

Making the move from Quality Assurance to Quality Culture concrete: an example from the field of music

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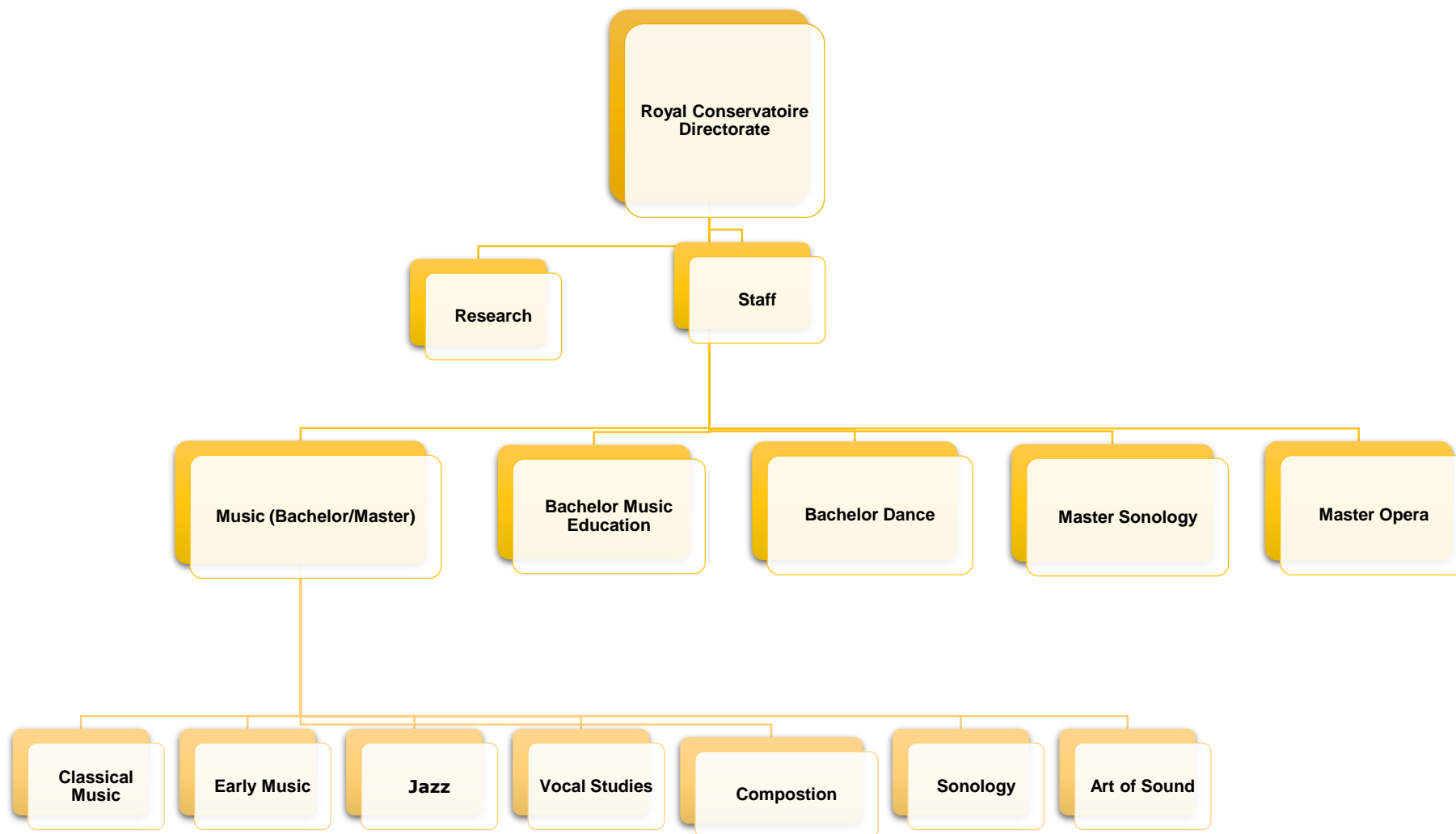
Some background information....

