



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

## **Accreditation Expert Group Report on Higher Education Programme**

Performing Arts Bachelor, Master, Doctoral Educational Programmes

Jazz Bachelor Educational Programmes

Vano Sarajishvili Tbilisi State Conservatoire

15-16<sup>th</sup> September 2023

Report Submission Date – 19/12/2023

Tbilisi

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### Information on the higher education institution<sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	LEPL - Vano Sarajishvili Tbilisi State Conservatoire
ID number of HEI	203850813
Type of the Institution	University

### Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Helen McVey, Royal Conservatoire of Scotland, UK
Member (Name, Surname, HEI/Organization, Country)	Tamar Dzvelaya (Batumi Art state teaching university) field expert;
Member (Name, Surname, HEI/Organization, Country)	David Tsintsadze- Shota Rustaveli Theatre and Film Georgia State University- field expert
Member (Name, Surname, HEI/Organization, Country)	Nino Kimeridze – ivane Javakhishvili Tbilisi state university
Member (Name, Surname, HEI/Organization, Country)	Soso Gazdeliani, Caucasus International University, Georgia

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<sup>1</sup> In the case of joint education programme: The institutions implementing the joint higher education programme are indicated; The indication of an identification code and type of institution is not obligatory if the HEI is recognized in accordance with the legislation of a foreign country.

## I. Information on the Cluster of Education Programmes

	<b>Programme 1</b>	<b>Programme 2</b>	<b>Programme 3</b>	<b>Programme 4</b>
<b>Name of the educational programme</b> (in Georgian and English)	Performing arts Performing Arts	Performing arts Performing Arts	Performing arts Performing Arts	Jazz art Jazz:
Level of higher education	Bachelor	Master	Doctoral	Bachelor
Previous Title of the Programme in Case of Active Programme	Performing arts Performing Arts	Performing arts Performing Arts	Performing arts Performing Arts	Jazz art Jazz:
Qualification Level According to the National Qualifications Framework	VI	VII	VIII	VI
Language of instruction	Georgian	Georgian	Georgian	Georgian
Qualification to be awarded (in Georgian and English):	Bachelor of Music in Performing Arts	Master of Music in Performing Arts	Doctor of Performing Arts	Bachelor of Music in Performing Arts

Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education  (In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme)				
Name and code of the detailed field according to the Classifier of Fields of Study	0215 - Music and Performing Art			
Name and code of the detailed field according to ISCED – F – 2013	0215 Music and Performing Art		0215 Music and Performing Art	0215 Music and Performing Art
Number of ECTS Credits	240 ECTS	120 ECTS	35 ECTS	240 ECTS

Location(s) of Programme Implementation (Campus, №, Street, №; City/Municipality; Country)	0108, Tbilisi, Griboedov street 8-10	0108, Tbilisi, Griboedov street 8-10	0108, Tbilisi, Griboedov street 8-10	0108, Tbilisi, Griboedov street 8-10
Programme status (New/Non-accredited/Accredited/Conditionally Accredited/International Accreditation)	Accredited	Accredited	Accredited	Accredited
If the program is implemented in a non-accredited or accredited mode, the date and number of the relevant decision must be indicated.	Decision of the Accreditation board № 298 2011.November 18	Decision of the Accreditation board N257 June 26 2012	Decision of the Accreditation board N302 November 18, 2011	Decision of the Accreditation board № 709: November 20, 2012
Expiry date of the accreditation/conditional accreditation	2023, December 31	2023, December 31	2023, December 31	2023, December 31

Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	Creative tour	Creative tour	Creative tour	Creative tour
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## II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes<sup>2</sup>**

Vano Sarajishvili Tbilisi State Conservatoire (hereinafter Conservatoire or TSC) was founded on May 1, 1917 and is the first European- type higher musical educational institution in Georgia and the entire Transcaucasia.

Since its establishment, the Conservatoire has played an important role in cultural, creative, scientific-research, concert life and continuous musical education. Graduates and students of the Conservatoire, as well as professors and teachers, successfully work both at the national and international levels.

As stated in the Self-Evaluation Report, the programmes are grouped in the previous cluster is based on content and formal aspects. The goal of each educational programme is to equip the student with performance skills and relevant university knowledge, to prepare a musician-performer in various specialties (strings, drums, wind instruments, academic singing, choir conductor, jazz musician, pianist) corresponding to the modern international standard, who must meet the requirements of both soloist and chamber ensemble, chamber song and orchestra actor. From a formal point of view, according to this self-evaluation report, the programmes award Bachelor's, Master's and Doctorate academic degrees in one specific field - performing arts.

At all three levels of the Performing Arts programmes, several directions are jointly implemented: keyboard instruments, orchestral string instruments, orchestral wind and percussion instruments, academic songs, academic choir conducting, jazz. These diverse directions listed above were designed in the Conservatoire at the beginning of the 20th century. In different years, these directions laid foundation to great tradition of educating artists, which is confirmed by the success of the graduates of the Conservatoire.

This is the only Conservatoire in the country and the offer of training includes all three levels of Higher Education study. It understands the positionality of this and the importance and responsibility of its unique position.

- **Overview of the Accreditation Site Visit**

Summary:

1. TSC prepared a Self-Evaluation Report (SER) in English based on the NCEQE Accreditation Standards for Cluster Programme for Higher Education Institutions.
2. The Review Panel, including an international chair, studied the SER and other documentation which was submitted in Georgian (with some documents translated into English).

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<sup>2</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

3. The Review Panel conducted a site visit over two days (15-16 September 2023) and held meetings with staff, students, alumni and employers according to an agreed timetable.

In accordance with the published “Guidelines for Experts” (National Center for Educational Quality Enhancement, Georgia), this report has been authored collaboratively with oversight by the Chair. All panel members were briefed regarding the appropriate processes, roles and responsibilities. The panel members contributed to the preparatory steps as understood – including the desk-study of the Self-Evaluation Report (SER) and annexed documents. Each panel member was assigned standards, enabling appropriate planning for the site visit. In some instances, shared responsibility was adopted.

The panel met for a preparatory meeting (p10, Guidelines for experts) online and ensured that all required topics were discussed, and priorities agreed. The mapping grid was finalized to ensure all panel members were appropriately prepared for the site visit. A list of questions of key areas of enquiry was compiled, responsibilities agreed and the agenda for the site visit was confirmed and distributed in advance of commencement of the site visit.

During the site visit, the panel sought to verify, exemplify and scrutinise information; clarified areas as required and ensured that all information was collated to enable the panel to complete the expert evaluation report accurately. As stipulated in “Guidelines for Experts” section 4, the panel sought to establish a climate of mutual trust and understanding through the following principles:

- Careful structuring of the agenda, ensuring that views may be expressed freely
- Asking open questions with appropriate explanatory introductions
- Seeking multiple viewpoints on common themes emerging
- Planning each session carefully however remaining responsive throughout.

The panel are most grateful for the full, transparent and detailed engagement with the process from all students and staff we interviewed. The panel underwent a buildings tour including performance spaces and examined online resources in consultation with staff members.

Finally, the Review Panel produced the present report which is structured according to the Standards and procedures as published.

The Review Panel would like to express its sincere gratitude to the Rector and their team for the warm welcome, open engagement, the quality of the documentation submitted, and for the collegiate manner in which all students, staff, alumni and employers evidenced throughout their engagement with this process.

