



Self-evaluation report Programme review

MUSL_GIT0	Bachelor of Music - Speciality Performance
MUSL_GCO0	Bachelor of Music - Speciality Composition
MUSL_GDR0	Bachelor of Music - Speciality Conducting
MUSL_GMU0	Bachelor of Music - Speciality Musicology
MUSL_GPE0	Bachelor of Music - Speciality Pedagogy
MUSL_GPR0	Bachelor of Music - Speciality Production and Management
MUSL_GS00	Bachelor of Music - Speciality Sonology
MUSL_MMAA	Master in Advanced Music Performance Studies: Classical and Contemporary Music Instruments
MUSL_MMAK	Master in Artistic Teaching of Flamencology

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Escola Superior de Música de Catalunya

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ESCOLA SUPERIOR DE MÚSICA DE CATALUNYA

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Introduction

The production of the self-evaluation report

Following the procedure established by the Internal Quality Assurance System (SIGQ) of the Escola Superior de Música de Catalunya (ESMUC), process “2.4 Accreditation of qualifications” in the second dimension “Design, revision and improvement of training programs” [E0101], on June 8, 2023 the ESMUC Management Committee (CoD) appointed the Internal Assessment Committee (CAI) for the accreditation of the Bachelor’s Degree in Music, of the Master in Artistic Teaching of Classical and Contemporary Music Performance and of the Master in Artistic Teaching of Flamencology [E0102]. The CAI was constituted on June 12, when the process of collecting information from the groups of interest and analyzing the first available data and indicators began. A few weeks later, on June 22, the CoD approved the internal calendar of the process, as proposed by the IAC [E0103 and E0104]. Between June and October 2023, the IAC met regularly to follow up on the reflections and assessment of the data contained in this self-assessment report and to resolve any doubts that arose during the process [E0105]. The committee has been in permanent contact with the different academic, administrative and service managers of the center.

Members of the Internal Assessment Committee:

- Joaquim Rabaseda, Research, Quality, and Innovation Manager
- Rolf Bäcker, academic member
- Ilaria Sartori, academic member
- Rosa Tamarit, service member
- Clara Jiménez, service member
- Adrià Crespo, student member

At the beginning of its activity, the CAI shared the standards to be evaluated, the guidelines for their assessment and the guidelines proposed by the Guide for the accreditation of higher artistic education published by the Agency for the Quality of the Catalan University System (AQU). The previous self-assessment reports written by the institution (E0106, E0107 and E0108) and the follow-up reports of the degrees in the process of accreditation [E0109] were shared. After the sharing, the members of the CAI distributed the standards for the elaboration of the initial orientations, assuming all of the members the responsi-

lity of contacting the academic, administrative and service managers, and of collecting the corresponding information from the groups of interest.

The purpose of the requests to those responsible and stakeholders was to 1) provoke reflection and take note of the necessary explanations for interpreting and going deeper into the data and indicators, 2) update the contents related to each standard and, in particular, to present those non-substantial minor modifications to the audited reports, and 3) to incorporate the comments, recommendations and requirements formulated in the response of the evaluation committees to the degree monitoring reports.

From this communication made by the members of the CAI to the different managers of ESMUC, the weaknesses to be solved with the improvement plan have been detected, diagnosed and prioritized.

A few weeks later, the conditions, requirements and recommendations indicated in the accreditation and follow-up reports were jointly reviewed, and the first contacts were established with those responsible for the degree programs and the institution. The actions foreseen in the improvement plans presented in the self-accreditation reports of the Master's degrees in Flamenco, Jazz and Lied [E0107] and Music Research [E0108], and those foreseen in the improvement plan of the follow-up report of the bachelor's degrees in music and the Master's degrees in Flamenco and Research [E0110], were also reviewed. Finally, the actions foreseen in the improvement plan of the self-report on the accreditation of the bachelor's and Master's degrees in artistic teaching of classical and contemporary music performance [E0106] were reviewed. These reviews were organized according to the six standards of the process and have been included in this way in the following report.

In mid-July, the drafting of the evaluations and reflections of each standard began, and an initial evaluation of their compliance was carried out based on the rubrics published in the AQU guide. A few weeks later and during August, the definitive template for the accreditation process arrived, in which the relationship between the 20 AQU standards and the 23 standards of the quality agency MusiQuE was established, which also provided a set of guiding questions for each of the standards. In resuming the activity in September, the CAI made a first evaluation and sharing of the two new standards, located in chapter 7, on internationalization and social commitment strategies. Immediately, the information and reflections related to these new standards were requested from those responsible for the masters, the cultural services and external relations, and the academic secretary of the institution.

In September, specific doubts were resolved, formulated by the members of the CAI, which were often related to the availability of indicators, such as the need to expand the table of indicators and evidence published on the web. We also proceeded to make the selection of subjects of each degree program to evaluate standard 6, based on the initial proposal made by the academic heads of the degree programs and the Interdepartmental Council of the institution. Finally, based on the partial improvement plans generated by the pro-

cess “1.3 Continuous improvement” of the first dimension “Review and improvement of the SIGQ” [E0111], and the actions proposed by the CAI from this self-assessment, the improvement plan attached at the end of the report was drafted, which was integrated into the Action Plan 2023-24 [E0112], as established in the process “1.4 Action plans” of the same first dimension of the SIGQ [E0113].

During the preparation of the accreditation and the elaboration of the self-assessment report, the teaching staff has been informed about the need to collect the evidence related to their subjects and has been invited to actively participate in the assessment in different meetings of the teaching staff of the last two years. At the ordinary general meeting of the teaching staff at the beginning of the academic year on September 6, 2023, all administrative, service and teaching support staff were also invited to explain in detail the accreditation process [E0114]. The members and functions of the different ESMUC quality committees (Evaluation Committee, Studies Committee and Internal Evaluation Committee) were explained in detail, the six quality standards that govern the accreditation of Catalan institutions were recalled, the VSMA framework (Verification, Monitoring, Modification, Accreditation) was specified, and the specific calendar of the accreditation to which this report belongs was presented. Throughout the process, the president of the CAI has been at the permanent disposal of any interested person who wished to make specific requests or had doubts to be solved.

This information has been shared with the IAC. The self-report was ratified on October 18, 2023. Prior to the publication of the self-report, the CoD, the Interdepartmental Council, the coordinators of the two evaluated Master’s degree programs were informed of the conclusions of the evaluation, and the first return of these academic bodies was attended prior to the publication of the self-report. During the second half of October, the self-report was published on the institution’s website, and the different groups were informed by e-mail. The resulting comments and suggestions have been collected and analyzed by the CAI. At the same time, the evidence has been prepared, structured and published, as well as the preparation of the visit of the external evaluation committee.

The following self-assessment report was approved by the Board of Directors on November 2, 2023 [E0115]. It has been sent to the Department of Education..

Executive summary

The Escola Superior de Música de Catalunya offers a bachelor’s degree program, six official Master’s degrees, two university Master’s degrees and six private Master’s degrees. In the 2022-23 academic year it had 245 faculty members, 612 bachelor’s degree students and 318 Master’s degree students, of which 70 in the Master’s degree in Performance of Classical and Contemporary Music and 45 in the Master’s degree in Flamencology.

The bachelor in Music, which is classroom-based, is organized with the seven specialties typical of this training in Spain: Composition, Conducting, Performance, Musicology, Pedagogy, Production and Management, and Sonology. Within the specialization in Performance, students enroll in a specific modality of instrument or voice that integrates four areas: Jazz and Modern Music, Early Music, Classical and Contemporary Music, and Traditional Music. The qualification, which offers 150 new places each year, was accredited for the first time in 2018.

The Master's degree in Performance of Classical and Contemporary Music, which is classroom-based, organizes five specializations according to the type of instrument or voice: Guitar, Orchestral instruments, orchestra, organ, piano and voice. This is an advanced training that guarantees the professional and research specialization of the students. The degree, which offers 60 new places each year, was accredited for the first time in 2018.

The Master's degree in Flamencology, in distance mode, offers specialized research training in this specific field of musicology, taking into account the particularities of the language of the repertoire under study as well as the historiographical and theoretical tradition that studies it. With this process the degree, which calls for 35 new places each year, hopes to achieve its first accreditation.

History of the institution and the programmes

The Government of the Generalitat de Catalunya created the Fundació Escola Superior de Música de Catalunya, in 2001, in order to establish the first public center to offer a Bachelor's Degree in Higher Artistic Education in Music (and now also a Master's degree) with the clear ambition of forming part of the European Higher Education Area. The Foundation's Board of Trustees is chaired by the Minister of Education of the Generalitat.

The vision of ESMUC reflects the diversity of the current musical panorama, understanding music as a phenomenon that has a professional and social dimension and function. The teaching staff, the areas of knowledge and specialization, and the management of the different subjects are structured in 7 academic departments, organized in two coordinating offices that group together the instrumental departments, on the one hand, and those of musical creation and thought, on the other [E0201]:

- Instrumental Departaments
 - Classical and Contemporary music
 - Jazz, Flamenco, Traditional and Popular Music
 - Early Music

- Departments of musical creation and thinking
 - Music Creation and Theory
 - Education and Artistic Mediation
 - Cultural and Musical Studies
 - Music Technology and Management

Although the initial maximum capacity was 600 undergraduate students, with an offer of 150 places per year, in the 2007-2008 academic year, ESMUC began to offer its own Master's degrees. With the approval of Royal Decree 1614/2009 of October 26, 2009, higher artistic education institutions were authorized to offer official Master's degrees. In the 2010-2011 academic year, ESMUC opened the first official Master's degree, together with the Universitat Autònoma de Barcelona. In the 2013-2014 academic year it presented the first official Master's degree program attached solely to the institution, the Master's degree in Advanced Artistic Studies in Performance: Classical and Contemporary Music Instruments, accredited jointly with the bachelor's degree program in 2018. The 2015-2016 academic year saw the opening of three more Master's degree programs, all of them in performance: the Master's degree in Artistic Teaching of Advanced Studies in *Lied, Canción Española* and *Cançó Catalana* performance, the Master's degree in Artistic Teaching of Advanced Studies in Jazz and Popular Music Performance and Composition, and the Master's degree in Artistic Teaching of Advanced Studies in Flamenco. They were jointly approved on April 22, 2016 and passed the accreditation for the 2021-2022 academic year. The Master in Flamencology was initially a specialization of the Master's degree in Flamenco. Subsequently it was separated, approving its curriculum on October 29, 2018. It is the only official Master's degree of ESMUC pending accreditation. In the academic year 2019-2020 a new official Master's degree of the institution was opened, the Master in Artistic Education in Music Research, approved on June 2, 2017 and accredited last year, 2022-2023. The program of all these masters is 60 ECTS and they are designed to be studied in one year. In contrast to undergraduate studies, and due to the specialization of the MECES3/EQF7 level, the coordination and direction of the Master's degrees fall more directly on the departments that have competence in the areas of knowledge and specialization of the degrees [E0202].

In parallel to the implementation of Master's degrees, research at ESMUC has also expanded its deployment and official recognition. In 2014 it obtained the recognition of an emerging research group assigned only to ESMUC by the Agency for Management of University and Research Grants (2014-SGR-1382), which was renewed in the next call (2017-SGR-788). In the last call, an emerging research group attached to the institution (Cultural and Musical Studies Research Group, 2021 SGR 00454) was newly recognized. At the same time, the school's teaching staff participates in other groups recognized within the same System of Research Groups of the Generalitat de Catalunya: Music, Technology, Patrimony and

Memory, of the Universitat de Barcelona (2021 SGR 006600), Sound and the City, of the Universitat Autònoma de Barcelona (2021 SGR 00796), Music, patrimony and society, of the Barcelona delegation of the Consell Superior d'Investigacions Científiques (2021 SGR 00499) and of the Research Group on Music Technology, of the Universitat Pompeu Fabra (2021 SGR 00938). In addition, it participates in the group Music, Scenic Arts and Musical Patrimony of the University of Valladolid [E0203].

In 2020 the position of Head of Research, Quality and Innovation was created, replacing the first position of Coordinator of Masters and Research, created in 2012 with the pursuit of two objectives: to link research to innovation and quality, and to naturalize and incorporate the offer of masters in the general offer of the institution's degree. In June 2021 the Board of Trustees of the Fundació Escola Superior de Música de Catalunya approved new statutes that explicitly include research associated with higher and postgraduate music education, and establish the development of research plans within the institution's own activities [E0204]. It also approved the new regulations of the institution [E0205]. The relevance of masters and research at ESMUC, therefore, has increased during the last two years, consolidating its place in the MECES2/EQF6 and MECES3/EQF7 levels within the European Higher Education Area.

On January 2023 ESMUC applied to the European call for proposals for University Partnerships, within the Erasmus+ program [E0206]. The proposal was presented under the name IN.TUNE (Innovative Universities in Music & Arts in Europe) and linked seven more centers: Conservatoire National Supérieur de Musique et de Danse de Paris, Universität für Musik und Darstellende Kunst Wien, Norges Musikkhøgskole d'Oslo, Universitatea Nationala de Muzica Bucuresti, Taideyliopisto Helsinki, Univerzitet Umetnosti u Beogradu, and Stichting Hogeschool der Kunsten den Haag, coordinating institution of the alliance. The European Commission will favorably endorse the 48-month proposal, which will increase the international mobility of students, faculty and administrative and service staff, while promoting a shared curriculum for the eight institutions and the design of hybrid, face-to-face and virtual courses and other teaching units at the same time. This is a long-term agreement of the eight institutions to implement a strategy of cooperation in higher education in music and art that will lead to the transformation of European society, making it more sustainable, more democratic and stronger. Furthermore, the alliance will enable the transformation of the institutions themselves with the ability to take on common challenges and share strategies and experiences in teaching innovation, among other opportunities for improvement.