Quality (assurance) in a conservatoire context:

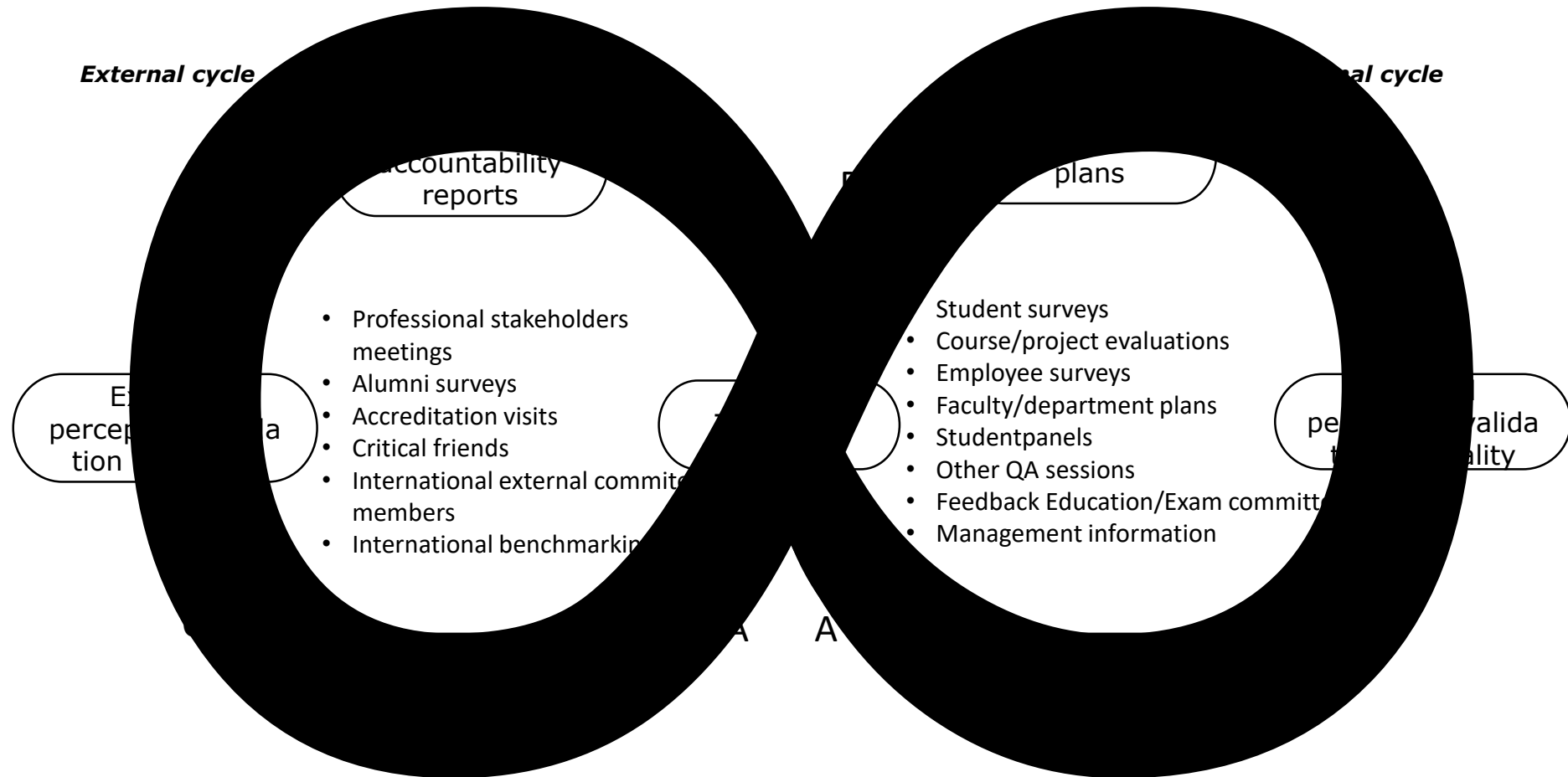
- Eternal quest for excellence and improvement
- What is quality: artistic standards <-> educational quality
- Influence of the Bologna process: creating confusion?
- Formal/informal cultures: highly individualised education
- Low sense of ownership/interest by students and teachers
- Strong international context
- Internal <-> external: we are a performing arts organisation

New approach with the aim to...