The Review Panel hopes that this report will be constructive and supportive to the institution, not solely for the purposes of obtaining accreditation decision by NCEQE but also as useful document to support its ongoing development as it continues to work towards its defined goals.

- **Brief Overview of Education Programme’s Compliance with the Standards**

It is the view of the Review Panel, in accordance with the published criteria that Cluster of Programme meets the following Standards as summarised below:

Evaluation Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Teaching Methodology and Organisation, Adequacy of the Programme Mastering Evaluation	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
<b>Programme 1,</b> (Performing Arts BA)	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.
<b>Programme 2</b> (Performing Arts, MA)	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.
<b>Programme 3</b> (Performing Arts, PhD)	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.
<b>Programme 4</b> (Jazz Art, BA)	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.

- **Recommendations**

1. *It is recommended to replace/renovate old tools that are no longer useful for teaching; Also, the auditoriums should be filled as much as possible with improved technical equipment (speakers, monitors, sound isolation systems) so that the educational process can be conducted properly;*
2. *It is recommended to develop an effective class reservation system so that students can have individual lessons at the desired time and place;*
3. *It is recommended to modernize/update the literature, as well as add Georgian literature to the programs.*
4. *Students should be given access to an independent workspace. During theoretical works, the use of research tools should be followed.*
5. *It is recommended to regularly prepare workshops for the academic and invited staff, students and employers participating in the educational programme, in order to get them acquainted with the news related to the topics of quality development and actively participate in the development of internal quality.*

- **Suggestions for the Programme Development**

1. *It is recommended to prepare an annual report on learning outcomes, analysis for educational programmes, which will help to understand the dynamics of educational programme development.*
2. *Continue to find ways to engage with contemporary international approaches to the design of programme objectives to ensure they remain consistent, logical and relevant within the specialist field of Conservatoire study*
3. *Continue to seek out good practice in a range of International contexts to ensure contemporary framing of learning outcomes and how they relate to student learning and assessment.*
4. *Ensure constructive alignment between all levels of learning outcomes*
5. *In order to obtain accurate results of the analysis of learning outcomes, it is desirable to analyze all the important indicators of the learning process;*
6. *It is desirable to adjust the learning outcomes not only in the curriculum , but also in the academic courses and it is desirable to formulate them by using measurable predicates to make results measurable and specific.*
7. *It is desirable that the Bachelor of Performing Arts program should detail the allocation of credits, the content of the final product, and the grading scheme.*
8. *It is desirable to increase the amount of reading material in the readers and to translate the foreign language material specified in the additional literature in order to diversify the mentioned educational resources.*
9. *It is desirable to enhance master's and doctoral programs.*  
*Write down the distribution of credits by study components and add master's and doctoral final exam requirements and assessment components.*
10. *Engage in a process of period review of student recruitment processes to ensure they align with the expectations of the programme*
11. *It is recommended to pay more attention to students' scientific works: more steps should be taken to develop their scientific and academic skills;*
12. *It is recommended to adjust the questionnaires in order to evaluate the research component;*
13. *It is desirable to devote more time to the study of difficult episodes in the orchestral literature, because the mentioned request was voiced by the employers.*
14. *It is desirable to utilize more scientific base and strengthen cooperation with both local and international scientific journals.*

15. *It is desirable to place electric instruments in the free spaces of the university, in the lobby, in the galleries, which will create more independent space for the student to work.*
16. *We are aware of the scarcity of financial resources, so we would like to suggest that the staff should be supported as much as possible, which should be expressed preferably in the salary part.*
17. *The staff should also participate in student concerts that will bring them the creative realization.*
18. *It is suggested to find resources for the renewal and restoration of problematic musical instruments.*
19. *It is desirable for the institution to develop a specific fundraising strategy that would increase the financial support of the educational programme and contribute to the development of the educational programme.*
20. *It is desirable to prepare a market research document in a perfect format, with an analytical and concluding part.*
21. *It is desirable to expand the area of external collegial evaluation in order to present the validity of educational programmes in the international market and to expand the scope and quality of their internationalization, to move the educational programme to a new stage of development;*
22. *It is desirable for the institution to prepare an in-depth comparative analysis of the similar educational programmes of the world's leading music higher education institutions, in order to outline the Georgian musical art in the international artistic educational space.*
23. *It is desirable that the institution has developed a monitoring methodology based on specific cases, and that the monitoring process is planned in order to study the case under consideration.*
24. *It is desirable, within the framework of monitoring, to develop the principle of cluster evaluation in the process of evaluation of individual topics (such as structure and content) of three-level educational programmes*

- **Brief Overview of the Best Practices (if applicable)<sup>3</sup>**

- Understand and respect your unique Conservatoire context – and note how much you care about your institution, its reputation and the work of its staff and students.
- work on internationalisation and openness to collaborating with a range of other institutions worldwide.
- The quality of the documentation provided, and all other request for relevant information has been of the highest quality

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<sup>3</sup> A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

▪ **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

1. The following recommendation was presented by the expert panel in sub-standard 1.2: ***1. for the further development of the educational program and in accordance with the requirements of the new accreditation standards, it is recommended to prepare: A mapping of learning outcomes and alignment between program objectives and learning outcomes, as well as a learning assessment map.*** In connection with the mentioned recommendation, we would like to remind you that for all programs, both program goals and learning outcomes, as well as curriculum maps have been developed (see Excel files No. 1). It should be noted that the mentioned documents were requested by the experts during the visit, which were submitted on September 16, 2023 to the official e-mail of the employees of the National Center for the Development of Education Quality, and the receipt of the letter and attached files was confirmed. Based on the above, the presented recommendation should be removed.

***Expert panel response – we accept this argumentative position and duly acknowledge that this has been removed.***

2. The experts presented the following recommendation in the same sub-standard 1.2: ***It is recommended to prepare an annual report on learning outcomes, analysis for educational programs, which will help to understand the dynamics of educational program development.*** The mentioned opinion is completely acceptable and represents the vision of the institution. The fact is that the mechanism for evaluating learning Outcomes, which is part of the Academic Council Resolution No. 41/2021, was approved at the Conservatory in 2021 and was implemented from January 1, 2022. Until 2022, time was devoted to the preparatory period, which meant: a) embedding a relevant tool in the electronic system for managing the educational process of the conservatory (EMS.EDU.GE); b) Informing relevant persons and preparing them in the format of working meetings. In the following year, in 2022, the piloting of the digital tool and learning outcomes evaluation mechanism was carried out, the results of which were also presented in the self-evaluation report. During the piloting process, the need to refine the digital tool was highlighted, which is related to the use of more effective data processing approaches (taking into account time and human resources, as the import of student learning results is carried out in an Excel file and requires additional manual interventions in relation to each teaching and/or research component). The improvement of the digital instrument is provided for in the 3-year action plan of the conservatory and is determined for the next year, 2024 (see the action plan of the conservatory No. 2).

- a. Based on all of the above, it is advisable to remove the presented recommendation, or in extreme cases, to move it to the recommendations.