The national music educational system

Defining the music education system in Spain is a complex undertaking and still under construction. It was not until 1990 that the Education Law (Law 1/90) provided two indispensable elements for its development: on one hand, it includes music for the first time in compulsory education and, on the other hand, it separates the different stages of what it calls special education, music among them, distinguishing those that lead to qualifications with academic validity from those that can be studied in specific schools with a differentiated organization and structure. This separation of educational stages (called *Bachelor's Degrees*) certainly produces an advance in the emancipation of higher studies, but it does not manage to overcome the tradition of conservatories of producing a fundamentally instrumental training, nor to completely segregate studies leading to higher education from those that form part of the integral and lifelong education of children and young people.

The territorial deployment of the educational system has the different accents that the State has. We must not forget that the Spanish state became democratic after the death of the dictator in 1975 and the first constitution (1978) defines it as an autonomous state, in order to avoid the term *plurinational*, which is still an object of dispute. This autonomous organization is specified, in educational matters, in some competences reserved to the State (the general organization of the educational system, the setting of minimum curricula, ...) and others that are deployed by the autonomous communities (regional governments). In the case of Catalonia, the impulse of the 1990 Law initiated a path of recognition of an embryonic ecosystem where music schools and conservatories of (the so-called) professional level were to expand the base of musical practice, well differentiated from higher education. An ecosystem but with the inherent weaknesses generated by the scarcity of public centers that guaranteed equal opportunities to bring musical practice throughout the territory. The public centers were (and still are) managed by the City Councils as were (at that time) the higher centers (without the City Councils having any competence).

The revolution brought about by the Bologna Declaration in 1999 did not begin to be applied in Spain until the 2010-2011 school year. Before that, a new education law was passed in 2006 (Law 2/2006) that made no notable contributions to music education, keeping it in the category of special education, but it did make a substantial modification in higher education: the name of the degrees. The degree was called *Bachelor's Degree Degree in Higher Artistic Education*, in line with European convergence. Higher musical (and artistic) education, however, continued within the framework of compulsory and post-compulsory education and was managed by the Ministry of Education (and the Departments of Education of the autonomous governments), even though the EQF level (in Spain MECES) was the same as that of the rest of higher education, in Spain deployed by the universities. This linking of higher music education with that of the lower levels hindered (and still hinders) a true modernization of studies and adaptation to contemporary needs.

The Government of Catalonia, aware of these constructions, decided in 2001 to set up a new higher education institution that would go beyond the conservatory model and become a true higher education center: with a comprehensive curriculum, a transversal education, which would include all styles (at that time the higher conservatories only taught classical music) and all specialties beyond the traditional ones of Interpretation, Composition and Conducting, and which would recognize a system of credits to the subjects very similar to the ECTS. He recruited the best professionals and articulated the management of the institution through a foundation model seeking maximum flexibility to escape from a civil service system that had bureaucratized the life of the conservatories and giving it a management autonomy typical of a higher institution. Thus was born, 22 years ago, the Escola Superior de Música de Catalunya, ESMUC.

In these 22 years ESMUC has been a pioneer in the teaching of specialties that the rest of the State did not recognize (Sonology or Production and Management), has been related to the rest of the ecosystem behaving as a true national team, has accompanied research processes of its faculty and has addressed the necessary changes to systematically update the service to the country, gradually transforming itself into a true public sector Foundation through its organizational structure or its Code of Ethics, making its management increasingly transparent, incorporating the views of students, faculty and other non-teaching staff, deploying an Internal Quality Assurance System that understands continuous improvement as its driving force.

However, this vocation as a 21st century institution comes up against state educational structures that hinder the emancipation of ESMUC from other levels of the educational system and do not allow it to act on eye level with the rest of the institutions that offer degrees at the same EQF level, the universities. These are some examples:

- Grants to students. University students enjoy the possibility of obtaining tuition grants (the total subsidy of the price of the studies, around 1.600€) and students of higher artistic education only enjoy the basic grant (around 300€).
- Autonomy in the design of the curriculum. The universities elaborate the proposal of their degrees to be verified and accredited by the agencies of university quality, the centers of higher artistic education deploy a basic and common design of the curriculum that, in the case of Catalonia, is also verified and accredited by the same agency of university quality.
- Register of Universities, Centers and Degrees (RUCT). The degrees and, in fact, the university centers themselves, are registered in the RUCT, which is used for international recognition of the official status of studies. Degrees in higher artistic education are not accepted, which makes it difficult for students from outside the European Union to gain access, especially if they are seeking access with a scholarship from their country of origin, and also makes international recognition (also within the EU) of their own degrees difficult.

- Doctorate. The centers of higher artistic education are not authorized to offer doctoral studies except alongside a university. This subordination to the university system makes the creation of autonomous doctoral programs impossible and prevents the academic teleology in the research lines already established for Master's degrees.

In order to overcome these four elements of inequality of higher artistic education centers with respect to university centers, ESMUC —unlike the majority of centers in Spain—, has been able to count on the autonomy granted to it by its form of management (foundation), the political support of the Government of Catalonia and the determination of its governing teams acting on each factor of inequality as follows:

- Grants. The ESMUC Foundation has created a system of grants to support students with financial difficulties.
- Autonomy in the design of the curriculum. ESMUC, with the support of the Department of Education, has proposed to the State each new degree that it has considered necessary for the updating of the studies to the contemporary needs (Sonology and Production and Management were first degrees that later have been recognized by the Spanish Ministry of Education).
- RUCT. ESMUC has been active in the demand to be included in this registry, making the necessary amendments to what was to be a new Law of Higher Artistic Education (not created due to the anticipated call for elections in July 2023) and calling the parties in negotiations to support their amendments.
- Doctorate. Despite the impossibility of leading doctoral studies, ESMUC faculty members supervise doctoral theses (next year these directions will be part of the incentives for professional development of teachers) and hosts several research groups, one of which is recognized by the ad hoc agency of the Department of Universities.

It is therefore obvious that, despite the difficulties that the Spanish educational system imposes on the system of artistic higher education, ESMUC has made every step possible to overcome them and thus offer a truly superior environment to its students and teachers, ESMUC has made all the steps that have been in its hands to overcome them and thus offer a truly superior environment to its students and teachers, while it has created a team of professional administrative and service personnel in the requirements that a center of this nature has, whether in terms of Production, Logistics (with an instrument park adapted to its needs), IT and Systems, Communication or economic and human resources, far from the possibilities of other centers stuck in an environment that is not theirs.

The paradox of the drawing on higher education published by the Spanish Government is revealed in its Royal Decree 628/22 (see Figure 1): higher artistic education is non-university education within the framework of university education.

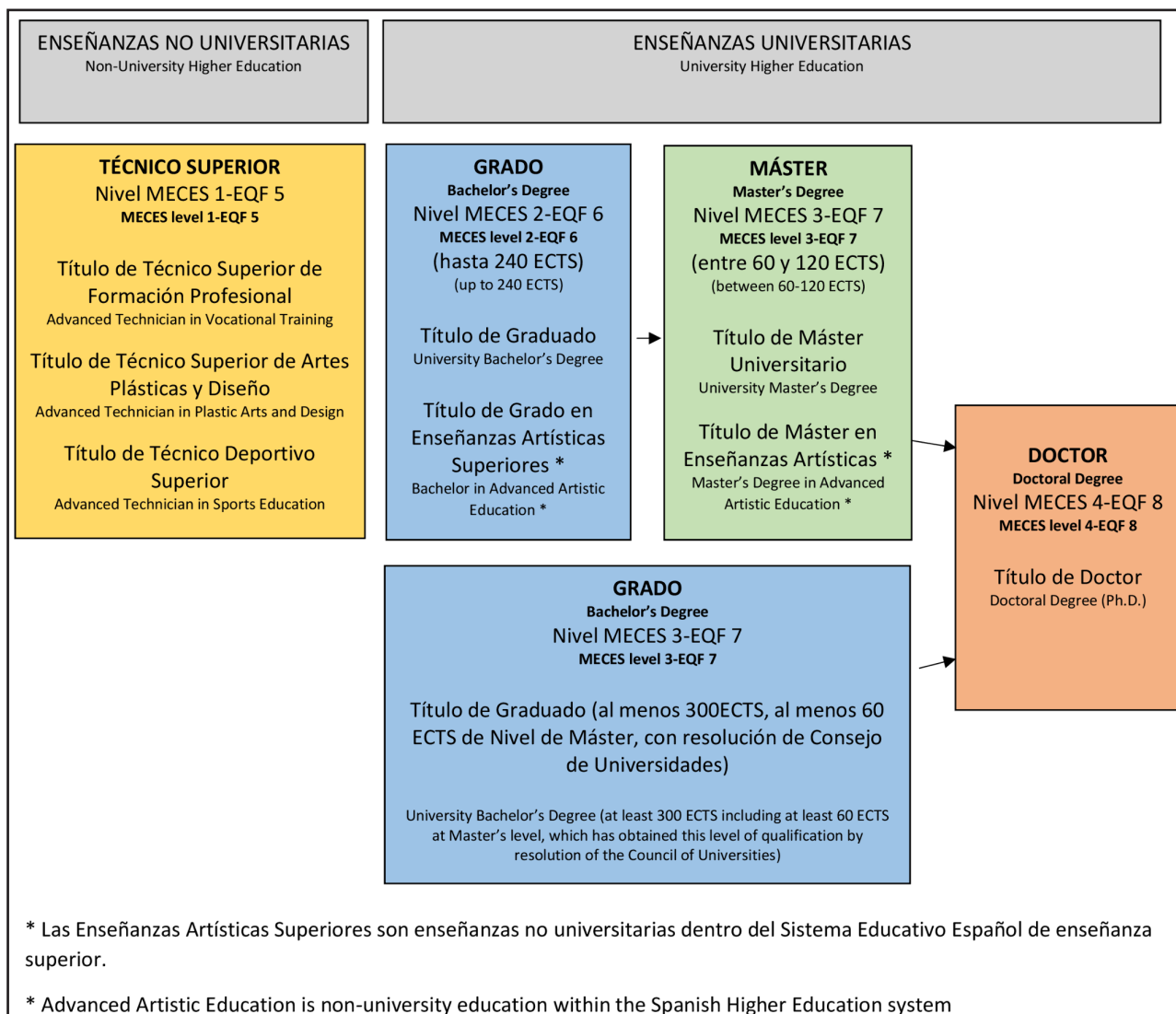


Figure 1

Compliance with the criteria and standards of the assessment

1 Quality of the training programme

The design of the degree (profile of competencies and structure of the curriculum) is updated according to the requirements of the discipline and responds to the training level required by the MECES.

Response to the requirements and recommendations made by the Specific Commission of the Arts and Humanities branch of the AQU corresponding to the follow-up of the 2019-2020 academic year [E0109]:

- Recommendation for the Master's degree in Flamencology to promote actions to incorporate the gender perspective in all subjects of the degree. The issue has been discussed in several meetings of the master's teaching staff. All the teaching plans have been revised to incorporate this perspective and guarantee an inclusive language in the writing. As a result of the revision, the teaching plans of the subjects Flamenco in the Arts and History of Flamenco have been revised. In the same spirit and to make the teaching team more equal, three new teachers have been incorporated.
- Recommendation for the Master's degree in Flamencology to promote the degree and increase enrollment. Currently the demand is much higher than at the time of the follow-up report. This is interpreted as an indicator of improved management, on the one hand, but also as a general increase in distance learning due to the Covid-19 pandemic.
- • Recommendation for the Master's degree in Flamencology to incorporate training complements to the degree's memo. It has not been implemented because the coordination and teaching staff of the Master's degree did not consider it a priority.

1.1 The competence profile of the degree is consistent with the requirements of the discipline and with the corresponding training level of the MECES.

1.1.1 Bachelor's Degree

Assessed with degree verification [E1111].

1.1.2 Master's degree in Performance of Classical and Contemporary Music

Assessed with degree verification [E1121].

1.1.3 Master's degree in Flamencology

Assessed with degree verification [E1131 and E1132].

1.2 The study plan and the structure of the curriculum are coherent with the competency profile and the objectives of the degree.

1.2.1 Bachelor's Degree

Assessed with degree verification [[E12101](#)], including the modification of 2016 according to which unified the itineraries of Conducting and Musicology [[E12102](#)], and with the accreditation of 2018 [[E12103](#)].

In December 2021, at the proposal of the Department of Music Creation and Theory and with the favorable report of the Studies Committee [E12104], the course Improvisation and Accompaniment IV became a general course for all classical and contemporary instrumental modalities, except Organ, without this entailing the suspension of the course Improvisation IV specific to this instrument. The name of the course was also changed to *Contemporary Improvisation*. The aim of the change was to guarantee that the students would acquire those contingents and resources of contemporary music linked to improvisation. The proposal was accepted by the Management Committee on 13 January 2022 [[E12105](#)]. The change involved the modification of the distribution of credits between the subjects Instrument and voice and Complementary instrumental training in the Piano modality, so that the subject would have the same 2 credits as the other modalities. The remaining credit of the course was transferred to the Main Instrument 7th course, which went from 13 credits to 14 credits. Being a change of less than 7.5% of the total, it is reported in this self-assessment report. The proposal of change was communicated to the Department of Education on March 2, 2022, and was accepted a week later, after a joint study with AQU. Afterwards, a review of the subjects Improvisation and Accompanying I to III was carried out in order to check the coherence of the itinerary and to evaluate the presence of accompanying contingents in the subjects implemented. No competency, objective or content related to accompaniment was detected, which is why it was proposed to modify the title of the course [E12106].

