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IN.TUNE

Innovative Universities in Music and Arts in Europe

IN.TUNE Internal Quality Assurance Plan

Deliverable 7.2 (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.

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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 Internal evaluation processes (deliverable 7.2)**, has been drafted during the first year of the IN.TUNE European University Alliance. Together with the IN.TUNE Plan for External evaluation processes (see deliverable 7.3), 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 each 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 internal 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 Internal evaluation processes

Deliverable 7.2 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.

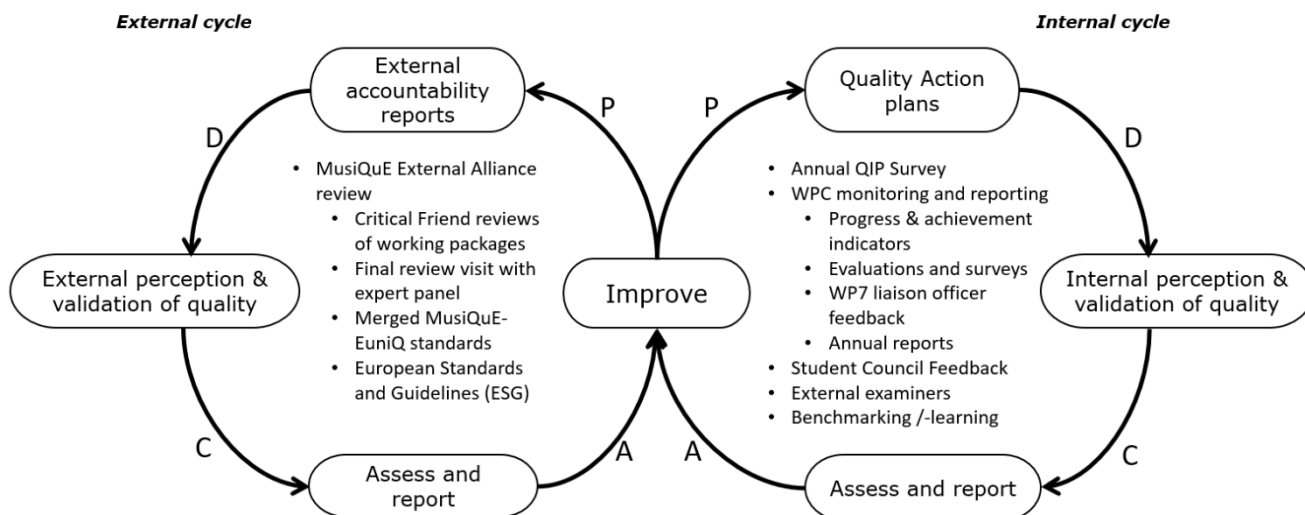


Figure 1. Lemniscate of Continuous Improvement

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.

Internal evaluation processes

Internally, evaluation will be conducted through surveys and activity reports based on criteria specifically developed for IN.TUNE. Work package 7 will coordinate these activities for IN.TUNE as a whole, while liaison officers from WP7 will work with all the working packages, their chairs and Institutional Alliance managers to support monitoring and evaluation of their goals and activities as well as clarifying responsibilities and aligning expectations. Relevant internal and external reports will be shared with the different WPCs, so that they can incorporate them in their approach (see also D7.3 Plan for external evaluation processes). Furthermore, the development of the exchange of international examiners is set up as an activity inside the alliance and is therefore perceived as an internal cycle instrument.

Internal cycle instruments

The *internal perception of quality* will be monitored by various instruments.

- An **annual survey** among active participants in the IN.TUNE: A survey, entitled the Questionnaire for IN.TUNE Participants (QIP), asking for participants' opinions on relevant aspects of IN.TUNE (based on its vision, mission and goals). This will help us to timely identify what goes well and what could be improved in the view of the participants. It will also provide us with a quantitative measurement over the course of four years working together in the alliance and to identify trends. In order to use the feedback properly, it is important to be able to distinguish between the context of the responses, for example, the different work packages, the student council, management (AMT) or the Administrative Committee. The survey will be processed anonymously. Questions that can be added to the QIP to address topics relevant at a particular stage of the Alliance. Adding such variable sets of questions are discussed annually, around the end of the academic year, by the colleagues in WP7.

