

Executive summary

Report

Institutional Quality Enhancement Review

Princess Galyani Vadhana Institute of Music

(Bangkok, Thailand)

Site-visit: 6-9 May, 2025

Introduction

The Princess Galyani Vadhana Institute of Music (PGVIM) was established in 2012 through a government initiative aimed at strengthening higher education in the arts in Thailand. Its founding was facilitated by a collaboration between the Ministry of Culture and the Faculty of Music at Silpakorn University, and its royal title, imparted by Her Royal Highness Princess Galyani Vadhana on her 84th birthday, commemorates the Princesses' life-long aim of promoting music education and music appreciation across Thai society.

PGVIM functions as a conservatory of music with a focus on both professional training and public engagement. The Institute currently offers two academic programmes: a Bachelor of Music programme, launched in 2014, and a Master of Music programme, introduced in 2019. Both programmes aim to provide students with high-level technical training alongside opportunities to explore the broader social, cultural, and interdisciplinary dimensions of musical practice. As demonstrated throughout this report, PGVIM places strong emphasis on community outreach, cultural preservation, and artistic collaboration. The Institute maintains partnerships with international institutions and regularly engages in student exchanges and joint projects. These activities support PGVIM's broader aim of



becoming a regional hub for music education, research, and creative practice in Southeast Asia.

Context of the Review

PGVIM commissioned this external review from MusiQuE as part of its internal Quality Assurance process with the aim of affirming that its curriculum meets international standards¹. Quality teaching aligned with global benchmarks is a key strategic goal of the PGVIM Council². Throughout the site visit, PGVIM leadership emphasised the importance of international recognition for its programmes and research, both in relation to strengthening PGVIM's institutional profile in Thailand and enhancing the Institute's capacity to serve as an international hub of interdisciplinary music practice and discourse in the region. In light of this context, the review team has sought to foreground PGVIM's international dimensions and alignments in our feedback. In assembling this report, the review team has relied on the SER, the documentation PGVIM provided before and during the site visit, and meeting and observation notes the review team gathered during the site visit from 6–9 May.

The Review Process

A newly established internal committee at PGVIM prepared the self-assessment report that was presented to the review team at the commencement of this review. PGVIM's committee included representatives from PGVIM's administration team, academic staff, and professional staff. Data gathering consisted of compiling statistical information, and reviewing curriculum documentation, artistic activities, facilities records, and policy documents. Supporting materials were either attached to the report or made accessible online for the review team.

The site visit included seven formal meetings with a broad range of stakeholders:

Meeting 1: Administration – Attended by the acting President, acting Vice Presidents, acting Assistants to the President, the Dean and Vice Dean of the School of Music, the acting Director of PGVIM, and the Chairs of the Bachelor and Master of Music programmes.

Meeting 2: Professional Staff and Managers – Included leaders of the HR, planning, and budget units, administrative officers, the acting President, the Dean and Vice Dean, and the programme Chairs.

Meeting 3: Teachers – Seven full-time teaching staff, including the Dean and the Chairs of both programmes.

Meeting 4: Students – Included student representatives from both the Bachelor and Master of Music programmes.

¹ Annex 52, PGVIM Risk Management Report 2024.

² Meeting 6, PGVIM Council.



Meeting 5: Alumni and Professionals – Included PGVIM graduates and external stakeholders/employers.

Meeting 6: PGVIM Council – Included members of the PGVIM Council.

Meeting 7: Follow-up with Leadership – Included the acting President, acting Vice Presidents, Head of Research, and the Dean of the School of Music.

In addition to formal meetings, the review team observed performance exams and recitals, toured PGVIM's facilities, and engaged in informal discussions with staff and students. The review team held regular private meetings during the site visit to share reflections and compile notes. At the end of the site visit, the Chair of the review team presented a verbal summary of preliminary findings to PGVIM leadership and staff.

Following the site visit, the Secretary of the review team drafted a report based on the review team's notes and shared reflections. All review team members reviewed and contributed to the final version of this report. PGVIM will be invited to provide feedback on the factual accuracy of the report. After this feedback has been incorporated, the report was submitted to the MusiQuE Board for ratification and then published on both the MusiQuE website and the DEQAR (Database of External Quality Assurance Results) platform.

Composition of the Review Team

Jeffrey Sharkey (Chair): Principal, Royal Conservatoire of Scotland (UK)

Christopher Coady (Secretary): Associate Dean (Research Education) at Sydney Conservatorium of Music, University of Sydney (Australia)

Shahanum Md Shah (Peer Reviewer): Assistant Vice Chancellor, Universiti Teknologi MARA Malaysia (Malaysia)

Philipp Ahner (Peer Reviewer): Vice president for studies and research, professor for music education and music didactics in the context of digital media, University of Music Trossingen (Germany)

Peter Dejangs (Peer Reviewer): Director of Orpheus Institute (Belgium)

Natalie Roe (Peer Reviewer and student representative): Graduate Bachelors Music Composition at Royal Welsh College of Music and Drama, 2018-2022, Student Union President at Royal Welsh College of Music and Drama, 2022-2024 (Cardiff, Wales, UK), Chair CUK Student Network



