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National Centre of  
Public Accreditation



Association Européenne  
des Conservatoires,  
Académies de Musique  
et Musikhochschulen (AEC)

# FINAL REPORT

EXTERNAL REVIEW OF THE STUDY PROGRAMMES IN  
«**Academic Choir Conducting**»,

delivered by the Gnesins Russian Academy of Music



Moscow, 2012

JOINT FINAL REPORT  
ON THE RESULTS OF EXTERNAL REVIEW  
OF STUDY PROGRAMMES IN  
«Academic Choir Conducting»,  
delivered by the Gnesins Russian Academy of Music

Review Panel Chair



E. Gabnis

# TABLE OF CONTENTS

1	EXECUTIVE SUMMARY.....	4
2	CONTEXT AND MAIN STAGES OF THE REVIEW .....	4
	2.1 Reasons for commissioning the review .....	4
	2.2 Composition of the Review Panel.....	5
	2.3 Goals and objectives of the review .....	6
	2.4 Stages of the review .....	6
	2.4.1 Self-evaluation report.....	6
	2.4.2 Site visit to the Gnesins Russian Academy of Music.....	7
	2.4.3 Evaluation report.....	8
3	DESCRIPTION OF THE EDUCATIONAL PROGRAMMES IN ACADEMIC CHOIR CONDUCTING .....	8
	3.1. Information on the Institution.....	8
	3.2. Description of the programmes .....	9
4	FINDINGS .....	9
	4.1 Standard 1: Mission of the education institution.....	9
	4.2 Standard 2: Educational process .....	11
	4.3 Standard 3: Student qualifications.....	13
	4.4 Standard 4: Teaching staff.....	15
	4.5 Standard 5: Facilities, resources .....	16
	4.6 Standard 6: Internal quality assurance and decision-making processes .....	18
	4.7 Standard 7: Public information.....	19
5	RECOMMENDATIONS FOR IMPROVEMENT .....	20
	5.1 Condition for accreditation .....	20
	5.2 Recommendations for improvement.....	21
6	CONCLUSION .....	24
	ANNEX.....	24

## 1 EXECUTIVE SUMMARY

An external review of educational programmes in Academic choir conducting delivered by the Gnesins Russian Academy of Music was carried out during the period from October 2011 through February 2012, involving a review of the self-evaluation report supplied by the Institution, a site visit by the external review panel, and preparation and production of the present report on the outcomes of the external review process.

The main purpose of the review was to analyze whether the educational programmes meet the *Standards and Criteria for Public Accreditation of Programmes of Higher Music Education (hereinafter – NCPA-AEC Standards and Criteria)* jointly developed by the National Center of Public Accreditation (NCPA) and the European Association of Conservatoires (AEC) in accordance with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG-ENQA)*.

*NCPA-AEC Standards and Criteria* were developed in 2011 when NCPA and AEC decided to cooperate on the joint accreditation procedure of study programmes offered by the Gnesins Academy of Music and the Victor Popov Academy of Choral Art in Moscow, site-visits to be held on 13-18 February 2012. The document was meant to be used for the above mentioned accreditation procedure and to ensure that the latter would comply with NCPA and AEC criteria and procedures. Both the institutions concerned agreed to take part in the joint NCPA-AEC procedure.

The present Final Review Report provides the basis for a decision on public accreditation which is to be made by NCPA and AEC with respect to the programmes under review against *NCPA-AEC Standards and Criteria*. The main goal of public accreditation is to enhance quality of education and to promote quality culture in education institutions, to identify best practices of ongoing improvement of educational quality, as well as to ensure public provision of information about education institutions delivering study programs in accordance with European standards of educational quality.

## 2 CONTEXT AND MAIN STAGES OF THE REVIEW

### 2.1 Reasons for commissioning the review

Article 33.2, Point 41 of the Law of the Russian Federation “On Education” of 8 November 2010 №293-Φ3 stipulates that education institutions have the right to undergo public accreditation procedures conducted by Russian, foreign, or international educational, scientific, public, or other organizations. Information on the outcomes of such accreditation shall be considered in the state accreditation review process.

To undergo the public accreditation procedure regarding the programmes in choral conducting, the Gnesins Russian Academy of Music applied to the National Center of Public Accreditation via the Association of Russian Music Education Institutions. NCPA carries out its activities at the national level and is recognized by the leading international organizations of quality assurance in higher education<sup>1</sup>.

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<sup>1</sup> The Central and Eastern European Network of Quality Assurance Agencies in Higher Education CEENQA (full membership); The Asia-Pacific Quality Network APQN (full membership); The International Network for Quality Assurance Agencies in Higher Education INQAAHE (full membership); The European Network for Quality Assurance in Higher Education ENQA (affiliate status).

## 2.2 Composition of the Review Panel

The procedures of nomination, selection and approval of candidates for membership in the External Review Panel were conducted jointly by the National Center of Public Accreditation (NCPA), the Association of Russian Music Education Institutions and the European Association of Conservatoires (AEC).

### Composition of the Review Panel:

- **Eduardas Gabnys (Review Chair)**  
*Professor (former Rector) at the Lithuanian Academy of Music and Theatre, Lithuania*  
Expert in higher music education, leadership and administration of education institutions of higher music education  
Nominated by the Association of Russian Music Education Institutions  
E-mail: eduardas.gabnys@lmta.lt
- **Lubov Stuchevskaya**  
*Professor at The Royal Flemish Conservatoire, Antwerp, Belgium*  
Expert in Vocal Studies  
Nominated by the European Association of Conservatoires  
E-mail: lubovstuchevskaya@gmail.com
- **Grzegorz Kurzyński**  
*Professor at The Karol Lipiński Academy of Music in Wrocław, Poland*  
Expert in higher music education, quality assurance and accreditation (including AEC criteria and procedures), the Bologna process implementation  
Nominated by the European Association of Conservatoires  
E-mail: grzegorz.kurzynski@amuz.wroc.pl
- **Anthony Zielhorst**  
Artistic leader and conductor of choirs and ensembles, coordinator of the National Curriculum Master Orchestral Conducting, Conducting Dpt., Young Talent Dpt. *at The Royal Conservatoire The Hague, The Netherlands*  
Expert in Choral Conducting, representative of stakeholders  
Nominated by the European Association of Conservatoires  
E-mail: a.zielhorst@koncon.nl
- **Eduard Fertelmeister**  
*Rector of Nizhny Novgorod State Conservatory named after M.I. Glinka, Russia*  
Expert in choral conducting and composition, leadership and administration of education institutions of higher music education  
Nominated by the Association of Russian Music Education Institutions  
E-mail: nngk@mail.ru
- **Ksenia Muslanova**  
*Post-graduate student at A. Schnittke Moscow State Institute of Music, Russia*  
Expert in Vocal Studies  
Nominated by the National Center of Public Accreditation  
E-mail: biankoluna@mail.ru
- **Zhanna Kuzminykh (NCPA representative acting as Panel Secretary)**  
*Head of the International relations Department of National Center of Public Accreditation (NCPA), Russia*  
Expert in the field of Higher Education, Bologna reforms implementation in Russia and in Europe  
E-mail: zhanna.kuzminykh@ncpa.ru, accredited@mail.ru

The Review Panel comprised experts with the profound and wide-ranging experience in Higher Music Education in Europe and in Russia, who brought to their task, alongside their generalized professional knowledge, their particular specialist expertise: in the field of higher music education administration - Eduardas Gabnys,

Grzegorz Kurzyński, and Eduard Fertelmeister; in the field of academic choir conducting –Anthony Zielhorst and Eduard Fertelmeister; in the field of vocal arts – Lubov Stuchevskaya. Participation of Grzegorz Kurzyński with his great expertise in the Bologna process implementation, quality assurance and accreditation procedures including AEC criteria and procedures was of greatest value to the other Panel members. Having representatives of both Russian and European Higher Music Education provided the basis for reviewing the programmes in the context of European trends in quality assurance as well as of the Russian national higher education system.