The QIP has been structured in ten sections, collecting feedback on issues ranging from management, transparency and communication to roles, workload and diversity. The questionnaire has been developed by a task force of WP7 Committee members and discussed with the committee as a whole. One of the institutions will take the responsibility to distribute the survey across the alliance through making use of its institutional survey software. The most recent version of the QIP can be found in Appendix 2.

- The WPCs will also be asked to formulate **indicators for progress and achievement** for their work. Members of the WP7 Committee can give advice with the formulation of these indicators if needed. The indicators will be referred to in the intermediate and annual reports presented by the WPCs.
- Feedback from the **Liaison Officers** of WP7. As is described in Appendix 1, the Liaison Officers are an important source of information regarding the progress of the Work Package Committees and identifying opportunities for best practice sharing and further dissemination within the alliance. In brief, the tasks for the Liaison Officer are the following:

- Give advice to the chair of the counterpart WP on setting up and implementing the internal quality assurance processes inside the WP, such as surveys and internal activity reports.
- Contribute to the annual reporting on the progress of the task, deliverables and milestones of each Work Package. Each Liaison Officer will be expected to write a short evaluation report on the progress of the Work Package with suggestions for improvement if relevant. A template will be designed for these internal evaluation reports.
- Share experiences and determine best practices with the colleagues in WP7 for further dissemination within the alliance.
- As part of the internal *and* external accountability reporting of IN.TUNE, the WPCs will write **Annual reports** on their activities. These reports are shared with the WP Committee, the Executive Committee, the Governing Board, the Administrative Committee, and the Student Council. Quantitative data collected relate to indicators such as budget and financial planning, statistics on activities and the number of participants (e.g. in trainings and events), as well as the use of digital tools developed by the project (e.g. website, social media, the use of digital technologies in mobilities and in Learning & Teaching).
- Evaluation through **International Examiners**: In order to also address artistic standards in the QA approach of the alliance, an intra-university scheme for the exchange of examiners will be set up during the first three years of the alliance, in the context of which alliance partners will engage in taking part in formal examination and assessment processes. This will not only contribute to an alliance wide discussion on artistic quality standards, but also give a unique opportunity to teachers to learn about assessment, quality standards and feedback mechanisms in other institutions. The development of this scheme will be based on several steps. Firstly, an inventory of current examination rules and practices with regards to examiners will be made. Secondly, based on this inventory, a scheme will be devised on how these international examiners can best operate within the institutional examination systems and how these related to the institutional quality assurance systems. A small number of pilot visits of such international examiners will also be launched in the first year of the alliance.
- An **IN.TUNE benchmarking/learning system**: An IN.TUNE benchmarking (or rather benchlearning) system will be developed, which will bring together and compare relevant data (e.g. student numbers, application numbers, financial information, mobility statistics, etc.) that can be compared by the institutional leaderships and inform their decision making at institutional and alliance levels.
- The WPCs will also develop and implement **evaluative surveys for separate activities** organised by the work packages. More explicitly, this could be evaluation surveys for conferences, specific meetings or courses, etc.
- **Feedback from the Student Council** who have the responsibility of representing the students' voices to the governance bodies and WPCs, by reporting on the students' views, needs and wishes concerning the further design and implementation of IN.TUNE.

To strengthen the PDCA cycle, it is important that the different Working Packages, the IN.TUNE ExCom, the Governing Board and other stakeholders have access to annual reports and the reports

on surveys. The results and reports of the internal PDCA-cycles together constitute an important source for possible improvements, sometimes with possibilities for direct implementation and otherwise to recognize the voice of internal stakeholders, close the feedback loop and strengthening internal accountability. This completes the *internal cycle*.

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 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. In Appendix 3, a first proposal of the structure for such a comparative study can be found.

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.	