After the 2018 accreditation, work has been done to publish the teaching plans for the course in three languages. In the improvement plan for the 2020-21 academic year, two

measures were included to achieve this objective [E12107, núm. 178 i 179]. The Studies Committee prepared a first report on the revision of the contents of the bachelor's and Master's degree teaching plans (E12108). After an initial diagnostic analysis of the current teaching plans, the Committee recommended activating the updating of the teaching plans through the departmental coordinators, adding the competencies and learning outcomes, specifying the subject to which each subject belongs and completing the drafting of the pending bachelor's and Master's degree teaching plans. Based on the proposal prepared by the same Studies Committee, the Management Committee approved a new teaching plan model [E12109]. Immediately all the teaching staff was informed at the next ordinary general meeting [E12110] and a plan was established for the revision of all the center's plans, prioritizing those of the degree programs. It is expected to complete the publication of more than 60% of the teaching plans by the end of this year, and completely by the end of the current academic year 2023-24. A sample of these new teaching plans are the Main instrument [E12111], Final thesis [E12112].

Taking advantage of the simplification and homogenization of the contents of the teaching plans, a course syllabus template has been implemented to make it easier for faculty to describe and agree with students each semester the details of the planning, learning activities, and evaluation criteria of a teaching plan [E12113]. The departments share the programs collected each year, which are made available to the Assessment Committee and the Studies Committee, and to the working groups that may be created, in order to carry out the analyses that allow the quality of the degree to be improved. See, for example, the programs of the subjects Music Analysis I [E12114], Popular Music Arrangements I [E12115], Popular Music Composition [E12116], Instrumental Ensemble Didactics [E12117], Curriculum Design, Development and Innovation [E12118], Law I [E12119], Lyrical Scene II [E12120], Composition Basics [E12121], Body Training and Communication I [E12122], History of Catalan Music of the 19th and 20th Centuries [E12123], Jazz improvisation and accompaniment I [E12124], Main instrument electric bass [E12125], Main instrument flute [E12126], Secondary instrument piano [E12127], Chamber music [E12128], Musica and Dance [E12129], General Music Perception [E12130], Workshop Musical Essay [E12131], Recording and Production Techniques I [E12132], IT Programming Techniques III [E12133].

1.2.2 Master's degree in Performance of Classical and Contemporary Music

Assessed with the initial verification of the degree [E1221] and with the accreditation of 2018 [E1222], in which changes were made to the verified report to include the speciality of Organ.

In order to improve the attention to the students, the individual teaching of the Master's Thesis has been increased from 6 to 10 hours of class time. The teaching time for the course Interpretation has also been modified, leaving aside the initially planned collective hours and establishing a total of 10 and a half hours of individual teaching per student. The teaching of the subject Orchestral Passages has been increased to match it with the sub-

ject Solo Piano Repertoire, both with a total of 10 hours of teaching, and the teaching of the subject Analysis for pianists has also been increased to match it with Analysis for students of orchestral instruments with a soloist itinerary, both with a total of 30 hours. These three measures give more coherence between the different specialties of the Master's degree.

1.2.3 Master's degree in Flamencology

Assessed with the initial verification of the degree [E1231].

1.3 The students admitted have the appropriate entry profile for the degree program and the number of students is consistent with the number of places offered.

1.3.1 Bachelor's Degree

	2019-2020	2020-2021	2021-2022	2022-2023
Places offered	150	150	150	150
Applications	421	427	497	445
Candidates	378	405	464	323
Admitted	151	145	145	137
Enrolled	142	144	137	134

All enrolled students have an entry profile in line with that established for the degree. The number of students is consistent with the number of places offered. The demand is always higher than 280%. The selection process of the entrance exams significantly reduces the number of people admitted. On the other hand, the enrollment percentage of admitted applicants is always higher than 94%.

1.3.2 Master's degree in Performance of Classical and Contemporary Music

Offer of places, demand and enrollment

	2019-2020	2020-2021	2021-2022	2022-2023
Places offered	60	60	60	60
Applications	71	78	91	154
Candidates	38	46	60	107
Admitted	26	25	28	58
Enrolled	26	25	28	58

All of the people enrolled present an entry profile appropriate to that established for the degree. However, for years the number of students was not consistent with the number of places offered. This disproportion has been corrected, especially in the 2022-23 academic year. The enrollment data for the current academic year 2023-24 confirms the trend and consolidates the planned places with a demand that exceeds 250%. The selection process significantly reduces the number of people admitted, who in all cases enroll in the studies.

1.3.3 Master's degree in Flamencology

Offer of places, demand and enrollment

	2019-2020	2020-2021	2021-2022	2022-2023
Places offered	20	35	35	35
Applications	13	49	58	45
Candidates	12	31	41	30
Admitted	12	31	34	29
Enrolled	12	31	34	29

All those enrolled present an entry profile appropriate to that established for the degree. Since its introduction as a separate degree from the Master's degree in Flamenco, the Master's degree in Flamencology has progressively increased the number of applications and applicants. Probably the global demand for distance learning due to the Covid-19 pandemic explains the significant increase experienced in the 2020-21 academic year in all indicators. For this reason, the number of places was increased to 35. At the same time, the number of places in the master's research program was reduced from 30 to 15.

1.4 The degree program has adequate teaching coordination mechanisms.

1.4.1 Bachelor's Degree

Since its founding in 2001-2002, ESMUC convenes three regular faculty meetings every year with the aim of reporting on the general functioning of the school, the main data on student recruitment and academic results, and on all those aspects that facilitate the smooth running of training programs. The meetings often leave a space for group work on the most relevant current issues for the school with the aim of encouraging the involvement of teachers and collecting their observations and evaluations: the elaboration of the ethical code, power relations in higher education centers, organization of the shared

musical repertoire between teachers of different subjects, the incorporation of the gender perspective, artistic projects as research merits, student assessment [E1411], the contribution of the different subjects to the acquisition of student competencies [E1412].

Every five years, the Heads of the academic departments meet with the general management and the team of the general subdirectorate of academic planning and organization in the Interdepartmental Council, where the regular processes of the academic calendar are jointly discussed (beginning of the academic year, recruitment actions, course planning, announcement of places and entrance exams, among others), planning of the course, announcement of places and entrance exams, among others) and it is also the backbone of internal communication with the teaching staff, collecting proposals and observations made from the departments and also commissioning specific actions and questions about the academic, research and artistic activity of the teaching staff. The council discusses all those aspects that allow to ensure the transversal approach of the center and balance the needs and demands related to the seven specialties and the four areas of musical performance related to the departments.

The departments also meet periodically, some with regular weekly meetings, others monthly and others more sporadically. The meetings are the proper space for debate and discussions on the professional development of the teaching staff, the evaluation processes and student follow-up. They also allow to organize well the artistic and recruitment activity linked to the studies (concerts, large ensembles, jam sessions, old music meetings, specific instrument forums, performances and lectures at conservatories, music schools and high schools, welcome sessions for future students). The department is the basic and fundamental unit of the academic life of the center, the body responsible for the teaching, research and cultural life of ESMUC.

Beyond these ordinary mechanisms of teaching coordination, other meeting spaces are organized to discuss in a collegial way different aspects related to academic life, such as the meeting held on January 18, 2022 with the people responsible for coordinating the studies on institutional assessment, student assessment, planning and management of the center and power relations [E1413] or the general meetings held on July 2023 with the teaching staff accredited to conduct final degree projects on regulations, assessment and student dedication [E1414]. These last meetings were derived from the complete implementation of a new internal management system for the Final Degree Theses, which groups in the same flow application the presentation of the advanced projects, the awarding of the theses, the signing of the evaluation rubrics and the minutes, and the student satisfaction survey. They were also derived from the improvement proposals made by the Interdepartmental Committee as a result of the increase in the number of students who cancel the call and who demand to defend the work in the extraordinary call in July [E1415].

Other areas of coordination are established at the request of department heads or spontaneously among the faculty responsible for related subjects who wish to avoid duplica-

tion or gaps in the content of their subjects. Examples of this are subjects offered by the Departments of Music Technology and Management and Artistic Education and Mediation, or between subjects of the same department, such as, for example, Main instrument and Body training, or Introduction to music technology, Recording and post-production techniques and Fundamentals of acoustics.

1.4.2 Master's degree in Performance of Classical and Contemporary Music

The coordination of this Master's degree is attached to the Department of Classical and Contemporary Music, with the participation of professors with doctoral degrees from the Department of Cultural and Musical Studies. The coordination mechanisms of the Master's degree, given that there are so many modalities, are established with the sectorial coordinators (string, wind, piano, guitar), who aim at guaranteeing the best attention to the students, inform and organize the planning of the teaching staff, the teamwork to ensure consistency in the contents and forms of evaluation, as well as to collect the concerns and proposals for improvement, both from teachers and students, and raise them when appropriate to the Deputy Director of planning and academic organization to include them in the aspects to be reviewed by the Management Committee.

1.4.3 Master's degree in Flamencology

The coordination of this Master's degree is attached to the Department of Jazz, Flamenco, and Popular Music, with the participation of faculty from the Department of Cultural and Musical Studies and shared coordination with a professor from the Department of Education and Artistic Mediation. Following the same general dynamic of integrating the teaching staff in the continuous improvement of the degree, during the 2022-23 academic year, monographic meetings were held to improve the process of directing the Master's thesis and to share criteria, methodologies, definitions and reference materials on advanced research [E1431].

1.5 The application of the different regulations is carried out adequately and has a positive impact on the results of the degree.

From the 2021-22 academic year, undergraduate and Master's degree students have access to all the updated regulations of the institution and degrees through an academic information portal [E1501], which also specifies the different academic procedures with the corresponding application form. The academic year 2022-23 will also be incorporated into the Portal of the teaching staff, a page that brings together different information about the center and its functioning [E1502]. The Academic Secretary periodically reviews the

functioning of the regulations and proposes to the Management Committee any modifications that are considered an improvement. When areas for improvement are detected, they are also analyzed by the Interdepartmental Council. This analysis leads to actions for the improvement plan, such as the proposals made in the 2022-23 academic year to update the regulations of the Final thesis [E1415] and the creation of two working groups to finalize it [E1503].

There is a tendency to generate a homogeneous and valid regulatory framework for all studies. When the legal framework does not allow it, the regulations are broken down according to the level, as in the case of cancellations of the call for bachelor's [E1504] and master's [E1505], of the continuance of bachelor's [E1506] and master's [E1507], of the processing of the bachelor's [E1508] and master's [E1509] degree. There are also some regulations that are specific to a degree level, such as the change of specialization [E1510], or even to a specific specialization, such as the secondary instrument regulations for students of the specialties of interpretation and pedagogy in the bachelor's degree [E1511] or the application for a mention for the specialization of pedagogy in the same studies [E1512]. However, whenever possible, an attempt is made to generate a single regulatory framework for all students, as can be seen in the other sections of the academic information portal.

2 Relevance of the public information

The institution adequately informs all stakeholders about the characteristics of the program and the management processes that guarantee quality.

Response to the requirements and recommendations made by the Specific Commission of the Arts and Humanities branch of the AQU corresponding to the follow-up of the 2019-2020 academic year [E0109]:

- Request to review and complete the information on teaching staff, teaching guides and learning outcomes. Resolved in the section on teaching staff, in the section on studies and in the section on web data and indicators.
- Requirement for the Master's degree in Classical and Contemporary Music to review and publish all the indicators required in the Monitoring Guide, it is recommended that the indicators for the last three years be displayed in order to be able to establish possible trends. Resolved in the data and indicators section of the web.
- Requirement for the Master's degree in Flamencology to review and clarify the difference between the Flamenco Master's degrees taught at the center. Resolved during the 2020-21 academic year, as stated in the self-assessment report for the accreditation of the Master's degrees in Flamenco, Jazz and Lied (2021).

To complete the information that follows in the three sub-standards, and in relation to the MusiQuE 6.1 standard on internal and external communication processes, we detail that e-mail is the basic means of communication between teachers, students, teaching support staff and administrative and service staff. In addition, since the technological development due to the Covid-19 pandemic, the different groups of the center also learned to relate to other applications of the Office 365 environment (Teams for remote face-to-face meetings and short and quick response communications, Sharepoint to share documents, Planner to organize group tasks). Without going any further, many of the teaching and administrative and service coordinations are held in this virtual environment, facilitating the implementation of remote work for those people who request it according to the specific labor regulations in force.

In addition to internal communication, the website and academic portals, the Communication Service publishes two weekly newsletters and other occasional newsletters, aimed at specific audiences and announcing the offer of masters or the announcement of the Joan Guinjoan Award, for example. The weekly newsletters are: "No t'ho perdís", with information on grants, competitions, discounts, auditions, etc., which is sent to students, graduates, faculty and administrative and service staff of the School [E201]; and "Destacats", addressed to the previous groups and, in addition, to conservatories and music schools, press, subscribers, friendly and neighborhood organizations and students interested in studying the ESMUC degree [E202]. This newsletter points to the activities of the School and published on the website. These communications are also disseminated and followed through social networks.

