

Executive summary



Quality Enhancement Review BA in Music BA in Music and Mouvement

Haute École Spécialisée de Suisse Occidentale Geneva, Switzerland

Site-visit: 16-18 December 2019

Introduction

The programmes reviewed

The Bachelor of Arts en Musique (BAM) and the Bachelor Arts en Musique et Mouvement (BAMM) form part of the undergraduate curriculum under the umbrella higher education institution of the Haute École Spécialisée de Suisse Occidentale (HES-SO) (University of Applied Sciences and Arts, Western Switzerland). Both programmes are situated within the university division known as the Domaine Musique et Arts de la scène. The BAM is delivered by two discrete bodies: the Haute École de Musique, Genève-Neuchâtel (HEM GE); and the Haute École de Musique, Vaud-Valais-Fribourg (HEMU). Students of the BAM are based on one of these sites but may well participate in programme activities at other locations. The BAMM is delivered by HEM GE in the site-specific location of the Institut Jaques-Dalcroze in Geneva, named after the founder of the institute in 1915.

The BAM has four distinct musical profiles:

- i. Classical music (delivered on all sites)
- ii. Ancient music (delivered by HEM GE)
- iii. Jazz (delivered by HEMU)
- iv. Musique Actuelle (delivered by HEMU)

The BAM is designed to furnish students with 1-1 training in the Principal Study discipline and tuition in related musical knowledge and skills that will serve as a foundation for future professional employment. Principal study disciplines are taught by specialist teachers who are practitioners in their artistic field. The BAM was originally opened in 2005 and the Jazz profile commenced shortly afterwards in 2008-2009. The BAM was subject to a substantial review after 10 years of

operation resulting in a revised programme introduced by HEM GE in 2017-2018; the introduction of this revised programme was staged by HEMU, commencing in 2017-2018 and becoming fully operational in 2018-2019.

Each of the musical profiles has a designated specialist Principal Study curriculum which taken together, cover a major range of modern and ancient instruments, voice, composition, orchestral & choral conducting and musicology, the latter being in partnership with the Université de Genève. The Département de Musique Ancienne has approximately 80 students. Oral, non-notated and non-western traditions are accommodated within the department as a supplement to the customised practical and theoretical curriculum. There are approximately 90 Students of Jazz and Musique Actuelle accommodated in the site at Flon. Music Actuelle is the newest of the profiles having opened in 2016. Its curriculum aims to respond to the evolving, contemporary and pluralistic musical scene and to develop students' artistic originality and creativity, interfacing with current technologies relevant to the art form.

The BAMB is a musical training based on rhythm, founded on the principles developed by Émile Jaques-Dalcroze. The Institut Jaques-Dalcroze was originally an independent body founded in 1915 and it was not until the early 2000s that it became integrated into HEM GE. Dalcroze training is a practice discipline that establishes relationships between the natural movement of the body, artistic rhythms, music and imagination. Reflection on these processes and improvisation are core elements of the curriculum. The BAMB qualifies students for specific professional outcomes such as kindergarten, nursery and primary public education. For the latter, an additional diploma is needed in order to practise.

As with the BAM, students of the BAMB are taught by specialised teachers who are renowned in the field for their professional practice. The principles of Dalcroze are internationally recognised and practised. International practitioners gather regularly through events such as the Fédération Internationale des Enseignants de Rythmique and an international congress hosted at the Institut Jaques Dalcroze which meets every two or four years. The BAMB is unique to Suisse Romande although other versions with their own distinct principles and philosophies exist in Suisse Alémanique and Tessin. Dalcroze principles have been taught in public schools in Genève since 1926. The BAMB was instigated in 2006 and it now maintains a stable student population of approximately twenty-five students, increase since 2015 (about 30 students). The BAMB has been the subject of two substantial reviews taking place in 2013 and 2015, the latter resulting in a revised programme in parallel with the BAM.

Outcomes of the revised BAM and BAMB include preparation for master's level study in a variety of related professional and artistic specialisms. The revised programmes introduced a suite of modules entitled Modules d' Ouvertures. The Modules d' Ouvertures are considered by the programme teams as an important vehicle in orientating students to a broad set of possible specialisms at master's level, career orientation and developing interdisciplinary work and supplementary creative skills

Conclusion

This report paints a picture of two mature programmes that are fully alive to contemporary musical, artistic and educational dimensions. Both programmes have demonstrated alertness and responsiveness to the ever-evolving national and international landscape and there is an unfailing commitment to the achievement of high artistic, academic standards along with appreciation of community values within the programmes. The BAM and BAMB whilst having curricular links have different artistic, educational and employability aims and serve different groups of students. It is evident that the programmes are successful in preparing their students for a variety of career trajectories and that once enrolled, students are well supported and given every opportunity to flourish. Students are open-minded and supportive of the education that

they receive whilst offering critical engagement with managers and teachers as the programmes develop and respond to new imperatives.