The Panel members' specialized expert knowledge, their extensive experience in Music Education and music profession, and an active representation of the current student and stakeholder perspectives – all this enabled the Panel to work constructively addressing a wide range of issues in the course of the external review.

The Panel would like to express their appreciation to Mr. Maxim Belau, PhD, associate professor of Moscow State Open University, who worked as an interpreter across the two days of the Panel's visit to the Victor Popov Academy of Choral Art. Mr. Belau was nominated by the Association of Russian Music Education Institutions.

### **2.3 Goals and objectives of the review**

The review of the educational programmes in Academic choirl conducting delivered by the Gnesins Russian Academy of Music (*hereinafter* also referred to as *the Gnesins Academy*) was aimed at:

- evaluation of the effectiveness of the study programmes under review and assessing the level of their compliance with the *NCPA-AEC Standards and Criteria*;
- provision by the Panel of condition(s) and recommendations which could assist the programmes in further development and quality enhancement.

### **2.4 Stages of the review**

The review was conducted in 3 main stages: (a) examination of the self-evaluation report and other documentation submitted by the Institution in advance of the site-visit, (b) the site visit by the Panel to the Gnesins Russian Academy of Music, and (c) preparation and production of an evaluation report on the outcomes of the external review process.

#### **2.4.1 Self-evaluation report**

The Gnesins Russian Academy of Music was responsible for conducting the self-evaluation procedure of the programmes under review, as well as for writing a self-evaluation report on educational programmes in coral conducting and its timely submittal to NCPA and AEC.

Based on *the NCPA Guidelines for Conducting Self-Evaluations at the Programme Level*, the self-evaluation report (27/22 pages in the Russian / English language) included an introduction, findings of the self-evaluation procedure, and conclusions. The Annex to the self-evaluation report comprised annotations to the descriptions of disciplines included in the study plans for the programmes in choral conducting.

The self-evaluation document obviously represented a product of great collaborative work aimed at conducting and analyzing the self-evaluation procedure on the basis of SWOT-analysis against each of the NCPA-AEC Standards. Nevertheless, the Panel considers that the content of the self-evaluation report

could have been presented with greater visualization and structural clarity which might be achieved through the use of graphs, tables and a concise writing style.

In accordance with the *NCPA Guidelines for Conducting Self-Evaluations at the Programme Level*, the self-evaluation report of the educational programmes in choral conducting was supplied to NCPA and AEC and distributed among the Review Panel members 30 days prior to the site visit by the Panel to the Institution.

During the site visit the self-evaluation report and other supporting documentation were produced to the Panel in hard copy. Since the international Panel members representatives of European higher music education (except Anthony Zielhorst) had a good command of the Russian language, the documentation was presented by the Institution in the original (Russian). However, the Panel wishes to underline that a wider range of documents needs to be translated into the English language including annotations to study plans and course syllabi, the Strategic plan, documentation on graduates' employment in order to ensure availability of this documentation to a wider community, including its publication on the Academy's official website.

#### 2.4.2 Site visit to the Gnesins Russian Academy of Music

The site visit to Gnesins Russian Academy of Music was undertaken between 16 February 2012 and 18 February 2012, in order to verify the validity of information contained in the self-evaluation reports provided by the study programmes under review, and to gather additional evidence as to the programmes' delivery and their compliance with the *NCPA-AEC Standards and Criteria*.

NCPA and AEC were responsible for setting the dates and schedule of the evaluation visit; the site visit program and timetable were finalized after they had been discussed and agreed upon by the Review Panel and the Gnesins Academy administration.

In the course of the site visit the Panel conducted a few meetings and interviews with the senior administration staff, academic staff, undergraduate and postgraduate students, external stakeholders (employers, alumni). During the visit to the Gnesins Academy the Panel conducted examination of the documentary evidence presented and requested for further information and supplementary materials.

In general, the Review Panel had a feeling that the documentation studied and the range of individuals interviewed enabled it to make a well-informed opinion on the programmes under review, on their infrastructure and resources, as well as on the national context of the Russian Higher (in particular – Music) Education. However, the Panel would like to draw attention to certain inadequacy in the Institution's selection of candidates for attending the meetings with the reviewers. The same individuals (Dean and Heads of the Departments) participated in the meetings as representatives of the senior management, administration staff, and teaching staff. Virtually all representatives of external stakeholders (except one) appeared to be alumni of the Gnesins Academy. To a certain extent, this limited the range of issues discussed and opinions presented which constituted the basis for drawing conclusions and making recommendations by the Panel.

The Panel wishes to emphasize efficient interaction among experts, NCPA and AEC staff at the preparation and implementation stages of the review process.

The Gnesins Russian Academy of Music provided organisational support for the site visit, including arrangement of meetings and interviews on site, provision of meeting rooms and working facilities for the Panel.

At the end of the site visit, the Review Chair made a brief presentation to the Academy staff describing the most prominent preliminary findings of the external review.

The detailed schedule of the site-visit is attached as Annex to the present report.

### 2.4.3 Evaluation report

The Review Panel was responsible for submitting to NCPA and AEC the Final Evaluation Report on the outcomes of the external review of the educational programmes in choral conducting delivered by the Gnesins Russian Academy of Music.

The draft report (23 pages, excluding annexes), was written by the Panel Secretary based on the findings of the Panel. Panel members then commented on the draft report and the finalized draft was sent to the Gnesins Academy to check for factual errors. The panel finalized the report after making the necessary factual corrections, and sent it to NCPA, AEC, and to the Gnesins Academy by the end of March 2012.

## **3 DESCRIPTION OF THE EDUCATIONAL PROGRAMMES IN ACADEMIC CHOIR CONDUCTING**

### **3.1. Information on the Institution**

By its legal and organizational form the Academy is a federal state-financed educational institution of higher professional education which delivers State licensed educational programmes of higher, pre-college and further education and conducts scientific research and other activities stipulated by its Statutes.

The Academy's legal and organizational basis are the Constitution of the Russian Federation, the Civil Code of the Russian Federation, Federal Laws "On Education", "On Higher Education and Doctoral Studies", Model Regulation "On Educational Institutions of Higher Professional Education (higher education institutions) of the Russian Federation", approved by the Resolution of the Government of the Russian Federation No 71 of 14 February 2008, other acts of the Russian Federation, regulatory documents of the Ministry of Education and Research of the Russian Federation and the Academy's Statutes. The founder of the Academy is the Ministry of Culture of the Russian Federation.

Established in 1895 as a private music school by the Gnesins family, outstanding musicians and teachers, the institution was re-organized into the Gnesins State Musical and Pedagogical Institute, which was in 1992 re-organized into the Gnesins Russian Academy of Music (it was the first Russian institution of higher music education to obtain the status of an *academy*).

In academic year 2011-2012 alongside with its structural reorganization and in compliance with the Bologna system and Russian legislation (Federal Law "On Higher Education and Doctoral Studies" with the latest amendments issued on 6 October 2011), the Gnesins Russian Academy of Music started the delivery of Bachelor's degree programmes and Master's degree programmes while continuing implementation of the five-year Specialists programmes, traditional for Russian higher education.

Professor Galina Mayarovskaya, Honored Art Worker of Russia, Ph.D., has been Rector of the Academy since 2008.

The Gnesins Academy Department of Conducting offering the programmes of the specialism "Academic Choir Conducting", as well as the Chair of Choral Conducting were set up in 1946. Their main objective is to establish and develop choir ensembles under the guidance of the Academy's alumni (more than 2000 individuals by the date).

For the years of their existence the Conducting Department and the Chair of Conducting have generated numerous music ensembles: Moscow Boys Choral Capella (leader V. Sudakov), Moscow Chamber Choir under the direction of the People's Artist of the Russian Federation, Professor V. Minin and others. Among winners and laureats of contests of choir conductors are G. Safonov, A. Maly, V.