2.1 The institution publishes accurate, complete, updated and accessible information on the characteristics of the degree program and its operational development.

The current website, implemented in September 2021 to replace the previous one, contains complete information about the degrees, mobility programs, facilities, services and teaching staff. This information is in Catalan, Spanish and English, with the exception of some lower level content, such as the curricula of the teaching staff and the teaching plans for each subject. The translation of the teaching plans is expected to begin in the first quarter of 2023, as they are updated according to the model approved for the 2022-23 academic year.

In parallel to the website [E2101], academic information of a more internal nature is also published on the Student Portal [E1501] and the Faculty Portal [E1502].

Content of the public information on the operational development of the degrees, organized according to the dimensions set out in the Guide for the monitoring of higher artistic education degrees, dated February 2020.

- Access to studies
 - Objectives of the degree program, entry profile, number of places offered, admission tests, pre-enrollment and admission, selection criteria for Bachelor's [E2102] and Master's [E2103] programs
- Registration
 - Enrollment period and procedure for undergraduate [E2104] and Master's [E2105] Degree
 - Rules for the continuance of undergraduate studies [E1506]
 - Rules for the continuance of Master's degree studies [E1507]
- Plan of studies
 - Structure of the study plan, minimum duration of studies and ECTS credits, organized by specialties, and within the speciality of interpretation by fields and modalities [E2106]
 - Structure of the study plan, minimum duration of studies and ECTS credits of the Master's degree in Performance of Classical and Contemporary Music [E2107]
 - Structure of the study plan, minimum duration of studies and ECTS credits of the Master's degree in Flamencology [E2108]
 - Academic calendar [E2109]
 - Tutorial action plan for undergraduate studies [E2110]
 - General information on tutoring [E2111]
 - Tutorial action plan for Master's studies [E2112]
- Faculty
 - Undergraduate teaching staff [E2113]
 - Teaching staff of the Master's degree in Performance of Classical and Contemporary Music [in E2107]
 - Teaching staff of the Master's degree in Flamencology [in E2108]
 - o The academic and professional profile and contact information is listed in the three directories above.
- Mobility programs
 - General information, regulations and institutions with signed agreements [E2114]

2.2 The institution publishes information on academic and satisfaction results.

The website shows detailed information on the academic results of bachelor's degree programs for the last 11 academic years, globally and by specialization [E221], and the academic results of Master's degree programs, globally and by degree [E222]. The website also presents detailed information on student satisfaction for the last three academic years and faculty satisfaction for the academic years 2021-22 and 2022-23. From the 2022-23 academic year, data on the satisfaction of administrative and service personnel are also included [E223]. The success of the satisfaction surveys has not been uniform in the Master's degrees, which is why detailed information on these studies is not always published. In the first year of implementation of the satisfaction surveys, 2020-21, the satisfaction results of the Master's degree students were published in a general way. In the 2021-22 academic year they were broken down by degree, and were published when they had a response rate of more than 10%.

The website has also published reports prepared by ESMUC, which analyze and interpret in more depth the satisfaction data of the graduates corresponding to the three-year period 2018-19 to 2020-21, and the student satisfaction data corresponding to the three-year period 2020-21 to 2022-23 [E224].

2.3 The institution publishes the SGIQ in which the degree and the results of the monitoring and accreditation of the degree are marked.

The description and manual of the Internal Quality Assurance System, together with links to the different processes [E231] can be consulted on the website. It is also possible to consult the results of the different reports of the Verification, Monitoring, Modification and Accreditation (VSMA) and the self-reports elaborated by the institution [E232].

3 Efficacy of the programme's internal quality assurance system

The institution has a formally established and implemented internal quality assurance system that efficiently ensures the quality and continuous improvement of the degree program.

Response to the requirements and recommendations made by the Specific Commission of the Arts and Humanities branch of the AQU corresponding to the follow-up of the 2019-2020 academic year [E0109]:

- Requirement to incorporate into the improvement plan the objectives of each action and relate them to measurable indicators that allow assessing the degree of achievement of the objectives of each action. Resolution in the improvement plans from the self-assessment report for the accreditation of the Master's degree in Research (2022).
- Recommendation to incorporate into the improvement plan actions to disseminate the culture of quality and measure its impact. This recommendation was made at the working meetings with the study coordinators, at the general faculty meeting on 25 January 2022 [E1411] and at the general meeting on 6 September 2023 [E0114]. Likewise, the management and work teams involved in the SIGQ processes have been incorporated in the revision and updating of the SIGQ.
- Recommendation to incorporate into the improvement plan actions to achieve a bidirectional feedback by creating spaces for dialogue and/or interaction with the main external and internal stakeholders. It has started with the specific meetings of the faculty accredited to supervise Final thesis [E1414], based on the improvements implemented in the 2022-2023 academic year, such as the modification of the regulations and the process, the completion of the management application, the creation of working groups for the revision of the pre-project and the evaluation rounds [E1503].

3.1 The SIGQ implemented has processes that guarantee the design, approval, follow-up and accreditation of the degrees.

The design of the SIGQ of ESMUC was approved on March 15, 2015 in the framework of the AUDIT-EAS program [E311]. In the subsequent evaluations of the degree monitoring reports, it was recommended to implement simpler processes and adapt those that were already working, in addition to drafting a long-term plan for the implementation of all the processes. In the 2020-2021 academic year, on the other hand, there were changes in the organization and departmental organization of the institution, and a new regulation was approved. As a result, the positions were adapted to the responsibilities initially attributed to the system [E312]. The adaptation of the management team was used to carry out a diagnosis of the implementation of the processes, which served to train and help raise awareness of the system among the different managers and groups involved [E313]. As a result of this reflection, an implementation, review and improvement plan was drawn up from July 2021 to July 2023 [E314].

The processes linked to the training programs were reviewed and updated during the first phase of the implementation plan. The initial process described in 2015 was broken

down into four different processes, corresponding to verification [E315], follow-up [E316], modification [E317] and accreditation [E0101]. This October 2023, a fifth and final process on the extinction of degrees has been defined based on the same procedure described in the initial development of 2015 [E318]. The second dimension of the SIGQ, therefore, is updated, formally approved and fully implemented.

To facilitate the design, verification, monitoring and modification of degree programs, in the 2021-2022 academic year a Studies Committee was created, with functions derived from the Assessment Committee, and the main task of ensuring the quality and continuous improvement of degree programs, while facilitating dialogue between the departments and their teaching staff, and the institution's management [E319]. The reports that it prepares and writes follow this dual approach: on the one hand to ensure the relevant quality of the degrees, and on the other to encourage the participation of the teaching staff in the VSMA processes (Verification, Monitoring, Modification, Accreditation).

3.2 The implemented SGIQ ensures the collection of information and results relevant to the efficient management of degree programs, especially academic results and stakeholder satisfaction.

The results are collected but not always in a unified way in a data and indicator manager. Various tools are used that do not allow the automatic integration of the documentation: the academic management program CODEX, the space management program Asimut, the virtual classroom Moodle, the teaching assignment intranet. In addition, the fulfillment of the specific demands of higher education and the specific demands of the Department of Education makes the action more complex, since the concepts, categories and terminology do not always facilitate its use. Nevertheless, the data are calculated internally within the institution itself and are published on the web according to the annual plan foreseen in the process "6.1 Collection and analysis of results" [R321].

From the 2020-2021 academic year, the collection of information related to student satisfaction with the training plan and with the teaching staff has been implemented [E322 and E323]. The results are worked per quarter and globally at the end of the course. The academic departments receive all the information related to their teaching staff and are responsible for communicating the written comments to the two open-ended questions of the survey. The teachers also receive from the school administration the average and the standard deviation of the other questions of the questionnaire. This year we have changed the management of this return to facilitate a global analysis of satisfaction: on the one hand the statistical data will be sent annually in July and not every four months, on the other

hand the comments to the open-ended questions will be sent by triennials also from the administration, one year after the last survey of the three-year period. This periodization and aggregation of the comments helps to better guarantee the anonymity of the person who writes them, thus giving confidence to the students who relate to the teachers mostly through individual classes. This management modification integrates the reflections and assessments made by the Department Heads at the end of the 2022-2023 academic year and from the first management model. It is considered that they will facilitate the detection of teaching strengths and areas for improvement by the teaching staff.

In the 2021-2022 academic year, the faculty satisfaction survey [E324] was implemented, and in the 2022-2023 academic year, the administrative and service staff satisfaction survey [E325] and the student satisfaction survey [E326] were implemented. We also have the results of the satisfaction surveys of the graduates and of the employment surveys, which are managed directly by AQU. This academic year 2023-2024 it is planned to implement the survey of student satisfaction with the services and administration and of Master's degree students with the Final Project, as well as the survey of satisfaction with tutorials, of which a first pilot experiment was carried out in the academic year 2020-2021 with the aim of assessing the suitability of implementing group tutorials [E327]. Satisfaction surveys of teaching support staff, tutoring staff and employers are still to be implemented, which are expected to be designed and carried out during the next academic years.

In July 2022, a first analysis of the satisfaction of the graduates was carried out, once the results of the three-year period and the global analysis carried out by AQU from the results corresponding to the higher artistic education [E328] were available. The analysis itself was discussed and worked on by the Assessment Committee, the Interdepartmental Council and the Management Committee, and was subsequently published on the web. Similarly, this October the analysis of student satisfaction was carried out, discussed and published, since the results of the first three years were available [E329]. It is planned to publish similar satisfaction analyses every year, with a regular three-year periodicity, as the implementation of the surveys progresses.

3.3 The implemented SGIQ is reviewed periodically and generates an improvement plan that is used for continuous improvement.

In the second phase of the SIGQ long-term implementation plan, corresponding to the 2021-2022 academic year, the first dimension of the system was updated [E332, E333 and E334]. The process described in 2015 was broken down into three processes that help to make more efficient the management of improvement plans, the review of the assurance system and the very definition of the quality policy and objectives. A fourth process was incorporated, the annual action plan, in operation from the 2019-2020 academic year, due to the need to better structure the academic, activity and improvement planning.

For the 2022-2023 academic year, a first improvement plan was developed and integrated into the action plan, which was incorporated at the end of the self-assessment report of the accreditation process of the Master's degree [E0108]. In the same course, the suggestions and reflections generated in the general meeting of the teaching staff on July 3 were collected [E335]. On July 2023, the partial improvement plan was requested to the different academic, administrative and service managers, as foreseen in the process "1.3. The response was partial but majority. The partial plans collected were incorporated into the improvement plan for the 2023-2024 academic year, which is detailed at the end of this self-assessment report.

In June 2023, the suggestions and complaints search was opened, which is the formal mechanism offered by ESMUC for the registration of complaints, claims, incidents, suggestions and other communications [E336], as established in the process "6.2 Management of incidents, claims and suggestions" [E337]. In addition to the SIGQ's own functions, the channel will incorporate the internal alert system established by State Law 2/2023, regulating the protection of persons who report regulatory violations and the fight against corruption, as provided for in Government Agreement 160/2023 of the Generalitat de Catalunya. For this reason, the head of the system has been appointed, as well as the manager who oversees the registration, follow-up and documentation of the entries, which can also be formulated orally, either by telephone or by face-to-face meetings.

At this time, the first, second and sixth dimensions of the SIGQ have been revised and fully implemented, as well as the third. The process of regularization of the provision of teaching staff, teaching support staff, and administrative and service staff, and the assignment to the public sector of the Generalitat de Catalunya, have entailed a profound modification of the procedures described in the fourth dimension [E338 and E339]. It is expected to be completely updated once all the vacancy announcements required for the regularization have been completed. The processes described in the third and fifth dimensions are mostly implemented and their functioning was already regular in the diagnosis carried out in 2021 [E313], which is why the updating was not prioritized, although it is expected in the next courses. It is considered, therefore, that ESMUC's SIGQ is sufficiently implemented and is reviewed periodically.

4 Suitability of the teaching staff for the training program

The teaching staff that teaches the degrees of the center is sufficient and appropriate, according to the characteristics of the degrees and the number of students.

4.1 The teaching staff meets the requirements of the level of academic qualification required by the qualifications of the center and has sufficient and valued teaching, research and, if necessary, professional experience.

Response to the requirements and recommendations made by the Specific Commission of the Arts and Humanities branch of the AQU corresponding to the follow-up of the 2019-2020 academic year [[E0109](#)]:

- Recommendation to incorporate the analysis of the impact of actions for teacher development. The recommendation stemmed from the emergency measures applied due to the Covid-19 pandemic, specifically training for distance learning courses and subjects and the use of technology to develop international contacts. From that moment on, remote meetings with the different groups and associations in which ESMUC participates, detailed in the additional standard of MusiQuE 4.2, became more common. Without going any further, the preparation of the proposal for the university alliance was able to materialize with weekly meetings with the other centers between September 2022 and January 2023. Similarly, in the development of digital skills, the most evident impact is the course for accreditation at the B2 level of digital skills that ESMUC has designed and teaches, under the auspices of the Department of Education of the Generalitat de Catalunya, and which is part of the mechanism for recovery and resilience promoted by the European Union. This course has been followed by 30 teachers from ESMUC and 200 teachers from the country's music schools.

4.1.1 Bachelor

The undergraduate teaching staff is the most important and stable teaching group at the center. The majority of the Master's degree programs are based on this same teaching staff, who often also have the appropriate expertise and experience for more advanced teaching based on the research and innovative practice typical of Master's degrees. The main and basic selection process for teaching staff, therefore, is to teach at the undergraduate level, without neglecting the opportunity for certain profiles that facilitate the consolidation of MECES3/EQF7 level studies.