Management teams and the teaching staff demonstrate an open-minded and constructive approach. Issues and concepts are given critical consideration and solutions are sought on the basis of careful analysis and consideration. Programme teams are forward thinking and there is a perceptible collective wish to continue on the journey of evolution and improvement. Priorities for future years are under-development and there are strong enabling structures in place to support change. This report contains some recommendations summarised in the tables directly above and the review team hopes that these will support programme teams as the curriculum moves forward. The review team reiterates its gratitude for the way in which the process has been facilitated and the open-minded and welcoming approach of all concerned. It wishes the institutions, managers, programme teams and students every success.

Summary of the compliance with the Criteria and recommendations

The review team concludes that HES-SO programmes comply with the HES-SO Criteria and MusiQuE Standards as follows:

BA in Music

Group 1: Profile and positioning	
Criterion 1: The qualification profile of the study programme is defined and clearly positioned in relation to the professional fields and to the national and international levels.	Fully compliant
No recommendation	
Criterion 2: The qualification profile of the study programme corresponds with the requirement of the nqf.ch-HS and with the international norms and good practices.	Fully compliant
<ul style="list-style-type: none"> Involve teaching staff and students in ongoing discussions on benchmarking and competencies as the programme evolves 	
Criterion 3: The study programme is included in a coherent manner in the portfolio of training offers and in the academic strategy of the Domaine, as well as in the development plan of the institution.	Fully compliant
No recommendation	
Criterion 4: The study programme defines short , mid and long-term development strategies.	Fully compliant
No recommendation	
Group 2: Structure of the programme and its programme of studies	
Criterion 5: The study plan and the study programme allow student to develop the targeted skills and learning outcomes.	Substantially compliant

<ul style="list-style-type: none"> Review feedback processes for Principal Study examinations (the quality, feedback and scope of feedback commentary) so as to ensure that assessment feedback is optimised as a formative learning tool Strengthen and formalise the provision of entrepreneurial skills so as to enhance employability Ensure that the teaching of chamber music is in synchronisation with assessment Investigate student access to orchestral opportunities across the sites 	
Criterion 6: The study programme offers the students an appropriate and diverse pedagogical approach.	Fully compliant
<ul style="list-style-type: none"> Check that the credit point allocation (ECTS) to Principal Study is appropriate and balanced in relation to other areas of study such as Projet Bachelor and that it is understood by students Explore the potential for wider application of new technologies 	
Criterion 7: Legal and academic material is maintained, updated and published.	Fully compliant
No recommendation	
Criterion 8: Links between teaching and research are ensured in the study programme.	Substantially compliant
<ul style="list-style-type: none"> Raise the profile of artistic research and consider initiating and institutional interrogation of the definition of artistic research Ensure that the accessibility and explicitness of information concerning artistic research funding is fully satisfactory Raise the level of collaborative endeavour so as to share best practice Give serious consideration to a 3rd cycle programme Continue with plans to employ wider teaching staff research and artistic practice-based skills creatively within modules to enhance the curriculum 	
Group 3: Framework conditions of the programme.	
Criterion 9: The governance of the programme is described and formalised in a coherent and coordinated manner.	Fully compliant
No recommendation	
Criterion 10: The skills and the qualifications of the teachings staff fit the needs and the specificities of the programme.	Fully compliant
No recommendation	
Criterion 11: The teaching staff benefits from a continuous training and professional development policy.	Substantially compliant
<ul style="list-style-type: none"> Optimise and make more consistent the process governing EEDPs so as to enhance the input and engagement of the teaching staff Investigate the feasibility of creating a forum for shared pedagogical discussion across the 	

programme and sites	
<ul style="list-style-type: none"> Strengthen the take-up for continuing professional development using any designated budget and other relevant financial incentives 	
Criterion 12: The resources are appropriate for the study offer.	Substantially compliant
<ul style="list-style-type: none"> Continue with current upgrade plans across the sites ensuring that current contingency arrangements are satisfactory and flexible enough to adapt to changing circumstances 	
Criterion 13: The study programme positions itself at national and international levels and encourages student mobility.	Fully compliant
<ul style="list-style-type: none"> Explore ways in which financial and educational support for incoming student mobility can be enhanced and applied consistently across the schools Build upon the recent uptake of outgoing student mobility Continue to develop international cultural educational dimensions and consider the feasibility and desirability of a collaborative international programme 	
Group 4: Quality Assurance	
Criterion 14: The management of the study programme takes into account the opinion of the main stakeholders.	Fully compliant
<ul style="list-style-type: none"> Continue to strongly encourage members of the teaching staff to engage in the programme and school consultation process 	
Criterion 15: The study programme takes account of societal changes such as sustainability and diversity.	Fully compliant
<ul style="list-style-type: none"> Share good practice across the schools with regard to the well-being and support offered to students and staff 	
Criterion 16: The study programme has mechanisms allowing for continuous improvement of its PEC (Plan Educatif Cadre), of its programmes and teachers.	Substantially compliant
<ul style="list-style-type: none"> Establish a tracking mechanism for in-cycle changes to the programme so as to ensure coherence within the cycle and guard against excessive change Consider establishing an annual programme report which as well as enhancing coherence, could feed into the seven-year cyclic review Investigate the feasibility of strengthening the core management of the programme through the appointment of a member of one or more members of staff with oversight. This could be an alternating appointment or alternatively a joint appointment (binôme de responsables de filière). Ensure that the appropriate level of administrative support is available to such a post 	
Criterion 17: The stakeholders take part in the review of the programmes and are regularly informed of the outcomes.	Substantially compliant
<ul style="list-style-type: none"> Institute EEEs at the earliest feasible juncture so as to provide a robust and rich source of 	

information that will inform the seven-year cycle of review and short-term programme changes