***Expert panel response – we accept this argumentative position and duly acknowledge that this has been reassigned to the suggestions category***

3. The following 2 recommendations are presented in sub-standard 3.2: ***1) It is recommended to pay more attention to students' scientific works: more steps should be taken to develop their scientific and academic skills; 2) It is recommended that the percentage limit of plagiarism for***

*qualifying papers be developed in time, and the current practice in this regard be reviewed, since the percentage of coincidence is quite high, especially at the undergraduate (60%) and master's level (40%).*

- a. The first recommendation of the mentioned sub-standard once again assures us that it is extremely important for Georgia to join the Vienna declaration of artistic research, and it is also important for the state to recognize artistic research in the direction of music performance and composition, which the conservatory will actively advocate. In addition, the separation of the Doctor's degree, as it exists in the West between the Doctor and PhD degrees, has an essential meaning. Dissertation requirements for the Doctor of Performing Arts program are specific, which of course is due to the nature of the field, and the predominant focus is on performance issues, creativity, and innovation. We welcome the opinion of experts regarding the continuous improvement of academic and scientific skills, which is already strengthened by the content of the renewed program, in particular, the teaching components (teaching methods, research methods, science management, doctoral seminar, assistant professor, doctoral concert I, doctoral concert II, doctoral Concert III). Accordingly, we believe that the mentioned recommendation belongs to the category of advice. Accordingly, it is appropriate to remove the mentioned recommendation.

*Expert panel response – we accept this argumentative position and duly acknowledge that this has been reassigned to the suggestions category*

- b. As for the 2nd recommendation of the same sub-standard, it should be noted that according to the policy of academic integrity of the conservatory, even 1% of plagiarism (unquoted opinions of others) is not allowed. Accordingly, we consider it inappropriate to establish certain assumptions in the mentioned direction. As for the similarities that can be identified by the Turnitin program, and which are usually associated with properly verified citations, titles of papers, etc. In order to avoid fully combinatory theses, it is set at 60% for the bachelor's level, 50% for the master's, and 40% for the doctoral thesis. It should be emphasized here that the following argument is indicated in the relevant standard in the draft expert report: "Matching limits, depending on the levels, are as follows: Bachelor - 60%; Master's degree - 40%, doctoral degree - 20%. It should also be noted here that these percentage limits are not written in the rules, the issue is in the process of development, although the mentioned limits are considered theoretically", which contains factual inaccuracy. According to the Conservatory's Academic Integrity Policy, which sets out not only policies but also guidelines for academic staff and students, Article 2, Paragraph 4 explains that "in order to avoid compilation work at the doctoral level, 40% of the similarities presented in accordance with the principles of academic integrity are allowed, At the master's level - 50%, and at the bachelor's level - 60%. Accordingly, it is appropriate to remove the mentioned recommendation.

*Expert panel response – we accept this argumentative position and duly acknowledge that this has been removed.*

4. In sub-standard 4.2, experts present the following recommendation: ***Students should be given access to an independent workspace. During theoretical works, the use of research tools should be followed.*** In relation to the first part of the mentioned recommendation, we believe that there is a duplication of the 4th recommendation of the experts, which concerns the improvement of the class reservation system. As you know, the auditorium spaces of the Conservatory are in need of appropriate musical instruments and other necessary equipment. Accordingly, they can be booked for both academic staff and students not only within the mandatory contact hours stipulated by the curriculum, but also for independent work. We agree with the experts that the reservation system needs to be further developed so that there is no delay for students in terms of access to classes. Accordingly, we believe that the first part of the presented recommendation should be combined with the 4th recommendation and should not be presented separately. It is worth noting here that during the visit of accreditation experts, during the sharing of the main findings, work has already been done regarding the issue of the reservation of classes, and the technical issues that hindered the independent work of the students have already been eliminated at this stage.
  - a. As for the second part of the recommendation, which refers to theoretical studies, it is formulated in such a way that it is difficult for us to relate it to any specific issue and needs clarification.

***Expert panel response – we note this argumentative position, our expert opinion is unchanged***

5. In the sub-standard 5.1. the experts present the following recommendation: ***It is recommended to regularly prepare workshops for the academic and invited staff, students and employers participating in the educational program, in order to get them acquainted with the news related to the topics of quality development and actively participate in the development of internal quality.*** In connection with the mentioned recommendation, we would like to inform you that since 2020, the quality assurance service has continuously provided and continues to provide workshops and consultations regarding the accreditation of educational programs, mobility and other related issues. During the mentioned period, more than 100 meetings were held, which is confirmed by the Google Meet meeting calendar (see Appendix #3) and video recordings. The quality assurance service plans to conduct more targeted and structured workshops and trainings from 2024, which is defined in the three-year action plan of the Conservatory (see Appendix No. 2). Accordingly, it is appropriate to remove the mentioned recommendation.

***Expert panel response – we note this argumentative position, our expert opinion is unchanged***

6. The experts present the following recommendation in the sub-standard 5.3: ***It is recommended to adjust the questionnaires in order to evaluate the research component.*** While we appreciate this recommendation, it is pertinent to note that in a conservatory setting with a limited student cohort, conducting quantitative research among students in certain programs may not yield significant insights. For instance, the doctoral program Performing Arts comprises ten doctoral students. Given this limited cohort size, the Quality Assurance Office deemed a qualitative study in a focus group format more effective. This decision was made considering two factors: a) In the case of open-ended questions within a quantitative questionnaire, providing justifications might inadvertently reveal the identity of doctoral students to their

supervisors. b) Through a focus group employing a semi-structured questionnaire, interviewers could delve into specific issues, ensuring objectivity in addressing challenges. Considering these factors, we propose that the aforementioned recommendation be reclassified as suggestion. As the student cohort grows, relevant departments within the conservatory can certainly take this suggestion into consideration for future implementation.

*Expert panel response – we accept this argumentative position and duly acknowledge that this has been reassigned to the suggestions category*

- In case of re-accreditation, it's important to provide a brief overview of the achievements and/or the progress (if applicable)

## Evaluation approaches for the accreditation experts

The components of the accreditation standards are assessed using the following two approaches:

1. Cluster and individual evaluation<sup>4</sup>
2. Cluster assessment<sup>5</sup>

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual

<sup>4</sup> **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

<sup>5</sup> **Assessment approaches:** In case of necessity, describe, analyse and evaluate the compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster:

4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

### III. Compliance of the Programme with Accreditation Standards

#### 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes. Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

##### 1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an educational Programme, and define the set of knowledge, skills and competences a Programme aims to develop in graduate students. They also illustrate the contribution of the Programme to the development of the field and society.

##### Cluster and individual evaluation

Based on the self-assessment report and the site visit, experts agree that a comprehensive approach was used in the review process. Stakeholders, including academic and scientific staff, visiting experts, students, alumni and employers, actively participated in the process and provided valuable input in refining the structure and content of the programs. The programs essentially cater to the needs of both students and the industry. During the development of the syllabuses, periodic updating of the textbooks is considered. Literature created from ancient musical material to the present is used in the educational process, depending on the specifics of the subject.

The expert panel noted that the Programme objectives were well defined, and overall that the documentation was fit for purpose. It is clear that the programmes are all understood within the unique context of its own specialism/area and that the field of study informs the pedagogy and underpinning design of the Programme. The programme objectives are consistent with the mission and overall strategy of the Conservatoire. They are informed by both trends and needs of the labour market and informed by a range of stakeholders facilitated through a robust consultation and engagement process.