Appendices

[Appendix 1. Tasks and Responsibilities of the WP7 Liaison Officer](#)

[Appendix 2. Questionnaire for IN.TUNE Participants \(QIP\)](#)

[Appendix 3. Template for the collection of information for Comparative Study](#)

Appendix 1. Tasks and Responsibilities of the WP 7 Liaison Officer

Liaison officers **QA Support by WP7**

A Liaison officer is a:

- ∞ Colleague from IN.TUNE WP7 Committee connected to a specific Work Package (WP).
- ∞ Partner to the WP Chair in giving advice on tailor-made Quality Assurance solutions for the Work Package aligned with the overall IN.TUNE Quality Assurance approach.
- ∞ Source of advice regarding the evaluation of progress in the assigned Work Package and the identification of opportunities for Best Practice Sharing.

What to expect from a Liaison officer:

1. Advice on *setting up* and *implementing* the internal Quality Assurance *processes* of the IN.TUNE Work Package, such as surveys and internal activity reports based on a methodology specifically established for the activities in the alliance.
2. Contribution to the annual *reporting* on the progress of the task, deliverables and milestones of each Work Package. Each Liaison Officer will be expected to write a short (maximum 1.5-2 page) evaluation report on the progress of the Work Package with suggestions for improvement if relevant. This **Liaison Officer's Annual Evaluation Report** should be based on the following sources:
 - ✓ 1-2 visits to WP Committee meetings per year (this will normally be online meetings)
 - ✓ 1-2 meetings with the WP Chair per year to discuss progress
 - ✓ The results of the QIP - Questionnaire for IN.TUNE Participants
 - ✓ Reports and documentation developed in the WP. The interim and annual reports of the WP should include a reflection on how it evaluates the WP activities through making use of the indicators as mentioned in the WP Briefing Paper. The original indicators can be adjusted to the needs of the WP, but it is advisable to ask the Liaison Officer for advice for these adjustments in order to maintain consistency in the use of these indicators across the alliance.
3. *Share* experiences and *determine* Best Practices with the colleagues in WP7 for further dissemination within the alliance.

How to involve the Liaison officer:

- ∞ The WP Chair initiates contact with the designated Liaison officer (see table below). If the WP Chair does not contact the Liaison Officer, the Officer will remind the WP Chair.
- ∞ The WP Chair can request an individual online meeting with the Liaison Officer to discuss quality assurance matters bilaterally.
- ∞ A Liaison Officer joins at least one online meeting of the Work Package annually. If desired by the members of the WP (and if feasible for the Liaison Officer), this can be more often.
- ∞ The WP Chair can ask the Liaison Officer for advice on collecting input for internal and external evaluation processes.

Availability of the Liaison officer:

- ∞ The Liaison officer has a role in not one, but two Work Packages of the Alliance. Therefore, there is a limit to the amount of time the Liaison Officer can invest in the designated Work Package.
- ∞ Because of financial and time restrictions, it is not possible for the Liaison Officers to join live meetings of the designated Work Package.

Appendix 2. Questionnaire for IN.TUNE Participants (QIP)

Questionnaire for IN.TUNE Participants

With this annual survey we ask you to provide feedback based on your experiences with IN.TUNE so far. The survey will be processed anonymously and the answers will not be traceable to individuals. Based on the results we will get a better picture of what is going well and what could be improved, and make adjustments where necessary.

If you do not want to / cannot answer a question, you can leave it unanswered.

Thank you in advance for your input!

Please indicate your role in the IN.TUNE Alliance

- Member of a Working Group (WG)
- Member of WPC1/Executive Committee (ExCom)
- Member of Work Package 2 Committee (WPC2)
- Member of Work Package 3 Committee (WPC3)
- Member of Work Package 4 Committee (WPC4)
- Member of Work Package 5 Committee (WPC5)
- Member of Work Package 6 Committee (WPC6)
- Member of Work Package 7 Committee (WPC7)
- Member of Work Package 8 Committee (WPC8)
- Member of the Administrative Committee (AC)
- Member of the Alliance Management Team (ATM)
- Member of the Student Council (SC; choose only if you are not a member of any WPC)

I General satisfaction:

1. If you were to rate working with IN.TUNE so far with a report grade, what grade would you give it?

(1: very negative - 5: very positive)

2. If you were to rate working in your WPC/Working group so far with a report grade, what grade would you give it?

(1: very negative – 5: very positive)

Open question:

If you wish please elaborate your answer:

II Clarity and transparency within the Alliance

1. The structures of IN.TUNE are clear to me at this point.

(1: strongly disagree - 5: strongly agree)

Open question:

If you wish please elaborate your answer:

2. The working process of IN.TUNE is clear to me at this point.

(1: strongly disagree - 5: strongly agree)

3. Decision-making within in the Alliance is transparent

(1: strongly disagree - 5: strongly agree)

Open question:

If you wish please elaborate your answer:

III Contribution to the Mission and goals of IN.TUNE

Based on your experiences this year, has the work of the Alliance contributed to achieving the following IN.TUNE's mission and goals?