Optional criteria specific to the field of study

Criterion 17: The stakeholders take part in the review of the programmes and are regularly informed of the outcomes.	Fully compliant
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No recommendation

Criterion 18.2: The programme actively promotes links with different fields of musical and artistic professions.	Fully compliant
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No recommendation

BA in Music and Movement

Group 1: Profile and positioning

Criterion 1: The qualification profile of the study programme is defined and clearly positioned in relation to the professional fields and to the national and international levels.	Fully compliant
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No recommendation

Criterion 2: The qualification profile of the study programme corresponds with the requirement of the nqf.ch-HS and with the international norms and good practices.	Fully compliant
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- Involve teaching staff and students in ongoing discussions on benchmarking and competencies as the programme evolves

Criterion 3: The study programme is included in a coherent manner in the portfolio of training offers and in the academic strategy of the Domaine, as well as in the development plan of the institution.	Fully compliant
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No recommendation

Criterion 4: The study programme defines short , mid and long-term development strategies.	Fully compliant
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No recommendation

Group 2: Structure of the programme and its programme of studies

Criterion 5: The study plan and the study programme allow student to develop the targeted skills and learning outcomes.	Fully compliant
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No recommendation

Criterion 6: The study programme offers the students an appropriate and diverse pedagogical approach.	Fully compliant
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- Reinvigorate and explore the potential for wider application of new technologies

Criterion 7: Legal and academic material is maintained, updated and published.	Fully compliant
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No recommendation

Criterion 8: Links between teaching and research are ensured in the study programme.	Substantially compliant
<ul style="list-style-type: none"> • Raise the profile of artistic research and consider initiating and institutional interrogation of the definition of artistic research • Ensure that the accessibility and explicitness of information concerning artistic research funding is fully satisfactory • Raise the level of collaborative endeavour so as to share best practice • Give serious consideration to a 3rd cycle programme • Continue with plans to employ wider teaching staff research and artistic practice-based skills creatively within modules to enhance the curriculum 	
Group 3: Framework conditions of the programme	
Criterion 9: The governance of the programme is described and formalised in a coherent and coordinated manner.	Fully compliant
No recommendation	
Criterion 10: The skills and the qualifications of the teachings staff fit the needs and the specificities of the programme.	Fully compliant
No recommendation	
Criterion 11: The teaching staff benefits from a continuous training and professional development policy.	Substantially compliant
<ul style="list-style-type: none"> • Optimise and make more consistent the process governing EEDs so as to enhance the input and engagement of the teaching staff • Investigate the feasibility of creating a forum for shared pedagogical discussion across the programme and sites <ul style="list-style-type: none"> • Strengthen the take-up for continuing professional development using any designated budget and other relevant financial incentives 	
Criterion 12: The resources are appropriate for the study offer.	Fully compliant
No recommendation	
Criterion 13: The study programme positions itself at national and international levels and encourages student mobility.	Fully compliant
<ul style="list-style-type: none"> • Explore ways in which financial and educational support for incoming student mobility can be enhanced and applied consistently across the schools • Build upon the recent uptake of outgoing student mobility • Continue to develop international cultural educational dimensions and consider the feasibility and desirability of a collaborative international programme 	
Group 4: Quality Assurance	
Criterion 14: The management of the study programme takes into	Fully compliant

account the opinion of the main stakeholders.	
<ul style="list-style-type: none"> Continue to strongly encourage members of the teaching staff to engage in the programme and school consultation process 	
Criterion 15: The study programme takes account of societal changes such as sustainability and diversity.	Fully compliant
<ul style="list-style-type: none"> Share good practice across the schools with regard to the well-being and support offered to students and staff 	
Criterion 16: The study programme has mechanisms allowing for continuous improvement of its PEC (Plan Educatif Cadre), of its programmes and teachers.	Substantially compliant
<ul style="list-style-type: none"> Establish a tracking mechanism for in-cycle changes to the programme so as to ensure coherence within the cycle and guard against excessive change Consider establishing an annual programme report which as well as enhancing coherence, could feed into the seven-year cyclic review 	
Criterion 17: The stakeholders take part in the review of the programmes and are regularly informed of the outcomes.	Substantially compliant
<ul style="list-style-type: none"> Institute EEEs at the earliest feasible juncture so as to provide a robust and rich source of information that will inform the seven-year cycle of review and short-term programme changes 	
Optional criteria specific to the field of study	
Criterion 18.1: The programme is included in broader cultural, artistic and educational contexts.	Fully compliant
No recommendation	
Criterion 18.2: The programme actively promotes links with different fields of musical and artistic professions.	Fully compliant
No recommendation	