Kossarev, A. Solavyov (Grand-prix of the International contest named after Yurlov), A. Melkov. Student ensembles founded on the basis of the Chair of Conducting several times became laureates of the annual student contest "Festos".

Professor S. Gusev, Honored Art Worker of Russia, is the Head of the Chair of Conducting.

### **3.2. Description of the programmes**

The Gnesins Russian Academy of Music offers educational programmes in Academic choir conducting that lead to a Bachelor's degree (4 years of study - 240 credits, 1 credit equals 36 academic hours), to a Master's degree (2 years of study - 120 credits) and to a Specialist's diploma (5 years of study). The latter five-year specialist programme scheme is typical of the Russian Higher (in particular, Music) Education. Since Bachelor's and Master's degree programmes were only introduced in the Gnesins Russian Academy of Music in the current academic year, the first Bachelor students will graduate in summer 2015, and the first Master students – in summer 2013.

Expected student learning outcomes (competencies) have been designed for each level of study with regard to particular areas of activities: for the Bachelor's degree programmes - for artistic and creative, cultural and educational, pedagogical, organizational and management activities, as well as for scientific and methodological and research activities for Master's degree programmes

The curricula for Bachelor's and Master's programmes are structured according to four 'sets' of academic disciplines (Humanities, Social and Economic disciplines; Profession-oriented disciplines, Specialised disciplines) and include a basic and a variable components (defined in accordance with the specialism), a list of academic disciplines, the workload and a planned sequence of disciplines for study. Synopses of the study courses for programmes in Academic choir conducting were attached as an Annex to the self-evaluation report. The Variable component of the curricula is composed of disciplines on the basis of their goals and objectives' compliance with the intended learning outcomes, as well as in accord with Russian traditions of professional music education. The sections "Electives" and "Practice" include disciplines on the basis of historical traditions of training specialists in the field of music, as well as enhancing graduates' competencies related to the labor market needs.

The curriculum of the Specialist Diploma programme in choral conducting is also composed of four sets of academic disciplines and includes a Federal and a Regional component (including elective courses).

## **4 FINDINGS**

### **4.1 Standard 1: Mission of the education institution**

#### *Compliance with the standard – **Substantially compliant***

The Gnesins Academy's aims, goals and objectives are specified in the "Concept of Development of the Academy for the Period until 2015". The key strategic goal of the Gnesins Academy is to create, on the basis of the innovative development principle, a model of modernization of Russian music education, this model being capable of providing positive system changes in this sphere.

The mission reflects the Institution's aspiration to retain the best traditions of the Russian Higher Music Education as well as the Academy's focus on openness to the new trends in the Bologna process: increase in students' mobility and professional flexibility, integration of research activities with teaching and learning, student-centered education, implementation of the new concept of music education, etc.

The mission of the Chair of Choral Conducting is defined by the *Regulations on Chair*, being a basic document on educational and scientific activities. The main goal is to train highly-qualified specialists in the sphere of academic choir singing, who are able to contribute to the development of music.

Having conducted documentation examination and meetings during the site visit, the Review Panel considers that the *Concept of development of Gnesins Russian Academy of Music for the period until 2015* – the most significant document defining priorities and key activities of the Institution for the indicated period - does not clearly articulate the Academy's policy and strategies for achieving the stated goals and objectives in the context of a long-term strategic vision. The Panel understands that to a certain extent it is connected with the peculiarities of State funding of public higher education institutions (hereinafter – HEIs) in Russia: the amount of funds to be allocated to HEIs from the state budget is determined every three months, thus HEIs do not have any clear vision of their financial prospects.

In the Panel's opinion, the *Concept of Development of the Gnesins Russian Academy of Music for the period until 2015* does not sufficiently reflect the role of students and external stakeholders in quality enhancement processes which is undoubtedly of primary importance in the context of the Bologna process.

The Panel would underline the fact that the *Concept of Development of the Gnesins Russian Academy of Music for the period until 2015* is not publicly available either in printed form or on the official web site of the Academy.

During onsite meeting and interviews the Panel did not sense that the Academy's teaching staff, students or stakeholders were well informed of the Institution's mission or its main provisions. This may be explained by the fact that the mission statement of the Academy (as well as the mission statement of the Chair) is too long and includes 7 paragraphs (the mission statement of the Chair consists of 8 paragraphs).

The most important condition for the effectiveness of the mission is its practical orientation: a clear mission statement would set out the institutional vision, values, goals and strategic initiatives, which would enable administration and academic staff, students and stakeholders to understand the underlying basis for the actions of the Academy, as well as to cooperate efficiently towards common goals and to promote the image of the Academy in Russia and internationally.

### **Recommendations:**

- The Panel recommends that the mission statement of the Gnesins Russian Academy of Music be articulated more clearly and concisely, its final approved version be available to all the Academy staff members, students, stakeholders and general public through publication on the Academy's official website, (Russian and English-language versions).
- It is recommended to clearly define and formulate strategies for achieving the goals and objectives stated in the *Concept of Development of the Academy for the period until 2015*, and to make the content of this document available to all staff members, students, stakeholders and to general public through publication on the Academy's official website (Russian and English-language versions).
- The Panel recommends also that the Gnesins Academy administration in cooperation with the Academy's staff members, students and stakeholders (partner associations, HEIs, employers and others) define the role of students and stakeholders in the implementation of the institutional quality enhancement policy. This role should be clearly articulated in the *Concept of Development of the Academy*. Then it is necessary to inform the Academy's staff members, students, stakeholders and general public of the changes introduced in the document through publication of the latter on the Academy's official website (Russian and English-language versions).

- The Review Panel would emphasize the most important condition for the effectiveness of the above-listed measures: they need to be supported by adequate decisions and procedures: active involvement of students and stakeholders in the development and revision of study plans, curriculum design, as well as in design and implementation of various aspects of internal quality assurance system, etc.

## 4.2 Standard 2: Educational process

### *Compliance with the standard – Substantially compliant*

In academic year 2011-2012 the Gnesins Russian Academy of Music started the delivery of study programmes within the two-cycle system of higher education – Bachelor degree programmes and Master degree programmes while preserving the previous five-year Specialist Diploma scheme of higher education. The curricula for all programmes imply cohesion and enhancement of studying profession-oriented and specialized disciplines. Programmes of the third cycle are delivered at the Conducting Department in the form of a postgraduate research course and assistantship (the latter existed in Russia until 2007 and was legislatively restored in 2011).

Professors of the Chair of Choral Conducting use various teaching strategies and techniques depending on specific goals and objectives of each study course. The study plans specify different kinds of practice-oriented professional training carried out on the basis of long-term contracts with Institutions of culture, arts and education.

The key characteristic of the Gnesins Academy Conducting Department is a combination of performing and pedagogical activities, which stimulates ongoing enhancement of the educational environment within the Institution. Therefore the Department employs conductors, choirmasters, vocalists, pianists as well as singers and theoreticians recognized in the music community. The Department also engages in its activities recent graduates whose initial professional development was guided by the Academy's professors.

Assessment of student learning outcomes is multifaceted and is carried out in various forms not only aimed at control, but also at motivation and personal development. Thus, examination committees carry out offsite examination sessions, which provide students with an opportunity to present their artistic projects in the ensembles they work in.

Traditional forms of formative and summative and final assessment of students are academic concerts, competitions, mid-term examination concerts and other ways of demonstrating learning and creative achievements of students. Transparency of mid-term and final assessments is achieved through publication of the assessments' criteria on the information board of the Conducting Department.

The educational process involves individual consultations for students depending on the area of their research interests. During the meetings with the Panel undergraduate and postgraduate students, alumni and academic staff members spoke about professors' readiness and willingness to carry out individual tutorials on a voluntary basis, beyond their planned teaching workload. The Panel approves of the Academy's teaching staff enthusiasm but suggests that this scheme of individual tutorials be scheduled and formalized, and thus professors be paid for their work.

