Bachelor & Master of Arts in music

Quality Assurance Decision:	28 JANUARY 2026
Valid until:	31 JANUARY 2031

1. CONTEXT	2017-2018: External review
	2021-2022: Critical Friend review
	2022-2023: Critical Friend review
	2024-2025: External review
2. STRENGTHS	The Bachelor's and Master's programmes in Music share a clear and common mission of the Conservatoire: to educate professional musicians with a strong artistic identity, a critical mindset, and an international outlook. (1)
	There is a clear alignment between the policy objectives and the curriculum. (1)
	Students are actively encouraged to shape their own learning pathways, and the learning environment is strongly student-centred. (1)
	The teaching staff consists of highly committed lecturers with strong disciplinary and professional expertise. (1)
	The programme benefits from an extensive international network, including international partnerships, visiting professors, and mobility opportunities. (1)
	Graduates are well prepared for the labour market. (1)
	Alumni and professional practitioners are actively involved in curriculum development and quality assurance processes. (1)
	Alumni value the artistic training, the development of autonomy, interdisciplinary collaboration, and the balance between theory and practice. (2)
	There is a well-established culture of self-reflection and continuous quality enhancement, involving both students and external stakeholders. (1)
	Graduates generally feel well prepared for the professional field and often develop hybrid careers that combine artistic practice, teaching, and project-based work. (2)
3. POINTS OF ATTENTION	It is recommended to develop an explicit assessment and feedback strategy, including peer feedback. (1)
	The range of elective courses could be expanded and made more flexible, particularly within the Bachelor's programme. (1)
	Artistic research and the development of critical thinking could be given a more prominent place within the jazz curriculum. (1)
	Additional support, staff capacity, and collaboration with AP University of Applied Sciences and Arts are needed to further develop the current policy on inclusion and diversity. (1)
	Greater attention should be paid to the professional development and support of teaching staff, including those with smaller appointments, as well as to knowledge sharing among colleagues. (1)
	Communication currently relies too heavily on informal channels. It is recommended to centralise communication through a limited number of clear and accessible systems. (1)
	Develop stronger feedback and survey mechanisms for students and alumni, and make more systematic use of alumni data in curriculum development. (1)
	Alumni point to the need for stronger preparation for professional practice, with greater attention to entrepreneurship, grant applications, project development, business management, and professional networking. (2)
4. SOURCES OF EVIDENCE	(1) Review Report MusiQuE (2025)
	(2) RCA Alumni-survey RCA (2026)