The expert panel noted the logical and considered Conservatoire style of teaching which logically and pedagogically is designed to deliver the learning within the specialised areas of study in a variety of teaching methods. The SER noted the defense of teaching multiple levels across the field of study with

differentiated learning outcomes which evidence the achievement of set goals and learning at the appropriate level of study. The cluster of programmes within the scope of this report are consistent with the mission, objectives and strategic plan of the institution.

The standard is met when:

The goals of the programme are compatible with the institution mission, are clearly defined, oriented on employment market and achievable;

b) The content of programme components (study course, module, etc.), taking into account content of the study and credit amount, ensures the attainment of the goals and learning outcomes, set by this component;

c) The entirety of programme components ensures the attainment of the identified goals and learning outcomes of the program at an adequate level of descriptor of the respective level of professional qualifications framework;

d) Learning outcomes of a programme ensures the competitiveness of the graduates on the educational (at the next level of education) and labor market;

e) The mechanism of involvement of the interested parties (employers, vocational education teachers, vocational students, graduates) in the process of identification of program learning outcomes and program development is developed and implemented.

The content of the programmes with the cluster, the volume of ECTS credits, theoretical and practical teaching correspond to the appropriate corresponding level determined by the National Qualifications Framework. The educational programme complies with the requirements of Order No. 3 of the Minister of Education and Science of Georgia "On the approval of the rule of calculation higher education programmes in credits".

The expert panel noted the ambition for the programmes to “prepare musicians-performers according to modern standards”<sup>6</sup> and was satisfied that the goal-oriented approach to improve independent skills of students were reflected in the programme objectives.

Whilst the programme objectives reflect a range of internationalization ambitions, the programme must remain engaged and open to international discourse regarding contemporary pedagogies and objectives design. The panel noted that this was an important and relevant ambition as articulated by the programme teams from the cluster, exemplified by the seeking out of international expertise in a range of settings.

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<sup>6</sup> SER p15

### **Programme 1 – Performing Arts BA**

The programme objectives evidence an understanding of the range of skills and competencies required within the field of study, clearly contextualising the acquisition of skills within the contribution to the field and society. The SER states the destinations a graduate may enter; specifically the content of the programme aligns with the 6th level determined by the National Framework of Qualifications.

The panel was satisfied that the programme met the evaluation criteria including consistency within the institutional framework and across the cluster. The programme objectives are specific to the field, considered relative to labour market demands, are public and are well socialized and understood by the community of teaching and learning who are the main stakeholders of the programme. The sense of purpose which underpins the strategic documents reviewed enabled the panel to come to the view that the programme objectives address all aspects of evaluation criteria.

### **Programme 2 – Performing Arts MA**

The goal of the master's programme of Performing Arts is to educate a highly qualified, competitive, creative and artistic science-oriented soloist/conductor with a master's academic degree, a musician-performer, who will be specialized in keyboard, orchestral instruments, academic choir conducting and solo academic singing through the development of systematized and deep knowledge and skills and who will be able to continue working in creative, cultural-educational organizations and continue his/her studies in doctoral studies<sup>7</sup>. The programme objectives demonstrate a deepening of knowledge and expertise relevant to the field and society. The panel noted the richness of understanding relating to this level of study and how this relates to the competences required of a graduate student entering work or further study.

The panel was satisfied that the programme met the evaluation criteria including consistency within the institutional framework and across the cluster. The programme objectives are specific to the field, considered relative to labour market demands, are public and are well socialized and understood by the community of teaching and learning who are the main stakeholders of the programme. The sense of purpose which underpins the strategic documents reviewed enabled the panel to come to the view that the programme objectives address all aspects of evaluation criteria.

### **Programme 3 – Performing Arts PhD**

As clearly communicated in the SER and upheld through analysis of outcomes from the site-visit, the doctoral programme aims to prepare highly qualified academic staff and high-class performer-researcher focused on creative/performing practice for higher musical educational institutions. It was evidenced that the programme places significant emphasis on its research component and is resolutely international in outlook and ambition.

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<sup>7</sup> SER p19

The panel was satisfied that the programme met the evaluation criteria including consistency within the institutional framework and across the cluster. The programme objectives are specific to the field, considered relative to labour market demands, are public and are well socialized and understood by the community of teaching and learning who are the main stakeholders of the programme. The sense of purpose which underpins the strategic documents reviewed enabled the panel to come to the view that the programme objectives address all aspects of evaluation criteria.

#### **Programme 4 – Jazz Art, BA**

The Expert Panel understood the programme to be consistently aligned with the labour market and with the Conservatoire’s mission and development plan. Specifically, the programme goals are clearly articulated; “the goal of the programme is to develop the professional skills specific to jazz art and specific jazz thinking, to master the art of musical improvisation, forms of ensemble performance, and to develop the competencies of leading a musical-creative collective.”<sup>8</sup>

The panel was satisfied that the programme met the evaluation criteria including consistency within the institutional framework and across the cluster. The programme objectives are specific to the field, considered relative to labour market demands, are public and are well socialized and understood by the community of teaching and learning who are the main stakeholders of the programme. The sense of purpose which underpins the strategic documents reviewed enabled the panel to come to the view that the programme objectives address all aspects of evaluation criteria.

#### **Evidences/Indicators**

- Educational programmes and syllabi grouped in cluster (Appendix 1);
- Labor market studies (Appendix 25);
- National Framework of Qualifications
- Conservatoire strategic development plan (Appendix 22)
- Results from the site-visit interviews, collated and analysed
- Self-Evaluation Report

**Recommendations** – N/A

**Suggestions** - N/A

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:**

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<sup>8</sup> SER p21

- Continue to find ways to engage with contemporary international approaches to the design of programme objectives to ensure they remain consistent, logical and relevant within the specialist field of Conservatoire study

Recommendations and Suggestions according to the programme: - N/A

Evaluation <sup>9</sup>

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

- The learning outcomes of the Programme are logically related to the Programme objectives and the specificity of the field of study.
- Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the Programme.

Cluster and individual evaluation

The self-evaluation report and subsequent site-visit described a working process which was truly inclusive and collaborative as part of the design process for curating learning outcomes across all fields of study within the scope of this report. The establishment of working groups was part of this working process. Within the working groups, the learning outcomes of the were developed and formulated based on Bloom's Taxonomy (whilst taking into account the requirements of the national qualifications

<sup>9</sup> Evaluation is performed for each Programme separately.

framework of Georgia, the sectoral benchmarks of music (<https://eqe.ge/en/page/parent/787/erovnuli-kvalifikatsiebis-charcho>) and the guidelines of the accreditation standards of the National Center for Educational Quality Enhancement (Higher Education Programme Accreditation Standards Guide [https://eqe.ge/res/docs/guideline Accreditation standard ENG.pdf](https://eqe.ge/res/docs/guideline_Accreditation_standard_ENG.pdf)).

The evidence supported the ambition to foster the development of student responsibility and independence in all learning contexts, with clearly defined learning outcomes and teaching and learning methods and evaluation system directly related to them. This was well defined and well demonstrated through the documentation and subsequent evidence base from the site-visit.

### **Programme 1 – Performing Arts BA**

There are well defined and documented programme learning outcomes which relate the specificity of study and expected study level. The expert panel was satisfied that the Learning Outcomes are measurable, achievable, realistic and curated in such a way that they are both consistent with the level of study and are actively aligned with the sectoral benchmarks. Given the specificity of music, the appropriate alignment with the demands of the labour market are well considered, even at BA level, and are appropriate in the context of considering constructive alignment within the cluster of programmes under consideration. It was observed that the differentiation in complexity and difficulty was well expressed and considered. Again, the process of engagement across a range of stakeholders was commendable.