Students have an opportunity to study full-time or part-time; the latter way of studying allowing combining work and studies.

The Department of Choral Conducting has long traditions of research activities. Postgraduate students and the Department's academic staff members set a proper example for undergraduate students. Students get involved in research activities

from the very beginning of the study process. Nevertheless, the scope of themes of student research projects seemed rather limited to the Panel. This may be related to the limited amount of international literature and lack of the Institution's subscriptions to research databases. The Review Panel members are unsure if, and how, students learn to search in international research databases, which is considered to be a vital skill for doing research. In the light of the development of the methodology of educational process and internalization it is very important to offer materials in other languages than Russian and materials from different musical backgrounds.

The Panel reports that the implementation of the two-cycle education (while preserving the specialist's diploma programmes) is a sign of good management and the Academy's focus on such priorities of contemporary higher education as transparency, students' and professors' academic mobility, expanding career opportunities for graduates, seeking full integration into the European Higher Education Area. There is no doubt that in future comparability of study periods and content of education will remove a number of difficulties preventing the development of student exchange programmes between the Gnesins Academy and music HEIs outside Russia, and will eventually contribute to the increase of Academy's competitiveness in Russia and abroad.

However, the Panel finds it important to underline that transition to the two-cycle system of higher education requires great efforts from the Academy's administration and staff members in order to implement many aspects such as the development of learning outcomes for different levels of education, implementation of credit system, introduction of the European Diploma Supplement, transition to flexible individualized study plans, and many others.

It is clear to the Panel that since the Bachelor's and Master's programmes have been initiated in the Academy during the current academic year, it will only be possible to judge on the coherence of the two cycles of education in two or three years. However, based on the documentation examination and outcomes of the meetings, classes and concerts attended, the Review Panel believes that there is cohesion and coherence between the cycles that are traditional for Russian higher education (specialist's diploma studies and doctoral studies).

Despite the fact that the Gnesins Russian Academy of Music has formally introduced the credit system and student workload is being measured in credits, the Panel had an impression that both students and staff members had rather a vague idea of the essence and principles of a credit accumulation and transfer system, the same concerning the essence and action lines of the Bologna process. While analyzing study plans and syllabi, the Panel found no evidence of interrelation between the stated intended learning outcomes and the Dublin Descriptors or with the Learning Outcomes for European music higher education, produced by AEC.

In the opinion of the Panel, the Gnesins Academy does not have a clearly articulated and developed internationalization strategy/engagement in international partnerships. There are a few formal bilateral agreements with partners in Europe and Canada. The institution uses funds from Tempus, but due to some peculiarities of the Russian system of education the Academy has no opportunity to use Erasmus network as a useful tool for broadening mutual exchange.

### **Recommendations:**

- The Panel recommends that the study plans and syllabi of the programmes under review contain direct references to strategies and methods for achieving intended learning outcomes, as well references to the way the latter correlate with the Dublin Descriptors and, if possible, with the AEC Learning Outcomes.
- It is recommended to use E-learning in both full-time and part-time study programmes.

- The Academy needs to formalize its internationalization strategy on the basis of strategic planning and subsequently integrate the strategy in study plans and in the educational process.
- Criteria of formative and summative assessments should be widely published in print and on the official website of the Academy (both in Russian and in English).

### **4.3 Standard 3: Student qualifications**

#### *Compliance with the standard – **Fully compliant***

During the admission period to Gnesins Russian Academy of Music creative, technical, academic and intellectual abilities of its applicants are evaluated.

In the area "Applicants" of the Academy's website a list of recommended musical works and literature is provided so that prospective students could prepare for entrance examinations. The so called 'Day of Open Doors' takes place annually to provide prospective students and their parents with an opportunity to get acquainted with the institution and its staff members as well as to get individual and group consultations. Competitive admission of the most well-prepared and talented applicants provides rather high quality of the student profile.

The teaching staff of the Chair of Choral Conducting regularly carries out master-classes in regional Professional Education institutions, getting acquainted with potential applicants and forming a preliminary vision of the forthcoming entrance examinations. To implement the program of continuous music education the Academy has been delivering programmes of Secondary Professional Education since 2008. In 2011 the Gnesins State Musical College merged with Gnesins Russian Academy of Music which brought new perspectives to the process of continuing music education development.

The Academy's activities aimed at the enhancement of music education structure are in compliance the demands of the labour market, which provides the basis for a stable demand for the Department's alumni and annual employer's requests for professionals with Higher Professional Music Education.

Employment statistics of the recent years show that 95.5 % of the Academy's alumni took up careers in the music profession.

According to the statics data presented by the Academy, the majority of the Academy's alumni are quite successful in finding work in Russia, primarily in Moscow. The employers, who attended the meeting with the Review Panel, highlighted the high level of the alumni' professionalism, fundamental character and flexibility of their education: the alumni of the reviewed programmes are competitive experts; they work as singers, performers on musical instruments, choirmasters, and conductors.

The Panel would like to draw attention to the fact that most employers present at the meeting on site, were in fact former graduates of the Academy, thus it was not always easy to estimate credibility of the given information on the quality of the Academy's alumni. After the meetings with other stakeholders it got clear to the Panel that the majority of the Academy's alumni work as choirmasters (often in church choirs), choir singers or teachers in music education institutions. At the same time it should be noted that the Bologna process envisages wider employment possibilities and, if necessary, even a change of career within the music profession.

In the course of the meetings with undergraduate and postgraduate students the Panel recorded their poor knowledge of foreign languages. It should be noted that according to the programmes' requirements students are supposed to speak two foreign languages, which is one of the priorities for future choirmasters (choir singers and soloists).

During the meetings of the Panel with stakeholders, former graduates, academic staff the need to enhance students' communication skills and leadership qualities was repeatedly emphasized, taking into account the specific character of the choirmaster's or conductor's job (initiative, ability to interact with people, to work in a team, to unite staff, to take responsibility for achieving common artistic goals, etc.).

The Review Panel took notice of certain passivity and immaturity of students' position during the meetings and interviews, lack of initiative to achieve the desired goals (for example, expectation that the problematic issues of the library, organization of master classes, provision of more time for individual work with the choir would be solved by someone "from above"). The Review Chair's question about students' possibilities to take part in decision-making through student self-government organizations found no explicit response. However, general learning outcomes involve critical thinking, psychological understanding and independence.

The students interviewed seemed very contented with the education provision, both in terms of content and organization. Things they would wish to improve were: (a) to increase the amount of time allocated for students' individual work with the choir, especially while preparing course and diploma projects; (b) to extend the Academy's contacts with international experts: students learn about master classes to be given by renowned musicians or conductors through their own 'channels', and, if possible, try to attend the concerts and master classes often held in other Music Higher Education Institutions of Moscow.

The Academy keeps in touch with alumni through running different events like competitions, festivals, theoretical music Olympiads, contests of creative works, as well as research conferences and career guidance activities of the Chair, as evidenced by numerous diplomas, letters of thanks and responses from employers. However, the Panel has found that the system of interaction between the institution and its alumni is mainly informal and is not a part of the Academy's internal system of student and alumni employment assistance. The Academy does not have a formalized and well-documented internal quality assurance/ management system, thus graduate surveys are not a part of it.