The calls for teaching staff are public competitions with a selection process that complements the legal regulations applicable to the public sector of the Generalitat de Catalunya. Candidates present their curricula vitae and a syllabus linked to the teaching plan of one or more subjects, and take a practical test, usually a musical performance or other demonstration of skills related to the subject in which the subjects are integrated, in addition to a class with students in the classroom. In this way, in addition to guaranteeing interpretive

excellence, and in the case of related specialties, excellence in the fields of musical writing and creation, orchestral and choral conducting, musicology, production and management, and sonology, equal priority is given to pedagogical excellence. The calls for applications publish their general and specific bases, the details of the selection committees, the forms for the required documentation (course syllabus, responsible statements, applications), the timetable of the process and the provisional and final results [E411, E412 and E413].

The definitive assignment of ESMUC to the public administration of the Generalitat de Catalunya, by Government Agreement 98/2020 of July 28, 2020, has led to substantial modifications to the processes described in the fourth dimension of the Internal Quality Assurance System. The structure and the bases of the job selection calls have been revised. During the last two academic years, two extraordinary selection calls have been opened for the filling of interim or temporary employment positions, derived from Law 20/2021 on Urgent Measures for the Reduction of Temporariness in Public Employment [E414]. Priority has been given to the execution of these calls, taking advantage of the corrections and improvements introduced in each implementation, before updating the processes linked to the Internal Quality Assurance System. This review is expected to be carried out during the current academic year 2023-24, when the new selection processes have already consolidated their implementation. This review must include measures to transform the lack of parity of the teaching staff. At the moment it is 80% men and 20% women. Some measures have already been implemented to this end: making selection committees equal, multiplying dissemination through international platforms, explaining that under equal conditions the underrepresented gender will be selected.

Teaching staff by academic qualifications and tenure

	Full time	Part time	Other	Total
Doctors	33	9	0	42
Bachelors	104	70	0	174
No higher education degree	10	19	0	29
Total	147	98	0	245

Teaching staff by tenure and typology

	Full time	Part time	Other	Total
Music and culture I [E6311]	1	0	0	1
Musical analysis methodologies [E6312]	4	0	0	4
Main composition [E6215]	2	2	0	4

Main instrument 8 [E6313]				
History of 20th and 21 Century Music [E6314]	1	0	0	1
General Didactics [E6315]	0	1	0	1
Law II [E6316]	0	1	0	1
Performance of music with electronic media [E6317]	1	0	0	1
External internships [E6318]	10	3	0	13
Final thesis [E6211]	58	6	0	64

The calculation of the percentage of credits taught according to the degree and the dedication of the teaching staff is very complex in undergraduate studies due to the differences in the curriculum among the seven specialties and also, within the specialization of performance, among the different fields and among the different modalities. Generally speaking, it can be guaranteed that approximately 90% of the credits taken by students are taught by teachers with higher degrees, and in many cases 100%, given the small number of teachers of this type and their highly specialized teaching assignments. On the other hand, almost all the teaching staff who teach basic training subjects, which accounts for 10% of the credits and more than 17% of the contact hours, have a doctorate degree, as do a significant number of teaching staff accredited to direct final degree projects. Although there is no legal framework on the obligation of a minimum number of credits or contact hours taught by PhD professors, it is likely that in all cases the 15% of teaching, which is the standard for the MECES/EQF level above the degree, was exceeded. In this sense, it is significant that there are professors who are part of recognized research groups, one of which is attached to the center, and that some of the faculty direct and have directed doctoral theses defended in recent years [E415].

The professors who teach instrumental and ensemble subjects have significant artistic activity, performing regularly in the main auditoriums and opera houses of the country and in the national and international programming networks, and so do composers and conductors of choirs and orchestras. This professional profile of the teaching staff not only guarantees quality training in musical and creative practice, but above all facilitates the orientation of the student in defining his or her own professional career.

Therefore, the teaching staff has the accredited academic qualification specific to the studies and has recognized teaching, professional and research experience. The high satisfaction of students and graduates with the teaching staff is an indicator that highlights this strength in the studies, which is more relevant in the case of first-year students [E416]

4.1.2 Master's degree in Performance of Classical and Contemporary Music

Although most of the teaching staff in this Master's degree teaches undergraduate courses, in some cases specialists have been hired for subjects more closely linked to professional practice, as in the case of the compulsory specialization course Piano Typologies and Maintenance, as part of the complementary theory course for the piano specialization. The proposal of this specific teaching staff is made by the Department of Classical and Contemporary Music, where the coordination and monitoring of this degree is located.

Teaching staff by academic qualifications and tenure

	Full time	Part time	Other	Total
Doctors	17	14	0	31
Bachelors	27	9	0	36
No higher education degree	5	3	0	8
Total	49	26	0	75

Teaching staff by tenure and typology

	Full time	Part time	Other	Total
Musical analysis [E6321]	1	0	0	1
Psychophysical aspects of performance practice [E6322]	1	0	0	1
History and evolution of the orchestra [E6323]	1	0	0	1
Internships [E6324]	10	6	0	16
Master's thesis [E6325]	15	6	0	21

Percentage of teaching credits (sample academic year 2023-24)

	Full time	Part time	Other	Total
Doctors	25%	10%	0	35%
Bachelors	45%	15%	0	60%
No higher education degree	3%	2%	0	5%
Total	73%	27%	0	100%

4.1.3 Master's Degree in Flamencology

In addition to the teaching staff that also teaches at the undergraduate level, this Master's Degree has a group of specialist teaching staff hired specifically due to their relevance in the field of flamenco. The proposal of this specific teaching staff is made by the Department of Jazz, Flamenco, and Popular Music, where the coordination and monitoring of this degree is located.

Teaching staff by academic qualifications and tenure

	Full time	Part time	Other	Total
Doctors	4	3	0	7
Bachelors	2	1	0	3
No higher education degree	0	1	0	1
Total	6	5	0	11

Teaching staff by tenure and typology

	Full time	Part time	Other	Total
archiving and documentation [E6331]	1	0	0	1
Flamenco singing [E6332]	0	1	0	1
History of flamenco in Catalonia [E6333]	0	1	0	1
Master's thesis [E6334]	4	1	0	5

Percentage of teaching credits (sample academic year 2023-24)

	Full time	Part time	Other	Total
Doctors	24%	47,4%	0	71,4%
Bachelors	5%	6,8%	0	11,8%
No higher education degree	0	16,8%	0	16,8%
Total	29%	71%	0	100%

4.2 The school's teaching staff is sufficient and adequately dedicated to carry out their duties and attend to the students.

4.2.1 Bachelor's Degree

The historical series of teaching staff indicators between the academic years 2018-19 and 2022-23 [E4211] shows a slight increase in the number of contract teaching staff, especially with higher degrees and part-time dedication. This increase, which is accentuated in the 2021-22 academic year, is due to the application of the laws that regulate the incompatibilities of personnel in the service of the Public Administrations, on the one hand, and to the application of the law of urgent measures for the reduction of temporary employment mentioned above, on the other hand. The same historical series reflects a slight increase in the number of doctoral teachers.

Students receive most of their basic training in the first year, a set of subjects that allow them to acquire general and specific skills in aural perception, musical analysis and cultural history, and facilitate the transition from pre-university studies to the degree in higher artistic education. At the same time, the contact between students from different specialties and fields of musical performance that takes place in these first-course subjects lays the foundations for the transversal nature of the studies at ESMUC and helps their academic integration. It is within the framework of these subjects that specific training actions are carried out, such as the course "New Masculinities" that has been programmed in the initial sessions of the subject Music and Culture I at the beginning of the current academic year 2023-24.

The teaching staff that directs the Final Degree Projects is accredited, either by their doctoral degree or by the specific training provided by ESMUC [E4212]. Part of the accredited teaching staff is also enrolled in accreditation courses, which are offered as continuing education. It is the group of teachers with more experience and research training, which is part of research groups and participates in different research projects.

4.2.2 Master's Degree in Performance of Classical and Contemporary Music

The historical series of teaching staff indicators between the academic years 2020-21 and 2022-23 [E422] shows the increase in the number of full-time and part-time contracted doctoral faculty. Likewise, the percentage of full-time contracted faculty has increased. Compared to the situation evaluated in the 2019-20 academic year with the last degree monitoring report, therefore, there has been a significant improvement in the adequacy of the research profile of the teaching staff of this Master's Degree and their employment relationship with the center has been strengthened.

4.2.3 Master's degree in Flamencology

As in the case of the previous Master's degree, the historical series of teaching staff indicators between the years 2020-21 and 2022-23 [E423] shows an increase in the number of full-time contracted doctoral faculty. The Master's degree develops an area of musicological knowledge closely linked to the area of knowledge of flamenco music performance. However, despite the specialization in musicology and the area of flamenco music in the specialization of performance, there is no specific profile of flamenco music at the undergraduate level. In the teaching assignment, therefore, there is a predominance of part-time professors, mainly with doctoral degrees and with a highly specialized research profile in the area of knowledge specific to the Master's degree.

4.3 The institution offers support and opportunities to improve the quality of the teaching and research activity of the teaching staff.

The school provides training to all teaching staff, often in conjunction with administrative and service staff, with the aim of promoting continuous professional development. Given that the training offer is aimed at all teaching staff, there are no differences between the three degrees evaluated in this report.

Between 2020 and 2022, 20 trainings have been carried out. This number has increased significantly this 2023, since until October there are a total of 13 trainings [E431], in addition to the implementation of a specific corporal training and another one in digital competences, planned for the first quarter of the year and the first months of 2024. On the other hand, in general, all the teaching staff can freely attend the master classes and seminars organized from the different degrees and from the different academic departments.

In the 2022-23 academic year, a new training and accreditation course was offered for teaching staff to direct final degree projects [E432]. All the school's teaching staff is required to take this course, but only those with a doctoral degree can automatically direct these final projects, where research skills are clearly integrated. In the case of those who are not yet doctors or PhDs, they must pass an accreditation in which they receive specific and advanced training in research, in the regulations and management of this individual teaching, and in the contents and evaluation of the exercises. Last year, ten people were accredited, some of whom are already in the process of completing a doctoral thesis. This year it has been called again and the plan is to offer it again in the next two years [E433]. Linked to research, ESMUC also provides logistical and administrative support to the development of research tasks (participation in conferences and transfer activities), and welcomes visiting researchers and professionals directly linked to the sectors on which the students' training

has an impact. These contacts help to revise and update the contents and focus of some of the subjects.

From the 2022-23 academic year, the center also facilitates teacher training with the exemption of payment of the credits of the collective subjects of the official Master's degrees [E434]. This action is part of a strategy to accompany the teaching staff in their doctoral studies. Despite the short time that has elapsed since the agreement was signed, two professors have already benefited from this exemption.

5 Effectiveness of learning support systems

The institution has adequate and effective guidance services and resources for student learning.

The Specific Commission of the Arts and Humanities branch of the AQU corresponding to the monitoring of the 2019-2020 academic year did not make any requirement or recommendation on this standard [E0109].

In the 2022-23 academic year, the administrative and service staff satisfaction survey was implemented for the first time. Among other aspects, it will collect the satisfaction of these staff in relation to their professional development and the training received. This is a fundamental indicator for evaluating actions to improve this standard. For the moment it has served to have an initial diagnosis that situates these aspects, together with the internal communication mechanisms, as clear areas for improvement.

To complete the information that follows in the two sub-standards, and in relation to the standard MusiQuE 5.2 Health and Welfare, ESMUC has an Ethical Code that prescribes the behavior required of people linked in any way to the Foundation, beyond the mandatory legal provisions, its own Statutes, the Regulations, the current Collective Bargaining Agreement, and in relation to the basic principles of transparency, equality and respect for the environment. It also has an Equality Plan to ensure equal treatment and opportunities for men and women [E501]. In relation to complaints and claims, the suggestions and complaints search [E502], integrated into the SIGQ process 6.2 [E503], is in operation. The channel also allows any person to report those facts or behaviors that, in their opinion, violate the General Code of Conduct or are irregular, illegal or criminal. It incorporates the internal alert system established by State Law 2/2023, regulating the protection of persons who report regulatory infringements and the fight against corruption, as provided for in Government Agreement 160/2023 of the Generalitat de Catalunya.

5.1 Academic guidance services adequately support the learning process and professional guidance services facilitate incorporation into the labor market.

The support and guidance to incoming students, before enrollment and during the different recruitment and orientation procedures, is centralized in the academic secretary's office and, in the case of Master's degrees, through the people responsible for the coordination of each program. In addition to the website, candidates receive prior attention at the teaching room, open days, orientation sessions of the specialization and all other actions detailed in process 3.3 of the SIGQ [E511].

Once registration has been completed, information sessions and meetings are held prior to the start of classes. During the course(s), students can contact the academic department related to their degree or the different people in charge of the center to guarantee the best attention. Meetings are held on demand and periodic sessions are held with students, both in person and by videoconference, in order to follow up and solve possible doubts about the academic activity and the calendar of activities related to it. In the case of undergraduate studies, students have an individual tutor and group sessions, as detailed in the tutorial action plan [E2110] and the tutorial actions [E2111] that students can find on their portal.