### **Programme 2 – Performing Arts MA**

The learning outcomes are logical and promotes the development of critical analysis and evaluation skills relevant to the specificity and level of study. There are well defined and documented programme learning outcomes which relate the specificity of study and expected study level at MA. The expert panel was satisfied that the Learning Outcomes are measurable, achievable, realistic and curated in such a way that they are both consistent with the level of study and are actively aligned with the sectoral benchmarks. Given the specificity of music, the appropriate alignment with the demands of the labour market are well considered, appropriately so at MA level, and are appropriate in the context of considering constructive alignment within the cluster of programmes under consideration. It was observed that the differentiation in complexity and difficulty was well expressed and considered. Again, the process of engagement across a range of stakeholders was commendable.

### **Programme 3 – Performing Arts PhD**

Well-defined and appropriately contextualised learning outcomes which are supported by well defined learning methods. There are well defined and documented programme learning outcomes which relate the specificity of study and expected study level. The expert panel was satisfied that the Learning Outcomes are measurable, achievable, realistic and curated in such a way that they are both consistent with the level of study and are actively aligned with the sectoral benchmarks at PhD level study. Given the specificity of music, the appropriate alignment with the demands of the labour market are well

considered and it is possible to track this through in terms of depth of understanding required, and are appropriate in the context of considering constructive alignment within the cluster of programmes under consideration. It was observed that the differentiation in complexity and difficulty was well expressed and considered. Again, the process of engagement across a range of stakeholders was commendable.

#### **Programme 4 – Jazz Arts BA**

There are well defined and documented programme learning outcomes which relate the specificity of study and expected study level. The expert panel was satisfied that the Learning Outcomes are measurable, achievable, realistic and curated in such a way that they are both consistent with the level of study and are actively aligned with the sectoral benchmarks. Given the specificity of music, the appropriate alignment with the demands of the labour market are well considered, even at BA level, and are appropriate in the context of considering constructive alignment within the cluster of programmes under consideration. It was observed that the differentiation in complexity and difficulty was well expressed and considered. Again, the process of engagement across a range of stakeholders was commendable.

#### **Evidences/Indicators**

- Educational programmes and syllabi grouped in a cluster (Appendix 1);
- Curriculum maps
- Conservatoire strategic development plan (Appendix 22)
- Subject benchmarks of higher education of music and performing arts
- The rule of initiation, elaboration and development of the educational programme (Appendix 3)
- Site-visit evaluation outcomes

**General recommendations of the cluster:** - N/A

#### **General suggestions of the cluster:**

1. **Continue to seek out good practice in a range of International contexts to ensure contemporary framing of learning outcomes and how they relate to student learning and assessment.**
2. **Ensure constructive alignment between all levels of learning outcomes**

**Recommendations and suggestions according to the programme:** - N/A

#### **Evaluation**

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Performing Arts, BA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Performing Arts MA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Performing Arts PhD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Jazz Arts BA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the Programme learning outcomes are defined. The Programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
- Programme learning outcomes assessment results are utilized for the improvement of the Programme.

#### **Summary and Analysis of the Compliance of the Educational Programme Grouped in a Cluster with the Requirements of the Standard Component**

Evaluation of the learning outcomes of educational programmes is one of the most important prerequisites for the development of educational programmes, which is organized by the quality assurance service with the active involvement of the persons implementing the educational programme. Quality assurance services of higher educational institutions, taking into account international standards and Georgian legislation, on the basis of international regulations and historical memory of the institution, have developed specific regulations, which in turn provide for the method and mechanisms of evaluating the learning outcomes of educational programmes.

The annexes of the self-evaluation report submitted by the institution present the rules for initiating, designing and developing educational programmes, approved by the Academic Council of the conservatoire (41/2021). According to this document, it is confirmed that the implementation and development of the academic programme is based on a number of important guiding principles, among which the analysis of the components of teaching-learning, research and creative activity is considered to be the main point, the growth and strengthening of which directly depends on the learning and teaching process, the assessment of which is a kind of detection for moving to a new stage of educational programme development and for overcoming new international challenges. The smoothness of the evaluation process is facilitated by the maximum perfection of the learning outcome evaluation mechanism and procedures and the active involvement of the persons implementing the programme in these processes. Academic and invited staff of educational programmes and other interested parties were informed about the methods, mechanisms and procedures for evaluating learning outcomes at the meetings initiated by the programme development group (the latter was updated by order of the rector of the conservatoire on 07/09/2022 N2).

Analysis of learning outcomes plays a major role in the evaluation process of an educational programme, along with all other important activities. The mechanism for evaluating learning outcomes of the program includes direct and indirect evaluation methods. The process of direct evaluation involves determining the programme's target benchmarks and controlling their achievement, the methodology for determining which implies the specification of a specific academic course or research component and evaluation method with a specific learning outcome, setting the achievable target benchmark and controlling the latter. Direct mechanism of learning outcomes of the programme involves several activities. Namely,

- evaluation of learning outcomes (through students' works/performance), including the study of students' academic performance;
- student surveys/focus groups;

It is important, if the statistical data of the graduates will be reviewed for the same purpose, as well as analyzing their GPA and studying the seeding rate from the programme, which will create an even more accurate representation and picture in the process of analyzing learning outcomes. It is also important to evaluate the learning outcomes of the programme. Evaluation of the learning outcomes of the programme with an academic course/research and creative component, where the minimum target benchmarks of the achievable learning outcomes will be determined, with relevant indicators and deadlines for evaluation. The evaluation of the course should preferably be carried out in the process of the course as well (by observing the midterm evaluation data).

Based on the self-evaluation report of the educational programmes presented by the Vano Sarajishvili State Conservatoire for the purpose of the cluster accreditation, it became clear to the expert panel that in the institution's internal regulation "Rules for the initiation, designing and development of educational programmes", the mechanisms and procedure for the analysis of learning outcomes are described in Appendix 6, according to which the institution annually summarizes the learning outcomes and presents the analyzes in the form of a report, presents it to the programme working group, the latter develops recommendations and the results of the analysis are presented to the faculty Council, as well as to the Academic Council of the Conservatoire for consideration.

Analyzes were developed according to the described procedure, within the framework of which the working group used:

- The analysis of the final results (for bachelor's educational programme of Performing Arts) used both quantitative and qualitative research methods, the results were prepared based on the Bell-curve principle (the so-called Gauss diagram);
- Within the MA educational programme of Performing Arts - qualitative research method within the focus groups;
- For the doctoral educational programme of Performing Arts - qualitative research method within the focus groups;
- Qualitative research method within focus groups within the "Jazz" undergraduate educational programme

In the presented materials, the research analysis document was not proposed by the institution, however, the group of accreditation experts was introduced to certain measures carried out as a result of the research, according to the records distributed in different documents. The panel of experts should express the opinion that in order to get a general idea about the improvement of learning outcomes within the educational programme, the institution should have consolidated the data obtained based on different research methods, which would be directly related to the improvement measures implemented later. Based on the actual situation (report, evidence, interviews), it can be considered that the changes in the educational programmes were largely based on the results of the conducted researches, where the following important issues were reported by the respondents:

- improvement of material resources;
- modification of evaluation methods as well as forms;
- excess of theoretical academic courses;
- modification of teaching and learning methods in accordance with modern requirements and challenges;
- necessary improvement of academic writing skills;
- Activating Academic Integrity Topics and Scarcity of Tools.