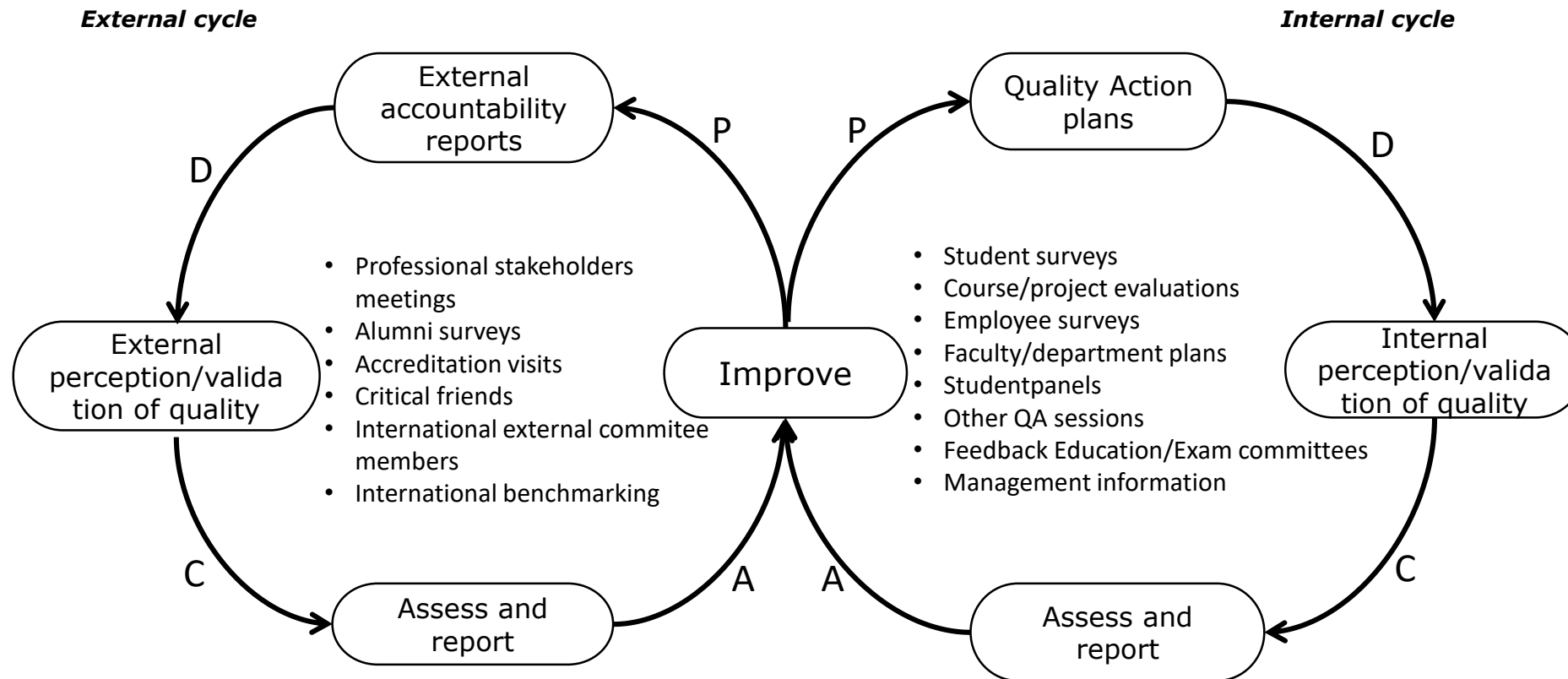
1. Link artistic standards with educational quality
2. Balance formal and informal approaches
3. Balance quantitative and qualitative tools
4. Use international perspectives
5. Link internal and external perceptions of quality
6. **ESPECIALLY:** increase ownership and relevance for students and teachers



Quality Culture at the Royal Conservatoire 'Lemniscate of Continuous Improvement'



Quality Culture at the Royal Conservatoire 'Lemniscate of Continuous Improvement'



An example of an internal tool

Student panels:

- Balance of formal/informal: formal agenda and reporting in informal setting
- Artistic and educational issues can be discussed
- Used as input for external tools, e.g. the Critical Friend visits
- Reporting back on improvements is essential



What happens with your feedback?