The Tutorial Action Guidance Group, a collegiate body supporting the tutorial action developed by the school's teachers, is in charge of supervising the Tutorial Action Plan, detecting the training needs of the tutoring teachers and supporting the tutorial action, especially in those cases of mental or physical health problems that require the referral of support to specialized guidance centers. The Tutorial Action Orientation Group ensures the correct application of the Tutorial Action Plan, its revision and continuous improvement.

In order to improve the academic guidance services, the school proposes actions that are being progressively adapted. An evidence of this process of continuous improvement has been the implementation of the digitalization of the academic secretary's office, which has brought agility and efficiency in the processes of academic procedures and online registration.

During the student's training, and also once they have completed their studies, the alumni office analyzes the labor market and the music sector in order to provide the student with the necessary tools to offer the best advice. In this sense, the office itself manages a pool of projects that can be accessed by both bachelor's and Master's Degree holders. In this way, the aim is to provide support for professional experience [E512]. On the other hand, in the case of the specialties of Musicology, Pedagogy, Production and Management and Sonology of the bachelor's degree courses, as well as the Master's degree in performance of classical and contemporary music, the external internships integrated into the curricu-

lum allow students to be in contact with professional environments that can help them in their labor market insertion. In the same spirit, the basic training course “Professional development” aims at accompanying undergraduate students in the transition from the academic world to the professional world.

5.2 The available material resources are adequate for the number of students and the characteristics of the degree program.

The Escola Superior de Música de Catalunya has different learning support systems with a set of spaces, equipment and facilities [E5201]:

- Halls and auditorium (693 m²): choir room (83 m²), orchestra room (293 m²), organ room (54 m²), body expression room (98 m²), auditorium-room 4 Alícia de Larrocha (165 m²/audience of 150 people)
- Teaching and learning spaces (2.387 m²): 5 large group classrooms (54 m²), 8 specific group classrooms (25 m²), 6 multipurpose group classrooms and 12 non-instrumental multipurpose classrooms (54 m²), 20 multipurpose instrument classrooms (12 m²), 25 specific instrument classrooms (from 12 to 25 m²), 9 computer and technology classrooms including a recording studio (from 10 to 54 m²), 18 study cabins (from 4 to 6 m²).
- Academic work spaces: 4 collective work spaces for teachers (from 12 to 27m²)
- Lunchrooms and schoolyard: 1 lunchroom for students and 1 lunchroom for staff, 1 schoolyard of 500 m².
- Offices (722 m²): 38 spaces for administrative work and 1 meeting room.
- Toilets and showers: 10 toilets, 2 of them inclusive, and 2 changing rooms with shower.
- Technical areas and workshops: 15 technical areas, 1 instrument maintenance workshop, 1 general maintenance workshop and 6 workshops.
- Parking: public parking inside the building and 1 parking lot for skateboards and folding bicycles.

It also has different specialized care services with the corresponding equipment:

- Library - Resource center for learning and research: its objective is to provide continuous support to the academic activity of students and teachers, for their development in studies, research and musical creation within the school. It offers 60 reading points, 4 points with players (CD, DVD, LP and video), 20 computers, 45,108 unique documents, a virtual library with bibliographic, audiovisual and musical resources,

and services tailored to every need and in constant improvement, which will have an accelerated development of online consultation beyond the confinement. This service expansion has been maintained and increased in the post pandemic Covid-19 era.

[E5202]

- Space Unit: manages the attention services, auxiliary services, security services, reservation services and space assignment and rental services. Leads the processes of implementation of the Academic Planning Plan for the spaces and the inventory of furniture. It promotes various projects such as the good use of space and equipment. [E5203]
- Instrument Park: manages the instrument cataloguing services with 1564 instruments, the maintenance and conservation services, the loan, cession and rental services, the instrument storage services and the transport services. Leads the instrument inventory process. It promotes projects such as the Musical Instruments' Technical School, the Instrument Shows, collaboration programs with the Escola Superior de Conservació i Restauració de Bens Culturals de Catalunya, Firamusic and dissemination programs such as "Tools and advice". [E5204]
- Audiovisual Service: is responsible for the coordination of audiovisual resources (2167 references), audiovisual equipment, recording and concert spaces at the center, as well as technological support for teaching and its various cultural and scientific activities, providing all kinds of sound equipment, instrument amplification, sound and audiovisual capture and recording, specialized software and hardware. [E5205]
- Production service: develops and carries out the executive production of the school's academic and projection activities, both in the school's own spaces and externally.
- IT Service: manages the school's computer systems and data network, placing them at the service of users, whether they are teachers, students, research staff or occasional users.
- Maintenance: manages maintenance, cleaning and environmental services. Leads the inventory process of facilities. Promotes projects of good environmental practices, both in the field of waste management and energy saving.

Before the digital transformation caused by the Covid-19 pandemic, the distance studies of the Master's degree in Flamencology allowed the preparation of different platforms to support distance learning, especially certain applications of the Moodle program and some applications of the Office 365 virtual environment. Alongside these permanent services, ESMUC has joined the LoLA (Low Latency) project, initiated by the Giuseppe Tartini Conservatory of Trieste. LoLa is a tool located in institutional environments that allows to establish a real-time communication between musicians located in remote spaces through

advanced networks. This adhesion is allowing the development of international projects without physical mobility.

The material resources available to the school to provide its academic offerings are adequate. During the last courses, in order to guarantee and improve the necessary infrastructures, the entrance area has been reformed and enlarged to offer a more flexible information point and a more efficient control of access to the facilities. With the same objective in mind, an electronic customer service portal has been set up and a system has been installed with turnstiles that limits entry to the center only to people who have an access card [E5207, **E5208** and **E5209**]. An automated system for checking classrooms has also been activated and a form for closing spaces has been created [**E5210**]. In the same spirit of guaranteeing the quality of the spaces, in July 2022 an agreement was signed with the Auditori de Barcelona in order to have and use Room 4 as the center's own concert hall [E5211].

In relation to musical instrument equipment, and with the aim of reducing the number of incidents, the piano maintenance contracts have been reinforced, increasing the service with one more weekly adjustment [E5212], and the maintenance process for modern pianos has been detailed [**E5213**]. The use of the electronic form to report incidents has also been consolidated [**E5214**]. The 2022-23 academic year has been invested in the purchase of a new piano and negotiations have begun to acquire another one [E5215]. The "Sustainable Piano" project has also been initiated, which foresees the restoration of the pianos in the park, in order to find an alternative to their replacement [**E5216**].

The school provides various training courses for non-teaching staff, often in conjunction with the teaching staff, to ensure that the teaching, administrative and service support teams are adapted to the needs detected [E431].

6 Quality of programme (learning) outcomes

The training and assessment activities are coherent with the training profile of the degree. The results of these processes are adequate both in terms of academic achievements, which correspond to the MECES level of the degree, and in terms of academic, satisfaction and labor indicators.

The Specific Commission of the Arts and Humanities branch of the AQU corresponding to the monitoring of the 2019-2020 academic year did not make any requirement or recommendation on this standard [**E0109**]

- Recommendation to establish mechanisms to increase the level of response on the labor market insertion of graduates. The study of the labor market insertion of graduates is coordinated by the AQU. In the first three-year analysis, higher artistic studies, both bachelor's and master's Degrees, have been included for the first time. This is the first time, therefore, that these data can be obtained. Like the rest of centers and universities, ESMUC will facilitate the contact of all graduates and will accompany them with specific support and communication campaigns while the survey was being carried out, during the first semester of the 2022-23 course.
- Recommendation for the master's degree in flamencology to introduce the use of objective indicators in the argumentation of the analysis, as we believe can be seen in this self-assessment report.

6.1 The learning results achieved correspond to the training objectives set and to the MECES level of the degree program.

6.1.1 Bachelor

Based on the documented evidence, it is achieved. The teaching staff that directs the Final Degree Projects is accredited [E4212], either by holding a doctoral degree or by having passed an internal accreditation process in research and evaluation of the associated competencies, such as the one offered in the 2022-23 academic year or the one offered in the current 2023-24 academic year [E6111 and E6112]. The specialties of musicology, pedagogy, production and management, and sonology have internships, which in the case of the latter two are also internal. The teachers who coordinate these external internships and, in the case of the pedagogy specialization, the Head of the Department of Education and Artistic Mediation are in charge of the orientation and follow-up of the students, to work on the elaboration of specific agreements for each student, to communicate with institutions and reception centers, and to coordinate the different evaluation reports, as shown by the evidence of the specialization in musicology [E6113] and pedagogy [E6114].

Every year a catalogue of musical training of graduates of the last five years is elaborated. This initiative aims to meet the high demand for training and performers for musical activities of all kinds that come to our institution. Likewise, the alumni service accompanies graduates and graduates in their access to the labor market, guaranteeing optimal working conditions and becoming prescribers of good practices in the hiring of professionals. In parallel, collaborations are established with cultural and artistic facilities and initiatives that promote the participation of graduates and encourage the transfer of knowledge.

Students of performance and production and management specialties actively participate in the professional days of the Mercat de Música Viva in Vic, the most important music industry meeting in the country [E6113]. The participants are mainly jazz and popular music and traditional music students, but also all those proposals related to the same market, with the organizational support of the production and management students, who act as commercial agents of the graduate groups that perform on stage and have direct access to the professional community that attends.

On a regular basis, ESMUC sends newsletters addressed to graduates with national and international job offers, as well as discounts and promotions to enjoy the cultural offer of the city of Barcelona and the metropolitan area [E6114]. The database of these mailings is reviewed and updated at the end of each academic year.

	Enrolments	Answers	Teaching methods	Evaluation system	Teaching staff
Music and culture I	124	28,23%	4,41/5	4,55/5	4,4/5
Musical Analysis Methodologies	127	23,62%	3,38/5	3,57/5	3,13/5
Main composition (1 a 8)	62	14,52%	4,92/5	3,89/5	5/5
Main instrument 8	100	7%	4,18/5	4,49/5	4,14/5
History of the music of the 20th and 21st centuries	57	15,80%	5/5	5/5	5/5
General Didactics	28	25%	4,69/5	4,69/5	4,71/5
Law II	9	44%	3,93/5	3,75/5	4/5
Interpretation of music with electronic media	7	-	-	-	-
External internships	69	17	3,53/5	3,73/5	3,47/5
Final thesis	140	73	4,08/5	3,72/5	4,47/5

6.1.2 Master's degree in Performance of Classical and Contemporary Music

The different specialties of the master's degree have a course of external professional practices, in which students work on the skills that help them to make the transition to professional life. In this way, students can participate in the regular programming of professional musical ensembles, such as the Orquestra Simfònica de Barcelona i Nacional de Catalunya, the Barcelona Municipal Band, the Orquestra Simfònica del Vallès and the Franz Schubert Philharmonic. On the other hand, the Master's teaching staff is made up of a team of professionals active in the different fields of musical performance, who update and adapt each course to new trends and artistic needs in their way of teaching and to the

contents taught in the class sessions. As in the case of the bachelor's degree, the graduates of the master's degree are incorporated into the list of students.

The response rate to the student satisfaction survey is very irregular in master's degree programs. On the other hand, the overall response rate is clearly lower than in bachelor's degree programs. Therefore, it was not possible to consider the satisfaction data to elaborate this self-assessment report, since in many of the selected subjects there were only one or two responses, or even only one. The ESMUC Master's Degree students are not encouraged to participate in the same way as undergraduate students.

6.1.3 Master's degree in Flamencology

This master's degree does not include any external internships. The educational profile of the studies, however, orients the preparation to research. In this sense, the proper acquisition of these competences is guaranteed by the different subjects and especially by the Master's thesis.

6.2 The training activities, the teaching methodology and the evaluation system are adequate and pertinent to guarantee the achievement of the expected learning results.

6.2.1 Bachelor's Degree

The methodology and teaching activities are diverse and often aligned with the concerns of each student, developed especially in their final thesis. The evaluation systems and criteria are varied and relevant to certify and discriminate the learning results. In the assessment of the Final Degree Theses, focused on learning outcomes, the use of rubrics and the configuration of panels with members other than the directing professor, who completes the assessment with his or her follow-up report [E621], are very positively valued. The procedure for the presentation and validation of the document management process corresponding to this course is formally approved and allows the implementation of its own management system [E6212 i **E6213**]. The process begins with the approval of the pre-project by the professor in charge of the research methodology course, by the professors who direct them and by the academic departments related to the specialties and fields of the interpretation specialization. Once the pre-project has been approved, the student can register for the course and then begins individual teaching and monitoring by the directing professor, who performs a pre-defense authorization to ensure that the work is sufficiently mature to be presented. Afterwards, the formation of panels is activated and the integrated generation of the evaluation rubrics and the final report. The student completes the work in the same application and carries out the satisfaction survey in the

same application. This management system was implemented in the 2021-22 academic year and was completed in the 2022-23 academic year. It will be reviewed to correct the errors detected between the ordinary oral exam of the paper in June 2023 and the extraordinary oral exam the following July. In the current course we are studying its application to master's studies, based on a pilot study carried out with the master's studies in Jazz interpretation and composition [E6214].

The subject Composition as main subject [E6215] offers a good example of teaching coordination to ensure the best accompaniment to students. The teachers make their observations and evaluations in their own application where they are recorded. In the event of a change of teaching assignment, the new teacher can access the record history directly in the same application. Students upload their work to the platform as a repository where they can consult the work associated with each student. The teachers have access to these works and to the evaluations of their colleagues. On the other hand, part of the evaluation is carried out collectively. The final evaluations are discussed and agreed upon in a meeting after the first individual evaluation.