Accordingly, as a result of the studies, surveys and data analysis carried out by the institution, certain changes have been made in the educational programmes, which refer to the following issues:

- Modification of the structure of the educational programme, which is based on the change of individual study courses (undergraduate and graduate level);
- offering new courses (undergraduate and graduate);
- determining the minimum and mandatory courses (at the doctoral level);
- Work on the assessment system was ongoing in the 2021-2022 academic year and fundamental changes were made;
- The process of updating the material and technical base began in 2022, and it is set out step by step until 2025;
- Implementation of separate creative projects („კონსერვატორიელები კონსერვატორიელებს“) in educational programmes was carried out;
- In the educational programme of the eighth level of higher education, the credit volume of the educational component was adjusted ;
- bringing the educational process closer to Western standards;

Although according to the regulation of the institution "Rule of initiation, designing and development of educational programmes" and also as it is stipulated in the descriptive part of the relevant component of the self-evaluation document, the institution emphasizes the fact of the annual analysis of learning outcomes, in the analytical document provided by the institution "information about the use of the results of the student and staff survey" (appendix) 8) - it is noted that the analysis of the learning outcomes is planned at the end of the 2023-2024 academic year, but no unified summary analysis document of the learning outcomes was presented in the self-evaluation appendices. Separate statistics, including, for example, the learning outcomes of graduates, were given in different annexes, which

does not provide a complete picture of the active and effective use of the results of the present data for the development of educational programmes.

The above-mentioned rule has the following annexes: *learning outcomes* (Annex 5) and *programme goals and learning outcomes compliance map* (Annex 6), which was not actually confirmed in the accreditation packages. At the same time, the group of experts believes that it is desirable to prepare a third - learning assessment map; the latter would facilitate the formation of a common analytical picture with one more component, namely, the observation of the learning outcomes of the academic courses, where the target benchmarks of the learning outcomes of the academic courses providing competence and the results of their achievement would be defined. After comparing with the target benchmark, the issue of monitoring the academic course would be put on the agenda.

The above-mentioned mapping of the educational programme contributes to the synchronization of educational programme goals and learning outcomes, real description and real measurement of the specific outcomes assigned to the individual goal. Accordingly, the description presented in the learning outcomes, due to the fact that in many cases it conveys several actions and consequential results, especially if the action is not expressed with the appropriate notation ( predication expressing an active action ), complicates the measurement of the learning outcomes , to the extent that it allows for additional interpretation.

**Evidences/Indicators :**

- Educational Programmes;
- Syllabi of the academic courses;
- maps of educational programmes;
- Rule of initiation ,designing and development the educational programmes;
- the results of the studies carried out by the quality assurance service;
- information on the use of student and staff survey results;
- Labor market research;
- Results of the interview.

**General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programs grouped in the cluster (if any)**

N/A

**General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)**

1. It is recommended to prepare an annual report on learning outcomes, analysis for educational programmes, which will help to understand the dynamics of educational programme development.
2. In order to obtain accurate results of the analysis of learning outcomes, it is desirable to analyze all the important indicators of the learning process;

3. It is desirable to adjust the learning outcomes not only in the curriculum , but also in the academic courses and it is desirable to formulate them by using measurable predicates to make results measurable and specific.

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)  
 Recommendation(s):  
 Suggestion(s):

Programme 2 (name, level)  
 Recommendation(s):  
 Suggestion(s):  
 .....

**Evaluation**

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.4. The Structure and Content of the Educational Programme**

The programme is designed according to HEI’s methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes

**Cluster and individual evaluation**

**Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The programmes included in the cluster (Performing Arts BA; Performing Arts MA; Performing Arts PhD; Jazz Arts BA.) follow the normative document of the university, namely the "Methodology for planning, development and approval of educational programs". The mentioned programs are

structured according to the level of study and comply with the regulations established by the legislation of Georgia, which uses the European Credit Transfer and Accumulation System (ECTS).

The content of these programs is essentially designed to meet specified qualifications and achieve desired learning outcomes. Programs are thoughtfully structured, with significant emphasis on logical structure. Learning outcomes for undergraduate, graduate and doctoral programs, with courses tailored to the level of difficulty of a particular level.

According to the self-evaluation report, when updating the programs, the modern achievements of the field and the results of the latest research (periodic updating of the literature and research issues) were taken into account in the training courses. The structure and content of the programs have been improved using foreign analogues and reflect the trends in the international area. As the representatives of the HEI stated during the interviews, they conducted research on international analogues and in the self-evaluation report and during the interview process, a number of foreign institutions were mentioned in the program description. For the internationalization of the programs, the HEI has held meetings with the leading higher educational institutions of Europe, which is evidenced by signed memoranda and working visits of academic and invited staff (workshops, master classes, concerts, conferences, festivals, symposiums) to higher music schools operating outside the country.

To measure learning outcomes, programs need an effective and transparent assessment system, which is reflected in the syllabi. The syllabi provide specific details regarding the structure and format of the midterm and final exams (how many topics are covered; whether the exams are oral/written, etc.). Evaluation rubrics are varied and take into account the specifics of individual courses. Department representatives noted that to strengthen the assessment process, the staff and the quality assurance team jointly reviewed the syllabi. For each course, assessment components, forms, methods and criteria have been tailored together. Consequently, a consistent and efficient evaluation process is ensured.

It is necessary to plan informal activities, which take into account the stimulation of students' creative potential, promotion of professional development. Students of the Faculty of Performing Arts are given the opportunity to participate in international competition-festivals held inside and outside the country, where they win worthy prizes and monetary awards, which is a prerequisite for increasing their motivation.

Each educational program serves to refine performance skills and train a musician-performer in various specialties (strings, drums, wind instruments, academic singing, choir conductor, jazz musician, pianist), who must meet the requirements for a soloist, chamber ensemble, chamber song and orchestra actor. The programs presented award Bachelor's, Master's and Doctoral academic degrees in one specific field - the performing arts. The executive program is carried out jointly by several directions at all three levels: Keyboards, Orchestral Strings, Orchestral Winds and Percussion, Academic Singing, Academic Choir Conducting, Jazz. All these directions were created in the conservatory at the beginning of the 20th century.

The updating of these programs started in 2019 and is based on the external evaluation carried out within the framework of "Critical Friends" (professors of the Sibelius Academy). According to the given recommendations, working groups were created in the HEI and the work to be done was divided, in which the conservatory community, graduates and employers were involved.

### **Description and Analysis - Program 1 (Performing Arts, Bachelor's)**

The Bachelor's program of Performing Arts has been accredited since 2011. The Bachelor's program has been compiled using the methodology of planning, development and enhancement of educational programs operating in the HEI. The curriculum is built according to the rules established by the legislation of Georgia and in accordance with the European Credit Transfer and Accumulation System (ECTS) and provides for 8 semesters of teaching - 240 credits, which are distributed among the mandatory, theoretical-supporting, general mandatory and optional-free disciplines of the conservatory. The program also includes a performance creative project. The standard duration of the undergraduate educational program is 4 years or 8 semesters.