### **Recommendations:**

- The Panel suggests that special attention be paid to the admission process for international students (adaptation period, integration in the Academy's learning community, assistance in overcoming language difficulties)
- The Panel recommends to develop, formalize and implement the system of interaction between the Institution/the Chair and alumni.
- The Panel recommends that the Academy provide greater openness of education to different careers for musicians, for instance, in management or social sphere, which reflects a broader view on the scope of professional activities in accordance with the student-centered approach in the context of the Bologna process. Thus it may be appropriate to establish an organization responsible for monitoring and analyzing data on employment and career development of the Academy's students and alumni (Employment and Career Centre, or a Centre for Assistance to Student and Graduates in Employment and Adaptation to the Labor Market). Among major objectives of such a body could be implementation and operation of an information system supporting employment of graduates and providing them with data on domestic and foreign labor markets, labor market research and forecasting.
- Underlining once again its genuine respect and appreciation of the Russian traditions of teaching choral singing, the Panel recommends that the Academy be more open to the new promising trends in Higher Education, in particular, to the student-centered approach based on the one hand, on students' productive independence and self-regulation, and on facilitative guidance by professors on the other. Of primary importance are student's individuality and

personal experience, which are to be taken into consideration while designing the educational process.

- The panel suggests that more attention be paid to the development of leadership skills and abilities of future conductors, for example, by introducing such changes in the curriculum elective component as more elective courses, using partner relations with Higher Music Education Institutions and inviting outstanding scholars and practitioners for delivering lectures and courses, developing individual study plans (personalized approach to students). It is also recommended to introduce a course in pedagogy, methods of teaching, and psychology in order to address the issues of students' abilities to work as leaders in the profession.
- It is necessary to ensure greater openness to public: to develop social partnership with Higher Music Education Institutions of Moscow, other cities of Russia, and from outside the context of Russian education system; to establish closer relations with artistic organizations (associations, groups, concert organizations, institutions of the Russian Orthodox Church etc.) in order to:
  - identify the needs and expectations of the partners;
  - satisfy the need for training facilities for practice-oriented classes;
  - get information about the latest trends and needs in the labor market.

Such kind of partnership would serve as a basis for extending contacts between the Academy's students and staff members with those from other Higher Music Education Institutions of Moscow and Russia on the whole. The partnerships would also provide students with new opportunities for mutual exchange of lectures, concerts, master classes - exchange of ideas, best practices, methods of teaching. In order to improve the effectiveness and objectivity of student learning outcomes assessment it may be possible to involve in the assessment academic staff of other Institutions of higher music education, including those from outside Russia.

- The Panel recommends that all students be stimulated towards a very high level of mastering solfeggio and other musical and theoretical disciplines.
- In order to enhance the level of linguistic competency and professional training of students it may be effective to involve international professors in conducting classes in different academic disciplines in foreign languages.
- To develop student mobility and enhance their linguistic and professional competencies, the Academy has to explore all possibilities for students' participation in international academic exchange programs.

#### **4.4 Standard 4: Teaching staff**

##### *Compliance with the standard – **Fully compliant***

The academic staff of the Chair consists of highly qualified professors who have scientific degrees and honorary titles. There are 3 PhD representatives, 12 professors, 7 associate professors, 6 senior teachers, among them a People's Artist of Russia, an Honored Artist of Russia, five Honored Workers of Arts of Russia, and two Honored Workers of Higher School of Russia.

The Academy provides wide opportunities for support and development of artistic and academic activities of the academic staff. Professors of the Department of Choral Conducting may perform concerts in one of the Academy's concert halls

The Academy's teaching staff is actively engaged in educational, scientific, and research activities, which results in publication of scientific papers, textbooks, monographs and in conducting scientific conferences. The teaching staff members of the Chair offer a number of individual courses like "Modern Choral Music",

"Theory of the Modern Choral Writing" by A. Ryzhinsky; "Liturgics", "Chant" by A. Pokrovsky. There is a tendency to involve young teachers in writing and publishing their research papers.

In the course of the site visit the Panel sensed that the Academy's undergraduate and postgraduate students and alumni greatly appreciate professionalism of the teaching staff, whose deep and wide-ranging expert knowledge is considered of highest value to the students. Nevertheless, the Review Panel wishes to underline the necessity and importance of specialization in teaching disciplines involving studying musical material of various epochs.

There is not any third-party investing in the research activities of the Chair. Financial support is provided only by the Academy.

According to the Labour Code of the Russian Federation, qualifications of all teachers of the Chair of Choral Conducting meet the corresponding requirements.

Academic staff recruitment is based on the results of the competition to fill the vacancy. The Regulations on filling vacant positions was approved by the Ministry of Education and Research of the Russian Federation.

The Academy has established a human resources development system providing opportunities for ongoing professional development for all the teaching and academic staff members. In 2011 the Centre for Professional Retraining and Development provided training for fourteen professors of the Chair. Upon completion professional development courses, the course participants got state certificates.

The quality of teaching staff is relevant to the teaching load required for high quality education provision: there are 14 full-time professors and 13 academic staff members working part-time. All academic staff members are fully qualified for the positions they hold.

### **Recommendations:**

- To enhance academic mobility and professional competency of the teaching staff, the Academy's administration could explore new opportunities for the teaching staff to participate in educational, teaching, and research internships in other higher education institutions including HEIs outside Russia.
- A considerable number of the Academy's teaching staff members are former graduates of the Institution. To enhance their professional flexibility the Academy should provide them with opportunities to do their postgraduate studies in other HEIs of Russia and abroad.
- In order to promote personal and professional growth of the academic staff the Academy should regularly hold conferences, master classes, and seminars inviting for participation representatives of international music community.
- It is recommended to introduce into the curricula elective components a few courses for studying musical works of particular historical epochs. It may be useful to invite external experts from Russia and abroad, who have in-depth specialist expertise relevant to the musical material covered by the programme (Baroque, Renaissance, Romanticism and others)). Master classes, lectures, seminars and research projects could be used as adequate formats for such a study course.

## **4.5 Standard 5: Facilities, resources**

### *Compliance with the standard – **Substantially compliant***

Students of the Academy are provided with the material and technical facilities for professional education. The Academy has lecture rooms for specialized training.

The library of the Academy is the central structural division of the educational process. It provides students and teachers with musical, educational and



methodological literature. An electronic catalogue has been developed. The Chair supports the library in funds enrichment and acquiring literature published in leading domestic and foreign publishing houses.

The fund of the library consists of 236,380 volumes. Thus there are 180 volumes of musical, educational and other literature per student. On the whole the library is adequate to implement the programmes. But the Panel finds it important to note that there isn't enough international literature and there are no subscriptions to research databases, as mentioned earlier in paragraph 4.4. During the site visit to the Gnesins Academy the Panel ascertained that the library stock of scores is limited in number, and the copies are often in poor condition. The Academy's students have to search for necessary opera and orchestra scores in other HEIs or via the Internet. Moreover, the scores can be borrowed from the library for a short time, and students do not get enough time for studying the music material. The Panel recorded that the working hours of the library are not convenient to students (10 a.m.-5 p.m. – three times a week, 1 p.m.-7 p.m. – twice a week).

The record library has been recently considerably updated. 4,000 hour digital musical material is available to students for individual and group listening. The record library has a complete set of equipment for audio broadcast for 46 classrooms and a special room which has 8 equipped places for individual listening.

The Panel reported that the material and technical base of the Academy has been recently considerably developed. The Academy uses modern information technologies and has updated and enlarged the stock of musical instruments. Another positive aspect of the Academy's activities is that the instruments are systematically tuned.

The Academy has a professional sound recording studio to record students' and teachers' performances.

The Academy's Admission Rules stipulate special requirements for disabled students (5 students are studying at the Academy at present). The Academy provides a disability support system, involving education escorting and financial support. Students requiring financial assistance receive state social scholarships and occasional financial assistance. At the end of the year, students who have achieved excellent results in creative activity, receive financial assistance from the scholarship fund.

Students are provided with an opportunity to reside in the Academy's student hostel. It is located not far from the Academy, which is rather important in the context of Moscow with its notoriously busy traffic. The hostel is supplied with musical instruments for student individual work. The hostel rent is fairly low, which is also important taking into account low scholarships of Russian higher education students.

Since 2008 Department academic staff salary has received considerable governmental grant support.

