4,1
Standard 5. Teaching staff qualifications, professional activity and development		3,1
Standard 6. Facilities, services and support staff	2,4	5,1
Standard 7. Students' employability		2,3
Standard 8. Engagement within the external social context	2,1, 2,2	4,2, 6,1
III. Quality Culture		
Standard 9. Internal communication processes		6,1
Standard 10. Evaluation and monitoring and improvement policy	2,3; 2,4	7,1

*The MusiQuE Standards for Institutional Reviews that were not yet considered in creating the framework herein are as follows:

- Standard 2.2. Student Progression and Assessment
- Standard 5.2 Health and Well-being

Given the IN.Tune's Alliance early stage of development, it was considered that there is not sufficient scope for these standards to be included in the assessment framework. They will be considered during the further phases of revision, in close coordination with the alliance's further development.

Relevance of the assessment framework for IN.Tune Work Packages

MusiQuE Standards for European Universities Alliances in Music and Arts	Suggested relevance for IN.TUNE Work packages
I. Policies, strategy and decision making	
Standard 1 Strategy and policies	WP1
Standard 2 Governance and decision making	WP1
II. Educational goals and processes	
Standard 3. Educational goals	WP3, WP4
Standard 4. Student-centred learning	WP2, WP6
Standard 5. Teaching staff qualifications, professional activity and development	WP5 (perhaps also WP3&4)
Standard 6. Facilities, services and support staff	WP5
Standard 7. Students' employability	WP6
Standard 8. Engagement within the external social context	WP6
III. Quality Culture	
Standard 9. Internal communication processes	WP8, all
Standard 10. Evaluation and monitoring and improvement policy	WP7, all

Topics to consider for the next revision:

- MusiQuE Standard 5.2. Health and Well-being to be included under Standard 6 (considering that it pertains to the learning environment and the available support services)
- Standards 7 and 8 are currently very focused on the music and related artistic fields. If we aim that this framework becomes a set of MusiQuE standards that can be used by all European Universities (not only by those for Music and other Arts) we should consider rephrasing the text and questions for these two standards.
- To (re)consider where is the most appropriate to address the topic of external communication – Standard 8, Standard 9, a separate Standard (e.g. Public Information)?