At various occasions you – students and staff – provide the conservatoire with valuable feedback concerning what goes well and what could be improved. To keep you informed we provide you with this (regularly updated) list showing the suggestions for improvement that have been followed up!

Curriculum

- The course Preparation for Professional Practice (B4, Classical department) has been expanded
- The Classical department has revamped its B2-3 chamber music program, with speed date and lock-off sessions, chamber music nights and a new chamber music minor pilot.
- The Vocal Department has employed a new methodical drama teacher for B1 students on the positive advice of students who have worked with him outside the KC. After two very successful workshops for the PPF course focusing on PR, finance, administration and marketing for musicians, the teacher has been invited back again this year.
- The Composition department has restructured the theory courses in the Bachelor curriculum.

Education Service Centre

- As from the beginning of this academic year students can generate, download and print a Proof of Enrollment on their. Students need this Proof of Enrollment for arranging practical affairs, such as insurance and housing.

Facilities

- New storage facilities for cello's have been created on the sixth floor.

When you have any questions or if you want to know more, please contact us: quality@conservatorium.nl





**Koninklijk
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Hogeschool der Kunsten
Den Haag
University of the Arts
The Hague

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Other examples of internal QA tools:

- Student satisfaction surveys
- Employee satisfaction surveys
- Annual departmental development plans
- Feedback Education/Examination Boards
- Course evaluations/Semester evaluations

An example of an external tool

Critical friend visits:

- Annual visits ‘Critical Friends’ at department level + one follow-up visit within 6-year period
- Reports ‘Critical Friends’ + departmental responses form (part of) self-evaluation report
- Prepares and informs (‘light weight’) ‘classic review’ every 6 years

Benefits...

- Personal contact to students and teachers
- Takes both aspects of the concept of quality into account
- Speaks the language of students and teachers
- Strongly focused on quality enhancement because of qualified recommendations
- QA workload evenly divided
- A positive and vibrant dynamic within the department:
increased level of ownership

Other examples of external QA tools:

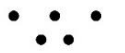
- Professional stakeholders meetings
- Alumni surveys
- (International) accreditation visits: *MusiQuE* – Music Quality Enhancement
- International committee members for final examination panels
- International benchmarking:
 1. U-Multirank for music
 2. International Benchmarking Exercise

Planning Critical Friends						
	2016/2017	2017/2018	2018/2019	2019/2020	2021/2022	2022/2023
Classical			x			x
Early Music	X			x		
Jazz		X			X	
Vocal		X			X	
Composition		X			X	
Music Teacher			x			x
Sonology	X			x		
Art of Sound	X			x		
Dance			x			x
Planning Semester evaluation						
	2016/2017	2017/2018	2018/2019	2019/2020	2021/2022	2022/2023
Classical			x			x
Early Music	X			x		
Jazz		X			X	
Vocal		X			X	
Composition		X			X	
Music Teacher			x			x
Sonology	X			x		
Art of Sound	X			x		
Dance			x			x
Planning Professional stakeholders meeting						
	2016/2017	2017/2018	2018/2019	2019/2020	2021/2022	2022/2023
Classical		x			x	
Early Music		x			x	
Jazz			x			x
Vocal	x			x		
Composition			x			x
Music Teacher				x		
Sonology					x	
Art of Sound			x			x
Dance				x		