Teaching staff educational and cultural activities are supported by technical and administrative personnel (107 individuals). Continuing professional development of technical and administrative staff is provided through annual extension courses.

### **Recommendations:**

- The Panel recommends to keep enhancing the quality of musical instruments, including their tuning.
- To adjust the library working hours to students' needs. The Academy should enlarge the library fund with literature in foreign languages, as well as with scores, both in their quantity and in quality.

## 4.6 Standard 6: Internal quality assurance and decision-making processes

### *Compliance with the standard – Needs improvement*

The Academy is structured according to the legislation of the Russian Federation. The structure involves departments, chairs, postgraduate departments, the professional retraining and development centre, the educational and methodological board, the contractual department, the maintenance and supply department, the office of international relations, the research laboratory, etc.

The Academy is managed in compliance with the legislation of the Russian Federation, Standard regulations on Higher Professional Education Institutions and the Academy's Statutes. The main collegial management bodies are the Union of teachers, research workers, other employees and students and the Academic Council. Direct control is exercised by Rector. The Academic Council comprises Rector, Vice-rectors, deans of departments and heads of chairs, representatives of other structural divisions and the Student Union. The Academy's Student Union and the Hostel's Student Union represent student self-government institutions.

The Conducting Department regularly holds joint meetings of the Chair' students and academic staff to discuss current educational issues. Establishment of the Board of Regents is a top-priority issue.

Continuous development of the study plans is paid much attention by the Chair. The improvement of the study plan is based on statistics analysis, performed by the teaching staff from 1992.

Based on the documentation studied and evidence gathered on site, the Review Panel considers that the teaching staff and students of the Academy do not have clear understanding of what an internal quality assurance system is. Diametrically opposed and complementary definitions of quality were given by the meetings participants, but most of the faculty and students considered "quality" to be equivalent to a high level of students' qualification. The Academy's subdivisions are responsible for collecting and analyzing data on various aspects of their activities and the Academy's activities, but there is no uniform, formalized and officially established structure responsible for quality issues at the Academy. Thus, due to the absence of such a structure student or alumni surveys and questionnaires, if implemented, were of sporadic, "occasional" rather than systemic nature.

The Panel wishes to emphasize that absence of a formalized, well documented internal quality assurance system is definitely an area of big concern, thus, it is critically important for the Academy to develop such a system in the near future.

### **Recommendations:**

The Review Panel would like to outline the most significant precondition for accreditation of the programmes under review, which is development, formalization and implementation of an internal quality assurance system in the Gnesins Russian Academy of Music.

The Panel has no doubt that the Academy has a few isolated components of the system in place, but they need to be streamlined, organized and formalized in order to form a true quality assurance system which would be feasible at all levels of the Academy to:

- ensure transparency of the Academy's activities;
- involve the Academy's personnel, teaching staff, and administration in the Academy's multifaceted activities;
- systematize the Academy's activities aimed at enhancement of its functioning and elaborate a policy in the sphere of education quality assurance.

Such a system should meet requirements of all stakeholders (the Academy's students and administration, employers, government, society) and be adaptable to new requirements put forward by these stakeholders.

Thus, as the result of the follow-up measures, the Academy should achieve a certain level of formalization of its procedures, efficiently document its activities regarding quality management and assurance, and use a more 'institutionalised' approach to quality assurance processes. The internal quality assurance system will allow systemic data collection and analysis on every structural subdivision of the Academy; the findings will then be used as a basis for decision-making, risk management, and for developing a long-term strategy of the IQA system enhancement.

- The Panel recommends that the management of the Gnesins Russian Academy of Music provide staff members and students with an opportunity to get acquainted with the essence of the Bologna process, the implementation of the Bologna reforms in Russia, as well as with the basic developments, trends and concepts of the European Higher Education Area (ECTS, a credit, the Diploma Supplement, academic mobility, an individual study plan, etc), for example, through participation in domestic and international workshops, professional development courses and conferences on these issues.
- The Academy should enhance the policy of student involvement in decision-making and quality assurance processes at every level of the Academy's organization structure.
- It is recommended to involve representatives of employers and professional associations in reviewing and updating the study plans and syllabi of disciplines as well as to invite them for participation in formative and summative assessments in order to ensure the relevance of the educational process to the requirements of the present-day labour market and new trends in the development of professional music community.

#### **4.7 Standard 7: Public information**

##### *Compliance with the standard – **Fully compliant (Area of strength)***

The Academy is a regular organizer and a participant of national and international conferences on cultural issues. Rector of the Academy G. Mayarovskaya is Co-chairman of Educational and Methodological Board of Higher Music Education Institutions of the Russian Federation. The Academy's Educational and Methodical Board, headed by Rector is the leading developer of federal higher education standards in the field of culture in all profiles and specializations of multi-level education system.

The Academy collaborates with the Union of Composers of Russia and Moscow, the International Union of Music Workers, the Russian Union of Theatrical Workers, the Musical Society of Moscow. The Academy is a member of the European Association of Conservatories. The Academy's professors head cultural commissions of the Moscow Musical Society, take an active part in festivals, competitions, master-classes, workshops, cultural, educational and charity events, meetings of the Presidium and the Board. The Moscow Musical Society and the International Union of Music Workers inform the Academy on demand of musical teams and music educational institutions for music experts, assist student and alumni employment as well as implementation of students' projects.

The elective component of the curriculum is annually updated in compliance with the labour market requirements and social demand for different music experts. New musical profiles are being established in connection with society requirements.

Information for prospective students is available on the Academy's website section "Applicant". Doors Open Day takes place annually and provides individual and group consultations on admission tests. Brochures "Applicant" containing necessary admission information are issued.

The website forum of the Admission Committee Executive Secretary and the Admission Committee e-mail are available over the whole academic year. A special

Academy's website page contains complete information on the Conducting Department and the Chair of Choral Conducting. Appropriate website sections include announcements on theses defenses and synopses of theses, conference and workshop materials. Teachers' and students' achievements are promptly reflected on the news webpage; information on forthcoming events and media reports on them are regularly displayed and updated.

### **Recommendations:**

- The English version of the official website of the Gnesins Russian Academy of Music should be better structured and its content should be extended in accordance with the recommendations mentioned in paragraph 4.1.
- The Academy needs to formalize its relationships and contacts with the professional sphere in Russia and abroad in order to avoid the dangers of creating "an exclusive eco-system" (focus is mainly on the domestic labour market, the opportunities for the students' and professors' professional flexibility are limited).

## **5 RECOMMENDATIONS FOR IMPROVEMENT**

Based on the documentation examination and evidence gathered at the meetings and interviews on site, the Review Panel has worked out a condition for accreditation and a number of recommendations which it considers would be useful for the Gnesins Russian Academy of Music in its ongoing quality improvement of the study programmes under review. Below is a summary list of conditions and recommendations with the reference to the paragraph where they originally occur in the present report.

### **5.1 Condition for accreditation**

The Review Panel would like to outline the most significant precondition for accreditation of the programmes under review, which is development, formalization and implementation of an internal quality assurance system in the Gnesins Russian Academy of Music.

The Panel has no doubt that the Academy has a few isolated components of the system in place, but they need to be streamlined, organized and formalized in order to form a true quality assurance system which would be feasible at all levels of the Academy to:

- ensure transparency of the Academy's activities;
- involve the Academy's personnel, teaching staff, and administration in the Academy's multifaceted activities;
- systematize the Academy's activities aimed at enhancement of its functioning and elaborate a policy in the sphere of education quality assurance.

Such a system should meet requirements of all stakeholders (the Academy's students and administration, employers, government, society) and be adaptable to new requirements put forward by these stakeholders.

The Review Panel proposes that the accreditation of the programmes in Academic Choir Conducting delivered by the Gnesins Russian Academy of Music be subject to the condition that the Academy submit a report to NCPA and AEC no later than 1 May 2015 describing its plan of follow-up measures and progress that will have been made in implementation of the condition and recommendations contained in the present report (Chapter Five of the present report).