Summary of the compliance with the Standards and recommendations

The review team concludes that the Princess Galyani Vadhana Institute of Music programmes comply with the Standards for Programme Review as follows:

1. Institutional policies and governance	
Standard 1.1 The institutional mission, vision, values, and goals are clearly stated and relevant to the national and legal context in which the institution operates. They are effectively implemented through coherent institutional strategies and policies.	substantially compliant
Recommendations <ul style="list-style-type: none"> The review team recommends PGVIM develop a short vision statement that outlines the Institute's overarching aims and pair this statement with a mission statement that clearly defines the means by which the Institute pursues those aims. The review team recommends integrating clear goals and key performance indicators (KPIs) into the Institute's Strategic Plan in order to weave operational language more directly into this strategic document. 	
Standard 1.2 The educational goals of the institution are clearly stated and achieved through the structure and content of its education policy and the study programmes.	substantially compliant
Recommendations <ul style="list-style-type: none"> The review team suggests that PGVIM develop a comprehensive enrolment management strategy to guide the resourcing of the Pitch Project and inform the design of the planned pre-bachelor year curriculum. The review team recommends PGVIM prioritise establishing a safeguarding policy to protect minors involved in the Pitch Project programme. 	
Suggestions for enhancement	

<ul style="list-style-type: none"> The review team suggests exploring the integration of instrument specific pedagogy in Major and Minor Skills units so that PGVIM students can hone their instrument specific studio practices. 	
<p>Standard 1.3 The decision-making processes are clear, transparent and effective. The institution has an appropriate organisational structure, including a relevant representation of institutional stakeholders (students, teaching staff, support staff, representatives of the music profession and related artistic domains). There are effective mechanisms in place to involve institutional stakeholders in policy and programme design, and decision making processes.</p>	<p>substantially compliant</p>
<p>Recommendations</p> <ul style="list-style-type: none"> The review team recommends PGVIM consider ways of engaging alumni more directly in institutional governance. 	
<p>2. Students' perspectives</p>	
<p>Standard 2.1 The institution has a clear, coherent, and inclusive admission policy in place to establish artistic/academic suitability of incoming students. The institution ensures that its programmes are delivered in a way that enable students to take an active role in creating the learning process and to engage in critical-reflection throughout their studies. The achievement of intended learning outcomes is facilitated through an appropriate and effective blend of teaching and learning styles and pedagogies. The programmes and their methods of delivery are adequately catered by staff and support services.</p>	<p>substantially compliant</p>
<p>Recommendations</p> <ul style="list-style-type: none"> The review team recommends that PGVIM consider a more targeted admissions strategy for recruiting MA students—one that addresses concerns about tuition costs and highlights the unique features of the programme, such as international opportunities and the continuation of community-based artistic work. The review team recommends that PGVIM develops strategies for benchmarking the quality of its MA outputs. 	

<ul style="list-style-type: none"> The review team recommends that the Institute produce a concise document defining what “research” means in the PGVIM context to assist staff and MA students in conceptualising and planning their projects. 	
Standard 2.2 The institution has effective processes in place to formally monitor and act on information on student progression. Assessment policies are clearly communicated and consistently implemented across all programmes. There is a coherent policy and a functional complaints and appeals system in place.	partially compliant
Recommendations <ul style="list-style-type: none"> The review team recommends that clearer criteria for the assessment of student projects be developed to address current confusion about the weighting of production skills vs. performance skills. The review team recommends that PGVIM develop a tiered hierarchy for escalating formal complaints that would be both compliant with the policy set by the National Anti-Corruption Commission (NACC) and simultaneously allow concerns to be triaged at the programme level before requiring action by the President. The review team recommends that PGVIM develop a code of conduct for students and staff so that behavioural expectations can be outlined alongside PGVIM’s complaints procedures. 	
Standard 2.3 The institution has effective mechanisms in place to ensure that students acquire the necessary skills that facilitate their transition towards a professional life in the music and related artistic domains. The institution has processes in place to formally and effectively monitor students' subsequent employability and professional achievement. The information thus collected is efficiently used to maintain an active link with the music / artistic profession, and to further develop the programmes and institutional policies.	fully compliant
Suggestions for enhancement <ul style="list-style-type: none"> The review team suggests formalising mentoring relationships between students and alumni who work externally to the Institute. 	

3. Teachers' perspectives	
Standard 3.1 The institution has processes in place to ensure that members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers. The size and composition of the teaching body are sufficient and appropriate to effectively deliver the study programmes. There are policies in place for continuing professional development of teaching staff.	fully compliant
Suggestions for enhancement <ul style="list-style-type: none"> The review team suggests pairing early career staff with experienced pedagogues, some of whom might be international mentors, to ensure staff develop studio practices of international standard. The review team suggests that PGVIM consider incorporating online modules or short courses developed by standard bearer institutions into PGVIM's professional development offerings. The review team suggests that PGVIM consider pursuing published research output across a broader spectrum of international outlets. 	
4. External perspectives	
Standard 4.1 The institution offers a range of opportunities for students and staff to gain international perspectives and experiences.	fully compliant
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Standard 4.2 Institutional policies and strategies are in place for an active social engagement. The institution promotes continued development and maintenance of links with the music profession and the wider artistic, cultural, educational, and other relevant sectors within society.	fully compliant
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5. Resources	