6.2.2 Master's degree in Performance of Classical and Contemporary Music

This master's degree is face-to-face. At the beginning of each course, the student has an individual tutorial with the degree coordinator to better understand the student's objectives and personal academic situation, in order to recommend the most suitable elective courses. Also, at the beginning of the Master's degree, the student receives a dossier with the teaching plans of the subjects, which include the evaluation criteria and the tasks to be performed [E622]. With this information at the beginning of the course, each student is encouraged to direct his or her pace of work and better organize the time available for study. Interaction with the teaching staff is face-to-face, as is interaction with classmates, especially in subjects common to all specialties. Likewise, the teaching staff is available through the corporate email and the Teams messaging service.

At the beginning of the course, a welcome session is organized where all students meet and have their first contact with the faculty, classmates and promotion companies. The master's coordinators explain the general functioning of the degree program and the different student support services. The professors also hold a welcome and orientation session at the beginning of the course, where they explain how the course they teach works, the evaluation systems and activities, and also resolve any questions students may have. The individually taught subjects, the two instrumental interpretation subjects and the Master's thesis, are carried out at times agreed upon by the responsible professors and the students.

Class attendance, homework and homework submissions, auditions and concerts accredit the learning results of each subject. At the end of the course a period of two extraordinary weeks is offered to deliver and evaluate those exercises that could not be completed during the course period.

The master's degree is open to different profiles of students, both people who have completed their bachelor's degree studies and wish to immediately continue their higher education as well as working professionals who, after a few years of having completed a degree at MECES 2/EQF 6 level, wish to continue their education. The training program allows to adapt the teaching to this diversity of entry profiles, adapting the training to the specific needs of the student and to their research and innovation concerns, especially in the individual instrument classes and the elaboration of the Master's thesis.

6.2.3 Master's degree in Flamencology

The mode of this master's degree is asynchronous distance learning so that the student can complete each subject and achieve the objectives in an autonomous manner and at an individualized pace of work, with a completely individual management of time. The student has access to the materials of each subject during a period established by the academic calendar and has at the same time determined periods of delivery and completion of tasks. The student, therefore, is autonomous in directing his or her own pace of work and organizes the study and the tasks to be carried out according to his or her own time availability.

The interaction of the student with the teaching staff is done asynchronously, through the forums available in the classroom of each subject, where he/she also interacts with the rest of the classmates of the promotion, through individual consultations by corporate email or through the messaging service of the Teams application. At the same time, they can interact with each other through videoconferencing with the Teams application, whenever necessary. During the last three editions, an online synchronous session has been implemented at the beginning of each course, so that teachers and students can have a better contact, present the course and explain the evaluation systems, as well as solve possible initial doubts. These sessions are recorded and sent to all the members of the group for consultation.

The delivery of assignments and work, participation in the forums and the completion of tests accredit the learning results of each subject. A period of two extra weeks is always offered after the end of the course period to hand in those exercises that could not be completed during the scheduled period.

The only individual subject of the degree is the Master's thesis. It is followed by synchronous classes through the Teams application at the times agreed upon by the directing professor and the students.

6.3 The values of the academic indicators are adequate for the characteristics of the degree program.

ESMUC has equivalency systems in place for the appropriate prior training at the bachelor's [E6301] and master's [E6302] levels. The assessment systems are described in the course syllabuses, available on the web. In general, assessment involves the creation of evidence from tests, submission of assignments, participation in forums, comprehension and mastery tests, concerts and musical performances and presentation of work. In a more specific way and adapted each course to each student or group of students, the teaching staff provides the syllabus of the subjects, generally through the virtual classroom Moodle. The departments also collect and archive these course syllabuses for analysis and evaluation in order to improve teaching coordination. In addition to this written documentation, the teaching staff usually presents the course planning, training objectives and activities and evaluation criteria at the beginning of the course, with the aim of explaining everything that is expected of the student so that he/she can acquire the competencies associated with the subjects.

Periodically, the academic departments and the Studies Committee review the programs of the courses to detect weaknesses or areas for improvement. On the other hand, students carry out a satisfaction survey of the courses a few weeks before the end of the course and the publication of the grades. The teachers also often take advantage of some of the last sessions to meet with the students and review the contents and performance of the courses. Direct interaction between teachers and students is the main system for reviewing and updating the courses. Once the grades are published, the student has a period to review the grades [E6303].

The performance, graduation and dropout rates show that the characteristics of the degrees are appropriate for the students, who demonstrate a high level of training. The following scores, distributed by the degrees that are the object of accreditation, show a clear degree of diversity of results and represent the different student profiles in non-polarized results. The majority of the students have a grade between a B+ and an A+, except for the Master's degree in Flamencology, which is between a pass (*aprovat*) and an A (*notable*).

6.3.1 Bachelor's degree

Academic results of the programme

	2018-2019	2019-2020	2020-2021	2021-2022
Rate of return	93,79%	94,63%	96,02%	94,42%
	2014-2015	2015-2016	2016-2017	2017-2018
Graduation rate	78,9%	76,5%	78%	67,3%
Abandonment rate	12,5%	12%	15,3%	13,3%

Qualifications for all the subjects of the programme

Year 2020-2021	Enrolled	Results					
		MH	Exc	Not	Apr	Sus	NP
Total number of subjects in the program	8544	199	2706	4106	1155	378	0
Total percentage of degree subjects		2,33%	31,67%	48,06%	13,52%	4,42%	0%
Music and culture I [E6311]	124	6	17	63	34	4	0
Musical analysis methodologies [E6312]	127	4	18	65	34	6	0
Main composition (1 a 8) [E6215]	62	0	23	37	2	0	0
Main instrument 8 [E6313]	100	11	59	25	3	2	0
History of 20th and 21st Century Music [E6314]	57	3	16	25	11	2	0
General Didactics [E6315]	28	2	5	6	11	4	0
Law II [E6316]	9	0	1	8	0	0	0
Performance of music with electronic media I [E6317]	7	1	0	3	2	1	0
External internship [E6318]	69	1	25	29	13	1	0
Final thesis [E6211]	140	6	43	59	21	11	0

6.3.2 Master's degree in Performance of Classical and Contemporary Music

Academic results of the programme

	2018-2019	2019-2020	2020-2021	2021-2022
Rate of return				
Graduation rate	78,13%	89,29%	96,15%	67,86%
Abandonment rate	18,75%	10,71%	3,85%	7,14%

Qualifications for all the subjects of the programme

Year 2020-2021	Enrolled	Results					
		MH	Exc	Not	Apr	Sus	NP
Total number of subjects in the program	456	15	211	180	38	9	0
Total percentage of degree subjects		3,29%	46,27%	40,13%	8,33%	1,97%	0%
Analysis applied to performance [E6321]	34	0	2	16	11	5	0
Psychophysical aspects of performance practice [E6322]	13	1	1	5	6	0	0
Vocal coaching	1	0	1	0	0	0	0
Didactic fundamentals of the instrument at the higher level	14	0	6	6	2	0	0
Organ building fundamentals	1	0	0	1	0	0	0
Phonetics and diction of foreign languages	2	0	0	1	1	0	0
Specialized body training	1	0	0	1	0	0	0
History and evolution of the Symphony Orchestra [E6323]	17	0	4	6	6	1	0
Instrumental performance I	54	5	25	23	1	0	0
Instrumental performance II	37	5	21	10	1	0	0
Chamber Music I	3	0	1	2	0	0	0
Chamber Music II	3	0	1	2	0	0	0
Symphony orchestra / symphonic band / chamber music I	35	0	30	5	0	0	0
Symphony orchestra / symphonic band / chamber music II	32	0	28	3	1	0	0
Orchestral passages	20	0	12	8	0	0	0

Piano accompanist / chamber music I	8	0	5	3	0	0	0
Piano accompanist / chamber music II	7	0	6	1	0	0	0
Poetics	1	0	0	1	0	0	0
External artistic practices [E6324]	40	1	23	15	1	0	0
Professional promotion	22	0	9	9	3	1	0
Documentary resources for interpretation and research methodologies	43	1	13	25	3	1	0
Specific repertoire with piano	18	1	11	6	0	0	0
Guitar technique	3	0	0	3	0	0	0
Typology and maintenance of the piano	9	0	5	4	0	0	0
Scene work for singers	2	0	1	1	0	0	0
Master's thesis and final concert [E6325]	36	1	6	26	2	1	0

6.3.3 Master's degree in Flamencology

Academic results of the programme

	2018-2019	2019-2020	2020-2021	2021-2022
Rate of return				
Graduation rate	95,45%	91,67%	87,10%	62,86%
Abandonment rate	4,55%	8,33%	9,68%	8,57%

Qualifications for all the subjects of the programme

Year 2020-2021	Enrolled	Results					
		MH	Exc	Not	Apr	Sus	NP
Total number of subjects in the program	383	2	54	129	123	75	0
Total percentage of degree subjects		0,52%	14,10%	33,68%	32,11%	19,58%	0%
The musical system of flamenco	23	0	2	11	8	2	0
Flamenco sociology	24	0	4	10	5	5	0
Flamenco dancing	26	0	2	8	12	4	0

Musical antecedents of flamenco	28	0	4	10	7	7	0
Archival studies and documentation [E6331]	24	0	3	11	7	3	0
Flamenco sound documentation: early discography	27	0	4	8	10	5	0
History of flamenco in Catalonia [E6333]	28	0	8	7	10	3	0
History of Flamenco: a modern review	29	0	5	8	10	6	0
Flamenco and technology	24	0	9	6	5	4	0
Flamenco teaching	27	0	2	12	7	6	0
The flamenco guitar: playing	19	0	5	8	2	4	0
Flamenco singing [E6332]	27	0	1	7	15	4	0
The flamenco business and its communication	25	0	0	3	13	9	0
Flamenco in the arts	24	0	4	7	9	4	0
Master's thesis [E6334]	28	2	1	13	3	9	0

6.4 The values of the labor market insertion indicators are appropriate for the characteristics of the degree program.

The results of the AQU survey are expected at the end of November. For this reason it is not yet available in this standard, with the aim of publishing a specific analysis in the publications section of the quality section of the website. In addition to this unified survey for all higher education, university and artistic studies in Catalonia, ESMUC occasionally carries out specific surveys to assess the labor market insertion status of the specialties of undergraduate studies, and also of the different master's Degrees, since there are no data that allow this analysis to be carried out separately from the surveys managed by the AQU. An example of this is the survey carried out in the 2018-19 academic year with the graduates of the Sonology specialization of the bachelor's degree [E641 and E642].

In addition to the survey managed by AQU, ESMUC periodically sends a survey to master's graduates, because the data provided by the AQU survey is not segregated by degree. This sample helps to interpret the general data for Master's Degrees. At the end of the 2022-23 academic year, the survey was sent to sixty graduates. Nine responses were obtained, eight from the Master's degree in Performance of Classical and Contemporary Music and one from the Master's degree in Flamenco. The questionnaire included the following questions and answers:

- What is your current situation?
 - Study and work: 3 (33%)
 - Looking for work: 4 (44%)
 - Working: 2 (22%)
- What do you think prevents you from finding a job?
 - Lack of job offers adequate to my training: 5 (55,6%)
 - Not in search: 1 (11,1%)
 - Lack of economically attractive offers: 1 (11,1%)
 - I look for work close to home and I only find it in companies far away: 1 (11,1%)
- Is your current job related to the master's degree in music that you have completed?
 - Yes: 5 (55,6%)
 - No: 4 (44,4%)
- How did you find your current job?
 - Through a friend or acquaintance: 3 (33,3%)
 - By means of a competitive examination or audition: 2 (22,2%)
 - I work as a freelance: 3 (3,33%)
 - Responding to a job offer: 1 (11,1%)
- What type of contract do you have?
 - Part-time indefinite-term contracts: 2 (22,2%)
 - Full-time temporary contracts: 2 (22,2%)
 - Part-time temporary contracts: 1 (11,1%)
 - Non-regularized work: 2 (22,2%)
 - Other answers: 2 (22,2%)
- How much gross monthly income do you have, including all the jobs in the previous section?
 - Up to 600€: 2 (22,2%)
 - Between 600€ and 900€: 2 (22,2%)
 - Between 900€ and 1200€: 2 (22,2%)
 - Between 1200€ and 1500€: 1 (11,1%)
 - More than 1500€: 2 (22,2%)

Compliance with the additional MusiQuE standards

M4.1 International perspectives for students and teaching staff

The program offers a series of opportunities for students and faculty to gain international perspectives and experiences.

The internationalization program is part of the school's Action Plan. Objective 8 of Line 3 specifies the will to increase the relationship with national and international higher centers of artistic education. In this sense, ESMUC is part of the European Association of Conservatories (AEC) and its working groups, specifically two working groups of the Artemis project with the coordination of international relations and with the platform of mutual support for curricular innovation. It also participates in the artistic research forums and in the group of Equity, Diversity and Inclusion (EDI) of the European League of Institutes of Arts (ELIA). Likewise, it participates in the International Benchmarking Group (IBG), in the meetings of the research, internationalization and digitization and data management and working groups. In order to accompany graduates in their international development there is an agreement with the Institut Ramon Llull. It also participates regularly in European projects with other institutions, such as the COMUSIC project.