## 5.2 Recommendations for improvement

- 4.1 The Panel recommends that the mission statement of the Gnesins Russian Academy of Music be articulated more clearly and concisely, its final approved version be available to all the Academy staff members, students, stakeholders and general public through publication on the Academy's official website, (Russian and English-language versions).
- 4.1 It is recommended to clearly define and formulate strategies for achieving the goals and objectives stated in the Concept of Development of the Academy for the period until 2015, and to make the content of this document available to all staff members, students, stakeholders and to general public through publication on the Academy's official website (Russian and English-language versions).
- 4.1 The Panel recommends also that the Gnesins Academy administration in cooperation with the Academy's staff members, students and stakeholders (partnership associations, HEIs, employers and others) define the role of students and stakeholders in the implementation of the institutional quality enhancement policy. This role should be clearly articulated in the Concept of Development of the Academy. Then it is necessary to inform the Academy's staff members, students, stakeholders and general public of the changes introduced in the document through publication of the latter on the Academy's official website (Russian and English-language versions).
- 4.1. The Review Panel would emphasize the most important condition for the effectiveness of the above-listed measures: they need to be supported by concrete actions and decisions: active involvement of students and stakeholders in the development and revision of study plans, curriculum design, as well as in design and implementation of various aspects of internal quality assurance system, etc.
- 4.2 The Panel recommends that the study plans and syllabi contain direct references to strategies and methods for achieving intended learning outcomes, as well references to the way the latter correlate with the Dublin Descriptors and, if possible, with the AEC Learning Outcomes.
- 4.2 It is recommended to use E-learning in both full-time and part-time study programmes.
- 4.2 The Academy is to formalize its internationalization strategy on the basis of strategic planning and subsequently integrate the strategy in study plans and in the educational process.
- 4.2 Criteria of formative and summative assessments should be widely published in printed form and on the official website of the Academy (both in Russian and in English).
- 4.3 The Panel suggests that special attention be paid to the admission process for international students (adaptation period, integration in the Academy's learning community, assistance in overcoming language difficulties)
- 4.3 The Panel recommends to develop, formalize and implement the system of interaction between the Institution/the Chair and alumni.
- 4.3 The Panel recommends that the Academy provide greater openness of education to different careers for musicians, for instance, in management or social sphere, which reflects a broader view on the scope of professional activities in accordance with the student-centered approach in the context of the Bologna process. Thus it may be appropriate to establish an organization responsible for monitoring and analyzing data on employment and career development of the Academy's students and alumni (Employment and Career Centre, or a Centre for Assistance to Student and Graduates in Employment and Adaptation to the Labor Market). Among major objectives of such a body

could be implementation and operation of an information system supporting employment of graduates and providing them with data on domestic and foreign labor markets, labor market research and forecasting.

- 4.3 Underlining once again its genuine respect and appreciation of the Russian traditions of teaching choral singing, the Panel recommends that the Academy be more open to the new promising trends in Higher Education, in particular, to the student-centered approach based on the one hand, on students' productive independence and self-regulation, and on facilitative guidance by professors on the other. Of primary importance are student's individuality and personal experience, which are to be taken into consideration while designing the educational process.
- 4.3 The panel suggests that more attention be paid to the development of leadership skills and abilities of future conductors, for example, by introducing such changes in the curriculum elective component as more elective courses, using partner relations with Higher Music Education Institutions and inviting outstanding scholars and practitioners for delivering lectures and courses, developing individual study plans (personalized approach to students). It is also recommended to introduce a course in pedagogy, methods of teaching, and psychology in order to address the issues of students' abilities to work as leaders in the profession.
- 4.3 It is necessary to ensure greater openness to public: to develop social partnership with Higher Music Education Institutions of Moscow, other cities of Russia, and from outside the context of Russian education system; to establish closer relations with artistic organizations (associations, groups, concert organizations, institutions of the Russian Orthodox Church etc.) in order to:
- identify the needs and expectations of the partners;
  - satisfy the need for training facilities for practice-oriented classes;
  - get information about the latest trends and needs in the labor market.

Such kind of partnership would serve as a basis for extending contacts between the Academy's students and staff members with those from other Higher Music Education Institutions of Moscow and Russia on the whole. The partnerships would also provide students with new opportunities for mutual exchange of lectures, concerts, master classes - exchange of ideas, best practices, methods of teaching. In order to improve the effectiveness and objectivity of student learning outcomes assessment it may be possible to involve in the assessment academic staff of other Institutions of higher music education, including those from outside Russia.

- 4.3 The Panel recommends that all students be stimulated towards a very high level of mastering solfeggio and other musical and theoretical disciplines.
- 4.3 In order to enhance the level of linguistic competency and professional training of students it may be effective to involve international professors in conducting classes in different academic disciplines in foreign languages.
- 4.3 To develop student mobility and enhance their linguistic and professional competencies, the Academy has to explore all possibilities for to assisting students' participation in international academic exchange programs.
- 4.4 To develop academic mobility and professional competency of the teaching staff, the Academy's administration could explore new opportunities for the teaching staff to participate in educational, teaching, and research internships in other higher education institutions including HEIs outside Russia.
- 4.4 A considerable number of the Academy's teaching staff members are former graduates of the Institution. To enhance their professional flexibility the Academy should provide its teaching staff with opportunities to do their postgraduate studies in other HEIs of Russia and abroad.

- 4.4 In order to promote personal and professional growth of the academic staff the Academy should regularly hold conferences, master classes, and seminars inviting for participation representatives of international community of musical education and profession.
- 4.4 It is recommended to introduce into the curricula elective components a few courses for studying musical works of particular historical epochs. It may be useful to invite external experts from Russia and abroad, who have in-depth specialist expertise relevant to the musical material covered by the programme (Baroque, Renaissance, Romanticism and others)). Master classes, lectures, seminars and research projects could be envisaged as effective formats for such a study course.
- 4.5 The Panel recommends keeping enhancing the quality of musical instruments, including their tuning.
- 4.5 To adjust the library working hours to students' needs. The Academy should enlarge the library fund with literature in foreign languages, as well as with scores, both in their quantity and in quality.
- 4.6 The Panel recommends that the management of the Gnesins Russian Academy of Music provide staff members and students with an opportunity to get acquainted with the essence of the Bologna process, the implementation of the Bologna reforms in Russia, as well as with the basic developments, trends and concepts of the European Higher Education Area (ECTS, a credit, the Diploma Supplement, academic mobility, an individual study plan, etc), for example, through participation in domestic and international workshops, professional development courses and conferences on these issues.
- 4.6 The Academy should enhance the policy of student involvement in decision-making and quality assurance processes at every level of the Academy's organization structure.
- 4.6 It is recommended to involve representatives of employers and professional associations in reviewing and updating the study plans and syllabi of disciplines as well as to invite them for participation in formative and summative assessments in order to ensure the relevance of the educational process to the requirements of the present-day labour market and new trends in the development of professional music community.
- 4.7 The English version of the official website of the Gnesins Russian Academy of Music should be better structured and its content should be extended in accordance with the recommendations mentioned in paragraph 4.1.
- 4.7 The Academy should formalize its relationships and contacts with the professional sphere in Russia and abroad in order to avoid the dangers of creating "an exclusive eco-system" (focus is mainly on the domestic labour market, the opportunities for the students' and professors' professional flexibility are limited).

## 6 CONCLUSION

Having examined the evidence carefully, the Review Panel concludes that the educational programmes in Academic Choir Conducting delivered by the Gnesins Russian Academy of Music are **fully compliant** with the NCPA-AEC Standards and Criteria for Public Accreditation of Programmes of Higher Music Education.