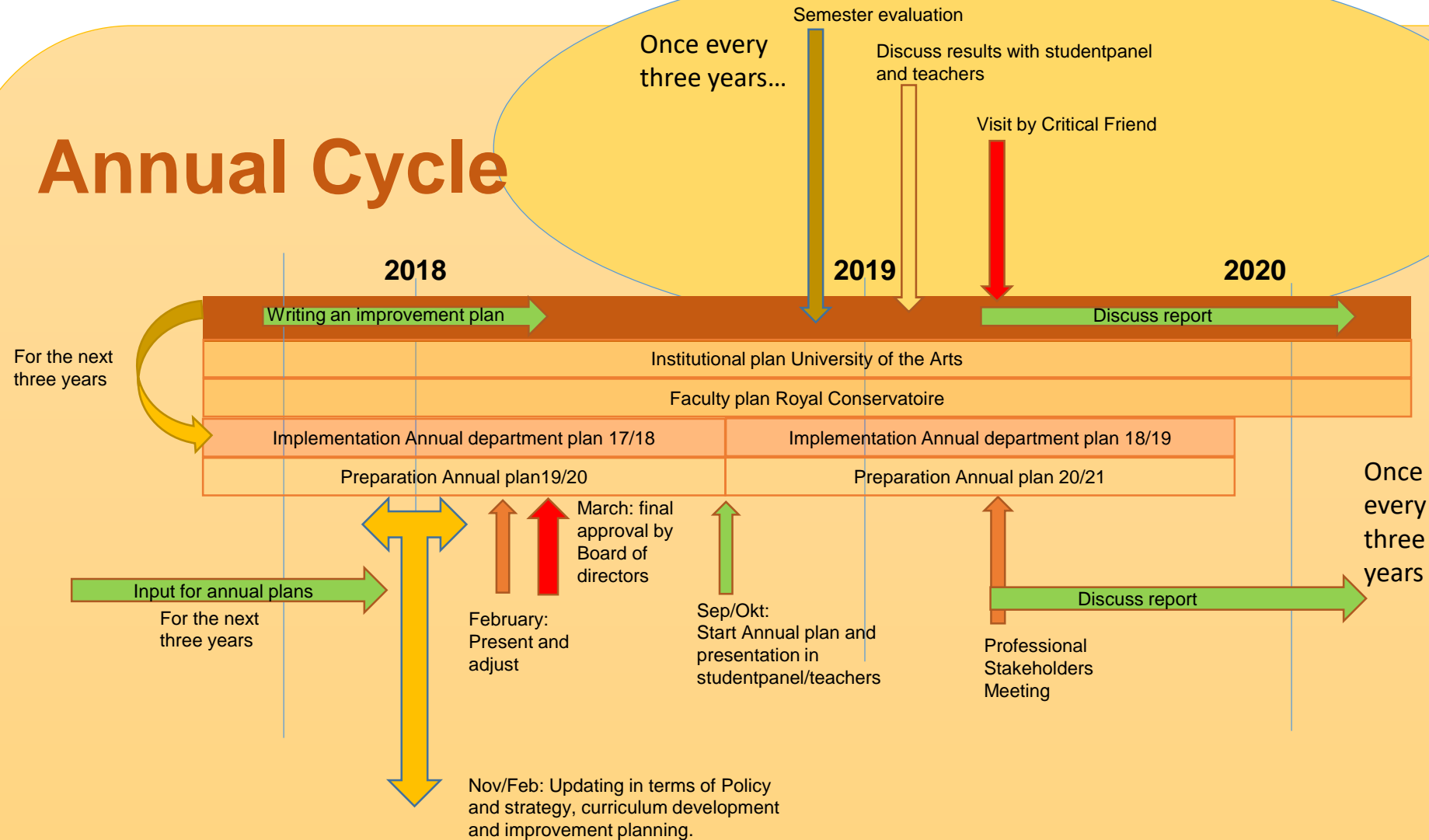
The semester evaluation is always combined with and feeds into the visit of the Critical friend

A studentpanel is in place and actively involved in the process

Professional stakeholders meetings are never planned simultaneously with critical friends



Annual Cycle



Once every six years: 'light weight' classic review

Optimistic...

- Increased relevance of QA, especially in terms of ownership of departments and teachers through 'Critical Friends'
- Connection artistic standards <-> educational quality
- Increased involvement of students through student panels
- Investment in support needed, but the increased ownership helps...
- International approach supports our international claims
- Continuous approach spreads workload
- Quality Culture Office in the centre of the institution
- Active role in pilot on Institutional Accreditation Dutch ministry of education

So a shift...

- From Quality Assurance -> shared Quality Culture
- From a technocratic approach to Quality Assurance -> a discussion about the content of our education

EITHER



OR





Lemniscate of
Continuous Improvement

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Questions for discussion

- What is your experience with creating links between internal and external perceptions of quality?
- In particular, what kind of tool for external quality assurance do you have in addition to the formal external processes demanded by your government, such as accreditations or external review?
- In the development of your Quality Culture, what role is being given to students?

Thank you!

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Royal Conservatoire The Hague:
<https://www.koncon.nl/en/about-kc/quality-culture-office?>

MusiQuE – Music Quality Enhancement: www.musique-qe.eu