The school holds an information session at the end of October to make known all the mobility possibilities and possible destinations, and the teaching staff also assesses the students based on their teaching and professional experience and knowledge of the interested student. Third-year students are especially encouraged to undertake international mobility stays through the Erasmus program, including participation in intensive hybrid programs (BIP). News and experiences of Erasmus mobility are regularly published on social networks and on the school's website to stimulate knowledge among the community. In the same way, within the framework of the same program, every year the school welcomes students from other schools. The teaching and non-teaching staff also participates in this mobility with Erasmus+ grants, which are received through the Spanish Service for the Internationalization of Education (SEPIE) (<https://www.esmuc.cat/estudis/mobilitat-internacional/vull-fer-un-erasmus-a-lesmuc/>). With the new IN.TUNE University Alliance, which starts on January 1, 2024, it is expected to significantly increase this work of cooperation and trust with other European centers.

Erasmus students are part of the same welcome program as other new students and are assigned a student mentor to introduce them to the school and the city. Erasmus teachers are also welcomed by a teacher who accompanies them during their stay at the school.

The war in Ukraine generated the forced mobility of students to the rest of Europe. ESMUC took in four students academically, accompanying them throughout the emergency residential process. The following year it processed a specific grant so that the students could continue their stay in Barcelona and it was committed to their inclusion in the social life of the center.

The Chinese community is one of the communities with which ESMUC is connecting. It has received the visit of two delegations and has established an agreement with the association Zhong-Xi-Quiao, from Barcelona, in order to facilitate both the reception of students from Xina and the promotion of knowledge of the country and its possibilities to the teachers and students at the school.

In parallel to these activities directly related to international mobility and exchange, ESMUC has also included the teaching staff in the English language training programs alongside administrative and service personnel, already mentioned in standard 5.2.

M4.2 Engagement with the external institutional and social context

The program's educational processes reflect institutional policies and strategies for active social engagement. The continued development and maintenance of links with the music profession and other artistic, cultural, educational and/or other relevant sectors of society are an integral part of the program.

M4.2.1 Bachelor's degree

The student participates in activities programmed with the entities in collaboration with the musical and cultural sector of the city, both in the realization of concerts and actions of academic support. On a regular basis, their training is integrated into the programming of the Auditori, the Palau de la Música, the Museu de la Música, concert halls and festivals of jazz, flamenco and art music, as well as in the program of activities of the Museu d'Història de Barcelona, the Museu d'Art Nacional de Catalunya, the Museu Frederic Marés, the Fundació Antoni Tàpies, the Ateneu de Barcelona, the Festival Bachcelona, the Festival Espurnes Barroques, the Festival Mixtur, the civic centers and conservatories of the country, among others. Each year, the pedagogy and musicology specialties program external internships that have a direct impact on the teaching activity of the teaching centers with which they have agreements, and on the activity of the documentation centers, research groups, music publishers and media with which they also have agreements. External internships mobilize more than fifty undergraduate students every year. In addition to these internships, the departments organize a series of activities that facilitate contact with groups of external interest in the area of specialization and offer a space for meeting and continuing education for the professionals who participate in them, such as the Jornades d'Arts i Salut, a meeting

point for professionals in the arts, medicine and education [EM421], or the Seminari de Pedagogies Crítiques, a space for reflection for teachers from different backgrounds, both general and special [EM422].

In addition to the insertion of artistic results in their natural contexts, ESMUC is committed to music as a lever for social change and vice versa: a disadvantaged social environment as a transformative element for the self-perception of the students' ability to communicate with the audience. This is the example of the Musethica project, also implemented with undergraduate students, who learn to unite their chamber ensembles (string quartet) and artistic communication skills through concerts in disadvantaged environments [EM423].

The selection of repertoires and other guests also has to do with an institutional strategy of making visible women composers or conductors in the context of two specialties, composition and conducting, still masculinized. The opera project of the 2022-23 academic year, with the speaker Isacco, figura del Redentore by composer Marianne von Martines conducted by graduate Irene Delgado-Jiménez, was a good example [EM424].

M4.2.2 Master's Degree in Performance of Classical and Contemporary Music

The Master's students have the opportunity to participate in artistic projects in professional organizations of reference in the sector in order to learn first-hand what it is like to work at a professional level to help them in the transition from student life to the professional world. Each year we organize collaborative projects with the Banda Municipal de Barcelona, the Orquestra Simfònica de Barcelona i Nacional de Catalunya, the Orquestra Simfònica del Vallés and the Franz Schubert Filharmonia. In this way the students participate in concerts with the professional members of the various ensembles and learn first-hand how they work, how they perform and how the public responds. In addition to this participation in large instrumental ensembles, the Master's program organizes chamber concerts and solo recitals, which, in addition to expanding the existing musical offer, generates the opportunity to acquire the habits of public performance and the design of programs coherent with the space in which they are to be developed. This professional training is clearly promoted through external practices, a course that students of the specialization in interpretation do not have in their undergraduate studies and that, therefore, completes their training at this higher level of education. In this way, the interpretation student also contributes to offering society a dynamic and sometimes disruptive proposal that contributes to his or her progress.

M4.2.3 Master's Degree in Flamencology

The content of the degree itself and its distance learning format do not facilitate the integration of the learning results in the social return as in the bachelor's degree studies or in other interpretative masters, with a more immediate and evident impact. In addition,

through this Master's Degree we participated in the twenty-ninth congress Ciutat Flamenco with a series of lectures by the students, who presented the results of their master's theses [\[EM425\]](#).

Improvement plan

We order the improvement plan from the sub-standards in which the actions are defined, specifying for each of them the objective, the expected indicators, the responsible (R), the term (T) and the priority (P).

Substandard 1.5

- **Action:** update the regulations of the Final thesis
- **Objective:** to facilitate student learning and self-management
- **Indicators:** number of papers defended in the July extraordinary session

(R) Head of Research, Quality and Innovation	(T) January 2024	(P) high
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- **Action:** publish the new style guide
- **Objective:** to facilitate the student's learning and the evaluation of the evaluation commissions
- **Indicators:** academic results

(R) Head of the Department of Cultural and Musical Studies	(T) January 2024	(P) high
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Substandard 2.1

- **Action:** publish the teaching plans of bachelor's degree and official Master's Degree courses
- **Objective:** to comply with the regulations of the VSMA framework
- **Indicators:** number of plans published on the website

(R) Communication and Publications	(T) July 2024	(P) high
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Substandard 2.2

- **Action:** complete the publication of indicators on academic results of official degrees
- **Objective:** to comply with the regulations of the VSMA framework
- **Indicators:** number of published academic results

(R) Head of Research, Quality and Innovation	(T) January 2024	(P) high
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Substandard 2.3

- **Action:** renew the public presentation of SIGQ
- **Objective:** to make it easier to locate and read the processes
- **Indicators:** updating of the SIGQ section of the web site

(R) Communication and Publications	(T) January 2024	(P) high
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Substandard 3.1

- **Action:** analyze the implementation of SIGQ
- **Objective:** to prepare the application for certification of SIGQ implementation
- **Indicators:** publication in the quality section of the web site

(R) Head of Research, Quality and Innovation	(T) July 2024	(P) high
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- **Action:** review processes 2.2 and 2.4 of the SIGQ based on the experience of the last accreditations and follow-up reports
- **Objective:** to simplify and make processes more efficient and integrated
- **Indicators:** history of SIGQ process reviews

(R) Quality committee	(T) July 2024	(P) medium
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Substandard 3.2

- **Action:** group the evidences of the processes described in SIGQ in the same digital archive
- **Objective:** to facilitate the analysis and improvement of the SIGQ
- **Indicators:** number of processes integrated in the archive

(R) IT and systems	(T) July 2024	(P) low
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Substandard 3.3

- **Action:** quality training based on continuous improvement
- **Objective:** generate improvement plans integrated to SIGQ
- **Indicators:** number of certificates of support issued

(R) Head of Research, Quality and Innovation	(T) May 2024	(P) high
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Substandard 4.1

- **Action:** update the fourth dimension of SIGQ
- **Objective:** to incorporate the modifications derived from the Government Agreement 98/2020 and Law 20/2021
- **Indicators:** publication of updated processes on the website

(R) Human Resources	(T) July 2024	(P) high
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- **Action:** complete the review of the Equality Plan
- **Objective:** to advance towards the parity of the teaching staff
- **Indicators:** percentage of female teachers

(R) Human Resources	(T) July 2024	(P) medium
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Substandard 4.3

- **Action:** training on the evaluation in rubrics
- **Objective:** to focus the evaluation on the criteria and their reasoned argumentation
- **Indicators:** academic results

(R) Head of the Department of Artistic Education and Mediation	(T) July 2024	(P) medium
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Substandard 5.1

- **Action:** include guidance on the calendar and management of advanced projects in the tutorial action of third-year students
- **Objective:** to avoid the hasty formulation and drafting of advanced projects
- **Indicators:** number of modifications of advanced projects subsequent to the first report of the degree final project management

(R) Orientation group for tutoring	(T) December 2024	(P) medium
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- **Action:** design and implement surveys of student satisfaction with tutorial action
- **Objective:** to comply with the regulations of the VSMA framework
- **Indicators:** publication of data on the website

(R) Evaluation committee	(T) July 2024	(P) high
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- **Action:** explain the legal protection framework for work that includes the recording of musical performances and the creation of artistic works
- **Objective:** to comply with the law
- **Indicators:** defended bachelor's and Master's degree final thesis

(R) Library-CRAI	(T) January 2024	(P) high
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Substandard 5.2

- **Action:** design and implement surveys of student satisfaction with facilities and equipment
- **Objective:** to comply with the regulations of the VSMA framework
- **Indicators:** publication of data on the website

(R) Evaluation committee	(T) July 2024	(P) high
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- **Action:** install a display of indoor and outdoor climatic variables
- **Objective:** to comply with transparency regulations on environmental responsibility
- **Indicators:** number of installed displays

(R) Maintenance and environmental unit	(T) September 2024	(P) medium
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- **Action:** awareness campaigns on recycling systems at ESMUC
- **Objective:** to promote the waste treatment process
- **Indicators:** records of use of recycling systems

(R) Maintenance and environmental unit	(T) September 2024	(P) high
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- **Action:** finalize the implementation of the SALTO locking and door opening system
- **Objective:** to facilitate access, self-protection plans and security of spaces
- **Indicators:** number of spaces incorporating the SALTO system

(R) Maintenance and environmental unit	(T) July 2024	(P) high
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- **Action:** Update the student academic data program to increase its compatibility with the rest of the center's data
- **Objective:** to advance towards an integrated educational technology system
- **Indicators:** reduction of data duplication

(R) Space unit	(T) December 2024	(P) medium
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- **Action:** incorporate the catalogue of instruments to the website
- **Objective:** to facilitate the monitoring and collection of information from teachers and students on the status of the instruments
- **Indicators:** number of incidents registered through the portals

(R) Instrument parc unit	(T) December 2024	(P) medium
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- **Action:** training for teachers and students on maintenance techniques applied to musical instruments
- **Objective:** to reduce the number of maintenance incidents
- **Indicators:** number of incidents

(R) Instrument parc unit	(T) December 2024	(P) medium
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- **Action:** adapting small cabinets for large instruments
- **Objective:** to solve the current shortage
- **Indicators:** number of adapted wardrobes

(R) Instrument parc unit	(T) December 2024	(P) medium
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Substandard 6.1

- **Action:** encourage the participation of master's students in satisfaction surveys
- **Objective:** to increase the commitment of master students to the continuous improvement of ESMUC
- **Indicators:** survey response rate

(R) Head of Research, Quality and Innovation	(T) febrer 2024	(P) high
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Substandard 6.2

- **Action:** to review the composition of the evaluation commissions of final degree projects
- **Objective:** to ensure consistency of criteria and level of demand
- **Indicators:** final degree work reports

(R) Deputy management of academic planning and organization	(T) February 2024	(P) high
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- **Action:** move towards a common regulatory framework for official master's degree final thesis
- **Objective:** to make student learning and course management more efficient
- **Indicators:** regulations published on the web

(R) Head of Research, Quality and Innovation	(T) February 2024	(P) medium
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Substandard 6.3

- **Action:** to elaborate the history of the learning results of the end-of-degree works
- **Objective:** to establish the percentage of qualifications
- **Indicators:** academic results

(R) Head of Research, Quality and Innovation	(T) July 2024	(P) medium
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Substandard 6.4

- **Action:** analyze the results of the labor market insertion survey
- **Objective:** to elaborate proposals for the improvement of the degrees in their adequacy to the professional demands
- **Indicators:** publication in the quality section of the website

(R) Head of Research, Quality and Innovation	(T) February 2024	(P) medium
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Substandard M4.1

- **Action:** publish mobility data and indicators
- **Objective:** to comply with the regulations of the VSMA framework and the requirement of the SEPIE on the impact and dissemination of the quality of the implementation of the Erasmus+ project
- **Indicators:** number of data published on the website

(R) International mobility	(T) January 2024	(P) high
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E0103	Minutes of the Management Committee with the approval of the internal calendar of the accreditation process [link]
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E0107	Self-report for the accreditation of the Master's Degree in flamenco and lied performance and jazz performance and composition, June 2021 [link]
E0108	Self-Evaluation Report for the Accreditation of the Master of Music Research, October 2022 [link]
E0109	Report on the evaluation of the follow-up of the bachelor's degrees, the Master's Degree in Performance of Classical and Contemporary Music, the Master's Degree in flamencology and the Master's Degree in research, dated May 2021 [link]
E0110	Degree follow-up report of the Bachelor's, Master's Degree in Flamencology and Master of Music Research, November 2020
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E5210	Form for the revision of spaces [link]
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