The intermediate formative and final exam are related to each other. Mainly, the lecturers-teachers have indicated two intermediate evaluations and an exam in the syllabuses. Also, students are evaluated by the activities carried out during lectures and seminars. The diverse evaluation rubric presented in the syllabi is adapted to the specifics of the subject and is an opportunity for the student to demonstrate his/her abilities. The feedback given in the process of intermediate evaluations is a prerequisite for successfully passing an exam. Enrollment in the program is granted to persons with a state certificate/attestation or an equivalent document confirming complete general education, on the basis of creative tours established by the conservatory and passing unified national exams; It is possible to enroll in the educational program on a mobility basis twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, as a result of passing mandatory procedures and creative tours. For citizens of foreign countries, the right to obtain the status of a student without the unified national exams, as well as to enroll in the manner of transfer from a recognized higher educational institution of a foreign country, is possible on the basis of passing creative tours, confirming knowledge of the Georgian language and the rules established by the Ministry of Education and Science of Georgia.

The purpose of the Bachelor of Performing Arts program is to prepare a musician-performer with a bachelor's academic degree, who will be equipped with extensive knowledge in the direction of music theory, history, and fundamental performance skills. A coherent curriculum and diverse creative activities ensure the formation of performers who will be prepared to pursue a career in the music industry, as well as be able to continue their studies at a higher level of education.

After completing the program, the graduate can be employed as a soloist/conductor (amateur and training choir) in a music-creative collective and/or as a member of a performing collective; in various

positions of creative, cultural and educational organizations in the media, governmental and private sector. Also, as a teacher of the relevant direction in the secondary section of music education.

The teaching sequence, inter-subject connections are logically structured. The methodology originates from the rich national traditions, which are added to the experience accumulated over the years and modern challenges. The program is partially undergoing change, so that not to lose previous successful practices. The core courses incorporate 21st century musicological studies, the latest teaching materials and methodological guidelines. The HEI is working on the diversity of optional and additional courses, which will provide the student with a wide area of employment and, at the same time, will contribute to the improvement of the educational programme.

It must be mentioned that there are disciplines that for the final assessment necessarily require the performance of a concert/performance/project as a result. Such disciplines are: Orchestra class, chamber music, opera studio. Accordingly, the student symphony orchestra (the student orchestra has existed in the conservatory since 1921), which unites all students of orchestra majors from both levels of higher education, has been holding regular concerts - 2 programs per semester (4 programs per year) - in the Great Hall since 2001.

It is desirable that the Bachelor of Performing Arts program should detail the allocation of credits, the content of the final product, and the grading scheme. Compulsory faculty subjects are diverse in content and thematic resources provided. Among them, the following disciplines are of special interest: "Body and Performance" and "Performance Coaching". These psycho-therapeutic courses are a must for future musicians-performers. The topics presented in the syllabi are relevant and are consistently broken down according to the weeks. When studying these courses, students are provided with a reader and additional reading materials in English, however, the quantitative volume of each topic of the reader is from 2 to 5 pages, which is a meager reading material, and it is recommended that the author of the syllabus should take care of creating a manual, which will combine the prepared reader and the material reported in the additional literature.

#### Description and Analysis - Program 2 (Performing Arts, Master's Degree)

The Performing Arts Master's Program has been accredited since 2012. The Bachelor's program is consists of 120 ECTS, oriented on the student, it relies on the student's academic workload that is necessary for achieving the educational program goals. Credits in the program are divided into mandatory and elective courses of the specialty, and the master's project and thesis; The standard

duration of the master's educational program is 2 years (4 semesters). The awarded qualification of the presented master's program is the Master of Musical Arts in Performing Arts.

Programme Admission Requirement: Bachelor's degree in performing arts; Successfully overcome creative tours

The goal of the Master's program in Performing Arts is to raise a highly qualified, competitive, creative practice and artistic science-oriented master's degree soloist, musician-performer who will be able to work through the development of systematized and deep knowledge and skills in keyboard, orchestral instruments, academic choir conducting and solo academic singing. to continue in creative, cultural and educational organizations and continue his/her studies in doctoral studies.

The program envisages the professional specialization of students, which, on the one hand, leads to the deepening of the knowledge acquired in the bachelor's degree, and on the other hand, to a significant increase in the share of the research and creative component in the educational process, teaching students the basic skills of scientific research. At the end of the 4th semester, students present a diploma thesis, in which the processed material represents a methodical analysis of the work performed by the student or work on an issue that is directly related to professional findings. Along with practical skills, it is valuable for the performer to gain experience working on research components and to be able to create a conference topic, presentation, project, a small diploma work. Having looked at the full versions and theses of the defended master's theses, as well as taking into account the high qualification of the supervisors of the diploma works, we conclude that the topic of the given diploma works is relevant and the research part is in line with the requirements and evaluation criteria of the executive master's thesis. Most of the topics can be used as a teaching resource, especially when there is a lack of published or translated material in the native language in the given field.

Assessment rubrics are varied and tailored to the specifics of the subjects being studied. During the interview process with the students, it was revealed that it is important to get to know the syllabus, because they determine the content, expectations and evaluation of the program and the subjects to be studied and, accordingly, get the education they need. Students can familiarize themselves with the program both on the website of the HEI and through personal communication with program leaders and lecturers, such as telephone consultations and e-mail cooperation.

In the list of elective subjects we find the following courses: art management; contemporary music ensemble; Baroque vocal music ensemble; modern musical theater; German language; Italian language etc. As a result of studying the syllabi and interviewing the students, it was revealed that there is a great interest in the given subjects and the lecture courses of the elective block were created taking into account the students' inquiries and needs.

## Description and Analysis - Program 3 (Performing Arts, PhD)

The PhD program in Performing Arts has been accredited since 2011.

The doctoral program in performing arts includes study courses with 35 ECTS credits. In contrast to the current doctoral program accredited in 2011, the training components of which included: academic-pedagogical practice, traditional and modern methods of pedagogy, alternative special training courses and special courses for the preparation of a dissertation, the updated doctoral curriculum is focused on the development of targeted results and includes the following training disciplines with minimal contact in hours: a) teaching methods; b) research methods; c) Science management. Part of the educational component is a doctoral student's seminar and professor's assistance.

The novelty in the modified program is the removal of elective courses and the initiation of counseling hours instead. "Practice has shown that doctoral students with different experiences face different needs. Accordingly, it was considered appropriate that more freedom, individually selected training topics and lecturers within the consulting hours will ensure a student-oriented learning and research process and will support the implementation of research activities."

The doctoral creative work involves the performance of the educational component and the performance component (three concerts) provided by the program. In addition, for the purpose of internationalization, the doctoral student is obliged to conduct: a) at least one creative event/concert/creative seminar/master class in a partner higher educational institution of a foreign country; b) communication and feedback/reflection with the professional community at the national and/or international level; The thesis is evaluated in the same or the next semester in which the doctoral student completes work on it. In addition, the thesis is assessed once, with a final assessment. Herewith, the dissertation is evaluated once, with a final evaluation. The Dissertation defense is held publicly at the Dissertation Commission session.

Persons with a Master's academic degree or its equivalent, who possess the aforementioned degree in higher academic music education, will be admitted to the doctoral educational program in performing arts.