1. *Building an effective, systemic and sustainable deep institutional cooperation that can bring transformational change in our institutions based on our existing connections.*

2. *Strengthening, through deep institutional cooperation, artistic and educational innovation, and research in our institutions, as well as in the higher music education sector and in the cultural and creative sector as a whole, and offer students and professionals unique educational opportunities that will increase their chances to access, create and maintain sustainable careers.*

3. *Playing an active role in shaping the future of both our sector and our societies by taking up the educational, professional, societal, technological and ecological challenges of today*

through creating a forward-looking institutional environment, and by empowering students and staff to address these challenges through their creative work.

1. Not at all
2. To some extent
3. Neutral
4. To a considerable extent
5. To the full extent

Open question:

Would you like to give further feedback on the mission and goals of IN.TUNE?

- No
- Yes, namely

IV Performance - IN.TUNE

In general, how satisfied are you with:

1. Collaboration with the Chair of my WPC
2. Collaboration with the colleagues in my WPC
3. Collaboration with my Institutional Alliance Manager
4. Collaboration with the Liaison Officer from WPC7 / Quality Assurance (*only for those who collaborate with Liaison officers*)
5. Support by the Liaison Officer from WPC7 / Quality Assurance (*only for those who collaborate with Liaison officers*)
6. Communication about IN.TUNE activities
7. Knowledge in your Home institution about IN.TUNE
8. Support from your Home Institution for the activities of IN.TUNE
9. (Future) value of the IN.TUNE Alliance for your Home Institution
10. (Future) value of the IN.TUNE Alliance for students from your Home Institution
11. (Future) value of the IN.TUNE Alliance for teachers from your Home Institution

1. Very dissatisfied
2. Dissatisfied
3. Neutral
4. Satisfied
5. Very Satisfied

Open question:

Would you like to give further feedback on your experience thus far with IN.TUNE?

- No
- Yes, namely

V Performance –Group =WPC, WG, ExCom, AC, ATM, GB

(See the options in the opening question if you are unsure about the abbreviations)

1. I know the goals of my group
2. My group is on track with the deliverables
3. The quality of work delivered by my group is of a high level
4. My group performs large amounts of work
5. My group successfully contributes to achieving the goals of IN.TUNE
6. Overall, my group performs well
7. Work/projects are successfully completed within my group
8. My competences are contributing to my group
9. The ideas and suggestions of my group are heard / considered by the upper-level body of the Alliance / higher levels of the Alliance hierarchy? Decision making bodies of the Alliance?

1. Disagree very much
2. Disagree
3. Neutral
4. Agree
5. Agree very much

Open question:

Would you like to give further feedback on your experience so far within your WPC?

- No
- Yes, namely

V The Executive Committee (ExCom)

1. I am aware of the tasks and responsibilities of the Executive Committee
 - a. Yes
 - b. No

(If Yes ==> the following questions appear as well)

2. The Executive Committee operates effectively
 3. The Executive Committee has a clear vision of the future
 4. The Executive Committee seriously considers ideas and suggestions from WPCs and working groups
 5. Decision-making within the Executive Committee is transparent
1. Disagree very much
 2. Disagree

3. Neutral
4. Agree
5. Agree very much

VI Workload in the Alliance

1. I have enough time to do the work expected from me
2. I can combine my work for the Alliance well with my regular job/student life
3. I can discuss the workload with the chair of my WPC or someone else who is my next-level manager within IN.TUNE

1. Disagree very much
2. Disagree
3. Neutral
4. Agree
5. Agree very much

In general, I find my workload in the Alliance:

1. Far too low
2. Too low
3. Good
4. Too high
5. Far too high

Open question:

Would you like to give further feedback about your workload in the Alliance?