Nevertheless, there remain areas for improvement which have been described in the form of recommendations in Chapters 4 and 5 of this report. The Review Panel proposed the following precondition for accreditation of the programmes under review: an internal quality assurance system is to be developed, formalized and implemented in the Gnesins Russian Academy of Music.

The Review Panel proposes that the accreditation of the programmes in Academic Choir Conducting delivered by the Gnesins Russian Academy of Music be subject to the condition that the Academy submit a report to NCPA and AEC no later than 1 May 2015 describing its plan of follow-up measures and progress that will have been made in implementation of the condition and recommendations contained in the present report (Chapter Five of the present report).

As the main strengths of the programmes being considered for accreditation the Review panel would like to define their active participation in the cultural life of its region, home country and beyond its borders; aspiration to preserve the best Russian music traditions, as well as willingness and ability to adapt to the changing Russian and European contexts of the Higher Education development; high versatility of the professional training of musicians who are adequately prepared for successful self-realization as conductors, choirmasters, soloists and choir singers, concertmasters and teachers of music education institutions.

Furthermore, the Panel considers important to note the high corporate spirit manifesting itself in the commitment of the Academy's staff to the values and core principles of the Gnesins Russian Academy of Music as well as in the awareness of the Academy's students of their corporate belonging.

On the behalf of the Panel:



Zhanna Kuzminykh

Panel Secretary



**Annex****NCPA–AEC External Review of Educational Programmes in Academic Choir Conducting****delivered by the Gnesins Russian Academy of Music****SCHEDULE AND TIMETABLE OF THE SITE VISIT****16-18 February 2012****Moscow**

<b>Time</b>	<b>Activity</b>	<b>Participants</b>	<b>Place</b>
<b>16 February 2012, Thursday</b>			
10.00-11.00	Meeting with the Leadership of the Gnesins Russian Academy of Music	G. Mayarovskaya, A. Bazikov, T. Maslovskaya, D. Kirnarskaya, T. Dobroskokina, M. Apeksimova, S. Gusev, M. Medvedeva, T. Tsaregradskaya	Rector's Office Room 54
11.00-11.30	Examination of studying facilities, equipment, visit to the Museum-apartment of E. Gnesina		
12.00-13.00	Concert prepared by students of the Choral Conducting Department		Large Concert Hall
13.00-14.00	Lunch		
14.00-15.00	Meeting with the faculty of the Choral Conducting Department	S. Gusev, M. Apeksimova, T. Dzhandarov, G. Dmitryak, T. Malisheva, D. Onegin, B. Selivanov, V. Sorokin, V. Semenyuk, O. Sudakova, S. Chukov, T. Vorobyova, L. Dianova, P. Karpov, A. Maliy, I. Ananyina, Y. Bogatyryov, A. Pokrovsky, Y. Rogachyova, A. Ryzhinsky, N. Stepanova	Room 54
15.00-17.00	Work with documents		
17.00-18.00	Meeting with employers	G. Dmitryak, B. Tevlin, G. Safonov, Zh. Kolotiy, N. Zhyla, V. Yeliseev, I. Ilyin, A. Kolobanov	Room 54

<b>Time</b>	<b>Activity</b>	<b>Participants</b>	<b>Place</b>
18.00-19.00	Dinner		Room 54
<b>17 February 2012, Friday</b>			
10.00-11.00	Meeting with undergraduate and postgraduate students of the Faculty of Conducting (Academic Choir Conducting)	Undergraduate students: A. Averyanenko, M. Savinkova, E. Bakhareva, A. Repin, D. Morozov, T. Abramenko, N. Morozova, I. Bayazitov, N. Sergeev, A. Artamonov, E. Sukhanova, A. Dzhusupova, A. Alfyorov, D. Norko, A. Samusenko, R. Yarullin, Y. Ponomarenko, M. Bunaziev; Master's degree students: E. Inkina, M. Ganaba; Postgraduate students: A. Belova, I. Derevnin, A. Kubyshkin	Room 54
11.00-13.00	Work with documents; Attending classes, rehearsals.		Room 54
13.00-14.00	Lunch		
14.00-15.00	Meeting with alumni of the Faculty of Conducting (Academic Choir Conducting)	A. Solovyov, O. Mishina, D. Tarasov, T. Oprisch, D. Kirpanev, M. Karpechenko, M. Petrov, A. Koltsov, K. Yemelyanova, E. Radosteva, M. Belova, A. Finashev, A. Tsimerlink	Room 54
15.00-17.00	Work with documents, meetings with Heads of the Faculty and the Department of Choral Conducting		Room 54
17.00-18.00	Dinner		
<b>18 February 2012, Saturday</b>			
12.00-14.00	Debriefing on the preliminary outcomes of the review		
Departure			

## List of meetings participants

### Leadership:

G. Mayarovskaya - Rector

### Vice-Rectors:

– for academic affairs: A. Bazikov

– for research and graduate studies: T. Maslovskaya

– for creative activities: D. Kirnarskaya

T. Dobroskokina - Head of the Educational and Methodological Unit

M. Apeksimova - Dean of the Faculty of Conducting

S. Gusev - Head of the Department of Choral Conducting

M. Medvedeva - Head of Department of the Choral and Solo Folk Singing

T. Tsaregradskaya - Head of the International Unit

### Faculty of the Choral Conducting Department:

S. Gusev, M. Apeksimova, T. Dzhandarov, G. Dmitryak, T. Malisheva, D. Onegin, B. Selivanov, V. Sorokin, V. Semenyuk, O. Sudakova, S. Chukov, T. Vorobyova, L. Dianova, P. Karpov, A. Maliy, I. Ananyina, Y. Bogatyryov, A. Pokrovsky, Y. Rogachyova, A. Ryzhinsky, N. Stepanova

### Employers:

G. Dmitryak – Artistic leader and conductor of the Yurlov State Academic Choir Capella

B. Tevlin - Artistic leader and conductor of the State Academic Russian Choir named after Alexander V. Sveshnikov

G. Safonov – Regent of the Festive Patriarchal Male Choir of Danilov Monastery

Z. Kolotiy - Artistic leader and conductor of the State Academic Regional Choir

N. Zhyla - Regent of the Sretensky Monastery Choir

V. Yeliseev - Artistic leader and conductor of the Academic Song and Dance Ensemble of Internal Troops of the Ministry of Internal Affairs of Russia

I. Ilyin – Chief choirmaster of the Helikon Opera Theatre

A. Kolobanova – Head of the Department of Choral Conducting at the Pedagogical College No 7 "Maroseyka"

### Undergraduate and postgraduate students:

#### Undergraduate students:

A. Averyanenko, M. Savinkova, E. Bakhareva, A. Repin, D. Morozov, T. Abramenko, N. Morozova, I. Bayazitov, N. Sergeev, A. Artamonov, E. Sukhanova, A. Dzhusupova, A. Alfyorov, D. Norko, A. Samusenko, R. Yarullin, Y. Ponomarenko, M. Bunaziev;

Master's degree students: E. Inkina, M. Ganaba;

Postgraduate students: A. Belova, I. Derevnin, A. Kubyshkin

Alumni:

- A. Solovyov – Gnesins Russian Academy of Music
- O. Mishina – Gnesins State Musical College
- D. Tarasov - Gnesins Russian Academy of Music
- T. Oprisch – Head of the Department of Choral Conducting at the Musical College, Pushkino
- D. Kirpanev – Helikon Opera
- M. Karpechenko - Helikon Opera
- M. Petrov - Helikon Opera
- A. Koltsov – Choirmaster of the Moscow State Academic Chamber Choir led by V. Minin
- K. Yemelyanova – Honoured Artist of Russia, Chief choirmaster of the Moscow State Academic Chamber Choir led by V. Minin
- E. Radosteva – Professor of the Moscow State University of Culture and Arts
- A. Finashev - Choirmaster of the Yurlov State Academic Choir Capella
- A. Tsimerlink – Choirmaster of the choir Blagovest