Standard 5.1 The institution has means and resources to enable a successful delivery of the study programmes, to support its institutional missions and policies, and to secure its sustainable development.	substantially compliant
<p>Recommendations</p> <ul style="list-style-type: none"> • The review team recommends that the Student and Staff Code of Conduct, as proposed on p. 28, explicitly include provisions to ensure the safety of housing for PGVIM students provided by PGVIM staff. • The review team recommends that the PGVIM Executive identify strategic priorities for expanding library holdings in alignment with teaching and research goals. • The review team recommends that PGVIM monitor and invest, when necessary, in the Business Unit's capacity to ensure effective implementation of PRISM and identify additional funding streams. <p>Suggestions for enhancement</p> <ul style="list-style-type: none"> • The review team suggests PGVIM consider establishing a formal music archive—given the Institute's well recognized status as a regional hub for cultural and scholarly exchange. 	
Standard 5.2 The institution provides effective support for all students and staff to preserve and improve their mental and physical wellbeing, and ensures a safe learning and working environment.	fully compliant
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6. Communication processes	
Standard 6.1 Effective mechanisms are in place for internal communication within the institution. Information provided to the public about the institution is clear, consistent, regular and accurate.	substantially compliant

Recommendations

- The review team recommends that PGVIM develop a communication strategy to share the aims, scope, and milestones for Rangsit campus project with both internal and external stakeholders in order to secure the broad support needed for a successful launch.
- The review team recommends developing a formal process for regularly auditing content published across PGVIM platforms.

7. Quality Culture

Standard 7.1 The institution builds an environment where internal and external feedback is sought and connected, and where staff and students are actively involved in an ongoing dialogue about the quality of education and of institutional strategies and policies. The institution is thus enabled to ensure the quality of its educational programmes and to work towards an all-embracing quality culture.

fully compliant

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Conclusion

This review presents the findings of an external evaluation of Princess Galyani Vadhana Institute of Music (PGVIM), carried out between 6-9 May 2025. PGVIM has established a distinctive identity grounded in the intersections of artistic excellence, community service, and international dialogue. The Institute's strong commitment to socially engaged music-making and interdisciplinary learning is deeply embedded in its curriculum, institutional culture, and strategic priorities. PGVIM's focus on developing musicians as socially responsible citizens ensures that the impact of its work reaches well beyond the classroom, resonating with broader cultural, educational, and policy landscapes. This review aims to provide an honest and constructive assessment of the Institute's current practices while supporting its continued development at both national and international levels.

The review team observed several key strengths throughout our evaluation. Among the most striking is the Institute's ability to foster deep student engagement through a curriculum centred on project-based learning and community impact. This is most clearly seen in the structured progression of the Music for Society sequence, which supports students to apply their musical training in real-world contexts. The review team also commends the Institute for the Pitch Project, an exemplary outreach programme that provides access to music education for local community members while simultaneously serving as a training platform for PGVIM students. PGVIM's BA curriculum is particularly strong, balancing artistic development with community engagement and interdisciplinary inquiry. The review team also applauds the Institute's close-knit and collaborative culture and its supportive student-teacher relationships. Additional commendations include PGVIM's international partnerships, diverse musical offerings, faculty development programmes, and its leadership of NEXUS, a network poised to fundamentally reshape the relationship between tertiary education institutions, the Thai government, and the creative industries.

The review team identified several areas for targeted development. First, to more clearly communicate PGVIM's identity and support strategic planning, the review team recommends drafting a concise vision and mission statement and linking these to measurable goals within the Strategic Plan. Developing a coordinated enrolment management approach, particularly in light of the expanding Pitch Project and plans for a pre-bachelor year, will be essential to ensuring sustainability. To safeguard community participants—especially children—involved in outreach programmes, a formal safeguarding policy should be introduced. At the MA level, the review team encourages PGVIM to clarify its definition of research and explore mechanisms for benchmarking MA thesis quality, including engagement with international peer review. Enhancing alumni participation through mentoring, expanding their governance role, and offering more opportunities for practical professional development would further enrich student learning. Additional recommendations include building a hierarchy into the complaints process, establishing separate codes of conduct for students and staff, increasing the visibility of the forthcoming Rangsit campus through a clear communication strategy, and continuing to invest in library resources aligned with PGVIM's academic priorities.

The review team commends PGVIM for articulating and enacting a powerful educational mission that positions music not only as an artistic pursuit, but as a means of contributing meaningfully to society. This mission is not simply stated—it is actively lived by the

Institute's students, staff, and leadership. From the classroom to the community, the Institute has built an environment where creativity, collaboration, and public engagement go hand in hand. The review team believes PGVIM is well placed to continue redefining the nature of conservatory education in the region. The review team hopes that the insights and reflections in this report will support PGVIM in its pursuits and extends their thanks to PGVIM staff, students, and alumni for being such warm, hospitable, and completely engaged hosts.