- No
- Yes, namely

VII My role in IN.TUNE

1. I know what results are expected from me
2. It is clear to me what work I need to do
3. I know which work/task is important to take up immediately
4. It is clear to me how to perform my work
5. It is clear to me when I have done my work well

1. Disagree very much
2. Disagree
3. Neutral

4. Agree
5. Agree very much

Open question:

Would you like to give further feedback about your role in IN.TUNE?

- No
- Yes, namely

VIII Working climate of IN.TUNE:

1. In the Alliance/my WPC, one can bring up difficult issues
2. In my WPC it is easy to ask others for help
3. In my WPC, it is not a problem to make a mistake
4. In my WPC, people accept each other's differences
5. I know to whom to turn in case of experiencing challenges related to working climate

1. Disagree very much
2. Disagree
3. Neutral
4. Agree
5. Agree very much

Open question:

Would you like to give further feedback about the working climate? We are particularly interested in your feedback if you answered question number 5 "Disagree very much" or "Disagree"

- No
- Yes, namely

IX Diversity and Inclusion

1. I am familiar with the measures taken within the Alliance to promote equality, inclusion and diversity
2. Background (age, gender, geographical origin, sexual orientation et cetera) does not affect how one is treated within the Alliance
3. The Alliance promotes a culture of equal opportunities

1. Disagree very much
2. Disagree
3. Neutral
4. Agree
5. Agree very much

Open question:

Would you like to give further feedback on diversity and inclusion?

- No
- Yes, namely

X Feedback / suggestions for the questionnaire

Your opinion is very important to us. If you have feedback/comments to the questionnaire, please leave it here:

Thank you for your cooperation in completing this questionnaire!

Appendix 3. Template for the collection of information for Comparative Study on institutional QA systems

MusiQuE's Comparative Study on QA Practices and Processes across the IN.TUNE Alliance

Step 1. Collection of data from the IN.TUNE partners

Timing: September – December 2024

Tasks & responsibility: IN.TUNE partners will provide information to MusiQuE through the information sheet included below.

Important notice:

It is advised and strongly recommended that **only existing documentation be used to answer the questions listed in the questionnaire herein** that are relevant for your institution.

In cases where no documentation is available in English, **materials in the local language can be submitted** at this stage. MusiQuE will make use of Google Translate tools to process all preliminary data collected in this phase.

The preliminary data will be further refined and, where the case, clarified, through targeted interviews planned during the second phase of the study.

Expected result: Preliminary data base of quality assurance (QA) and quality enhancement (QE) practices and processes across the European University

Guidelines for filling in the information sheet:

Consider the questions and the suggested evidence listed under each chapter **as guidelines that are meant to support you in selecting the relevant information and documentation to address the queries**. Their purpose is to enable MusiQuE to better contextualise and understand the QA and QE practices currently in place in each of the partner institutions within the Alliance.

You may also **use the guiding questions, to the extent that they are relevant and applicable to your institution**, in order to structure the information provided in the text box – e.g. as sub-titles.

Once you selected the information you want to provide for each chapter, the guiding questions and the list of suggested evidence can be removed from the final document.

It is not mandatory to use the text boxes in the template below to structure the data you want to provide. Their purpose is simply structural in the context of the questionnaire herein, but they can be removed if they are not helpful in editing the document.

Data Collection Information Sheet

Please fill in the following information sheet and return it to staff@musique-qe.eu **by 30 November 2024**.

The questions listed under each section are indicative, and they may be addressed to the extent that are relevant or applicable to your institution. Comprehensive and descriptive answers to these questions would facilitate a thorough and contextualised understanding of the quality assurance (QA) and quality enhancement (QE) practices and processes in place within your institution. If you are unable to answer one or more questions, please mention this in the form.

Please note that **we strongly advise you to (re)use all available material already produced** during the most recent self-evaluation processes linked to external evaluations that your institution underwent voluntarily or formally.

Where convenient, you can also consider the option to solely include links to already existing documents – e.g. organisational charts, policy documents, etc., from where the relevant information can then be extracted by MusiQuE. Examples of such documentation were provided under the *"Suggested material"* section for each topic. Please keep in mind that these lists are also **purely indicative and have a guiding purpose**.

A. Context, governance, decision making, and communication processes at institutional level

1. National legal context

- What are the relevant national quality assurance requirements and provisions that your institution must fulfil in order to maintain its accreditation?

Examples of documentation that may be provided:

- State-specific regulations, criteria set up by e.g. national quality assurance and accreditation bodies, qualifications framework, etc.;
- Links to national frameworks for accreditation/review that are relevant / applicable to your institution.

Please offer here information about the legal / national / local context that is relevant for your institution. This would help MusiQuE better frame the quality assurance and quality enhancement practices conducted within the institution.

You can include in the text direct links to national frameworks and other relevant documentation, regardless if they are in English or in the national language.

2. Institutional governance and decision-making processes

- Is your institution autonomous or part of a larger educational structure?
- What are the governing bodies of the institution and its organizational structure?
- What are the decision-making levels and how are responsibilities defined at each level?

Examples of documentation that may be provided:

- Details of the organisational structure of the institution (e.g. organisational chart);
- Details of the senior staff structure of the institution and line management responsibilities;

Please offer here information about the governance model, the organisational structure and the decision-making processes in your institution. Should most of the relevant information be published on your website, you can list the links to relevant pages.

3. Internal communication system / procedures / policies

- What is the internal communication system in place and how are the institution's various stakeholders being connected within this system (permanent and temporary teaching and non-teaching staff, students, management, faculties, departments, external collaborators, etc.)?

Examples of documentation that may be provided:

- Communication policy / guidelines
- Communication tools for the publication of information to students and staff (e-platforms, newsletter, boards, etc.)
- Student/staff feedback (focus groups, internal and external surveys)

Please offer here information about the internal communication system in place and the tools that your institution uses. Links to policy documents and any other information readily available on your website can be added herein.

B. Quality assurance, quality enhancement, quality culture: tools, practices, and processes

Please consider including in this section all information deemed relevant for showing how your institution is enabled to ensure the quality of its educational programmes and how it works towards an all-embracing quality culture.

1. External Quality Assurance

- What **external** quality assurance and enhancement procedures are in place, how cyclical are they, and how do they impact internal quality assurance and enhancement policies?
- How are institutional stakeholders (staff, teachers, students, alumni, representatives of the music profession and related artistic domains) actively involved in the creation,

development and implementation of external quality assurance and enhancement policies?

Examples of documentation that may be provided:

- Documentation regarding policies and procedures related to quality assurance and quality enhancement
- Strategies/policies for external quality assurance and enhancement system

Please offer here information about the external quality assurance practices your institution employs.

2. Internal Quality Assurance

- What **internal** quality assurance and enhancement procedures are in place, how cyclical are they, and how do they impact the periodic review of the educational offer?
- How are institutional stakeholders (staff, teachers, students, alumni, representatives of the music profession and related artistic domains) actively involved in the creation, development and implementation of internal quality assurance and enhancement policies?

Examples of documentation that may be provided:

- Documentation regarding policies and procedures related to quality assurance and quality enhancement
- Strategies/policies for internal quality assurance and enhancement system
- Evidence of complaints procedures

Please offer here information about the internal quality assurance practices your institution employs.

3. Benchmarking/benchlearning

- How does the institution position itself against similar (inter)national institutions and learns from best QA / QE practices in the field?
- How are best practices within the institution identified and shared and how do they feed into quality assurance and enhancement processes?

Please describe here information about benchmarking/benchlearning processes practiced in your institution.

4. Quality culture and processes

- How would you describe the quality culture within your institution?
- How does the institution connect internal and external QA tools and how does it feed into quality assurance and enhancement policies?
- How is quality assurance and enhancement used at an institutional level to make institution-wide changes/changes to programmes?
- How is the effectiveness of quality assurance and enhancement procedures being monitored and how are they regularly revised?
- How are the institution's quality assurance and enhancement processes and their results communicated to staff, teachers, students, and external stakeholders?

Please describe here information about the Quality culture and processes in your institution.