A prerequisite for admission to the program is a creative tour and an interview with the sectoral commission. The interview with the sectoral commission provides for the evaluation of the applicants' experience, creative and research abilities, which is necessary for the successful completion of the doctoral educational program and involves the submission of a doctoral research application. The interview with the sectoral commission provides for the evaluation of the applicants' experience, creative and research abilities, which is necessary for the successful completion of the doctoral

educational program and involves the submission of a doctoral research application. A short overview of the possible topic for the doctoral thesis is presented at the entrance examination by the student and after the selection of the supervisor, the research topic is modified according to relevance.

#### **Description and Analysis - Program 4 (Bachelor of Jazz Arts)**

The Jazz Arts program has been accredited since 2012. A novelty in the programs is the inclusion of minor programs. Undergraduate students have the opportunity to choose an additional course, which is a prerequisite for entering the profession and employment, along with the mastering of the main study course (180 credits). Such programs are the educational program of music teacher training and music technology. Also, in the study courses, the main specializations are separated, and additional music subjects as well as general education courses and electives. Students have the opportunity to use a variety of educational resources.

A citizen of Georgia with a state certificate/attestation confirming complete general education or a document equivalent to it has the right to enroll in the jazz art educational program. Individuals who have passed: competition in creative tours (in specialty and music theory) will be enrolled in the program, Unified National Exams. The goal of the Bachelor of Jazz Arts program is to educate a highly qualified, competitive, creative practice-oriented professional jazz performer (instrumentalist, vocalist) with an academic degree of Bachelor of Musical Arts based on deep knowledge. The program envisages the development of professional skills, specific jazz thinking, mastering the art of musical improvisation, forms of ensemble musicianship, and the formation of ensemble/band leadership competencies.

To provide general musical and multidisciplinary knowledge through the assimilation and mastering of study courses/modules combined in the blocks of the program. The program also envisages the development of necessary skills for the adjacent specialty as a result of passing the block of alternative elective courses/modules selected by the student.

After completing the program, a bachelor of musical arts can be employed: in musical-creative collectives, creative studios, as a performer of jazz music on the concert stage - as a soloist, as a member of an ensemble, as a leader of a musical-creative collective. In case of choosing and mastering the educational program of teacher training, the graduate will have the opportunity to be employed in general educational institutions.

The intermediate formative and final exam are related to each other. Mainly, the lecturers-teachers have indicated two intermediate evaluations and an exam in the syllabuses. Also, students are evaluated by the activities carried out during lectures and seminars. The diverse evaluation rubric presented in the syllabi is adapted to the specifics of the subject and is an opportunity for the student to demonstrate his/her abilities. The feedback given in the process of intermediate evaluations is a prerequisite for successfully passing an exam.

## Evidences/Indicators

- Academic programs
- Strategic Development Plan
- Self-Evaluation Report
- Subject syllabi
- Hourly workload
- Department protocols
- Interviews with program head, academic and invited personnel

**General recommendations of the cluster:** N/A

### General suggestions of the cluster:

- It is desirable that the Bachelor of Performing Arts program should detail the allocation of credits, the content of the final product, and the grading scheme.

It is desirable to increase the amount of reading material in the readers and to translate the foreign language material specified in the additional literature in order to diversify the mentioned educational resources.

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

### Programme 2 & 3 (MA & PhD)

It is desirable to enhance master's and doctoral programs. Write down the distribution of credits by study components and add master's and doctoral final exam requirements and assessment components.

### Program 4 (Jazz Arts, BA)

**Recommendation(s):**

**Suggestion(s):**

- The following syllabi to be revised/corrected: Specialty class (jazz-drums; jazz-guitar, keyboard; double bass; saxophone), jazz ensemble class (recording and vocal); practice of

working with a jazz ensemble (vocal); arrangement. The content of the syllabi teaching level is not clear.

## Evaluation

Component 1.4 Structure and Content of Education Programme	Complies with the requirements.	Substantially complies with the requirements	Partly compliance with the requirements	Does not comply with the requirements
<b>Program 1 ( Performing Arts, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 2 ( Performing Arts, MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 3 (Performing Arts, PHD)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 4 ( Jazz, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1.5 Study Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The content of the study courses of the programs grouped in the cluster is closely related to the objectives of the program and ensures the achievement of the learning outcomes of the program. This information is visually presented in the program maps, where the importance of each study course in relation to the learning outcomes of the program is recorded. The distribution of credits between courses takes into account the uniqueness of each course and its role within the framework of the curriculum.

The balance between contact hours and independent study hours is carefully defined in almost all courses, adapted to the level of teaching and the unique characteristics of the course itself. Allocation of contact hours to desired learning outcomes accurately reflects the depth and breadth of course content. At the undergraduate level, several courses are awarded a modest 2-3 credits, limiting the time available for independent study. However, it is vital to recognize that these courses are essentially practical in nature, based on a 'learning by doing' pedagogy, and their assessments primarily assess the knowledge and experience gained by students in interactive workshops.

According to the self-evaluation report, the syllabi of the study courses are drawn up according to the uniform rules adopted by the university and include complete information about the status of the training course, format, objectives, results, content and evaluation, mandatory and supporting literature. The mandatory literature specified in the syllabi, which is periodically updated taking into account modern research in the field, corresponds to the learning outcomes of the course and also ensures the achievement of the learning outcomes of the program.

Most syllabi have prerequisites, clearly defined prerequisite subjects that are required for the course. Many courses mention a number of active learning strategies, such as lectures, group work, discussions and practical lessons, as part of the content of many syllabi, concrete implementation of these methods is specified, seminar activities are included. The list of lecture topics provided is expanded and broken down by hourly load, with reference to the literature pages. Much of the required reading material provided in the courses was published in the 20th century, potentially failing to cover the latest developments in the relevant field. Accordingly, constant updating of the literature is observed in each syllabus. In addition, the footnotes provide an abundance of up-to-date research articles and online resources. Experts agree on the importance of foundational and classical texts that form the basis of course material, however, it is essential for syllabi to be constantly updated with books published in the 21st century, ensuring that students are provided with the latest and most relevant insights. In addition, the curriculum should be enhanced by the addition of studies by influential foreign figures in the field, available in translation or in their original language. It should be noted that the feedback from the on-site interviews reveals a more positive learning environment than can be seen from the syllabi alone. Supervisors use a multi-faceted teaching methodology and ensure that students are well informed about the specifics of the exam, which is accordingly integrated into the syllabus.

It is necessary to offer practical activities for the students of performing programs, which is successfully managed by the HEI. The conservatory has a material and technical base, small and large halls, an opera studio, a rehearsal stage-auditorium, a museum for salon meetings where various events are held with the active participation of students. The studio class lecture course is new, the purpose of which is to provide and facilitate students to get stage (performance) experience in a semi-formal and working environment. To encourage the development of free creative activity among students, to express reasoned critical opinion and to evaluate musical performance. To expand and deepen the knowledge of each student in various musical works of style, genre and era.

### **Description and Analysis - Program 1 (Performing Arts, Bachelor's)**

In the Bachelor of Performing Arts program, the main direction of study is the acquisition of knowledge and the development of practical-creative skills, which can be achieved through the mandatory educational professional-creative block. This module combines mandatory specialty and theoretical, specialty-supporting training courses that are well adjusted to the unique characteristics of the relevant profile or specialty. The mentioned main module covers eight semesters and is an integral component

of the curriculum. The module confers the qualification, Bachelor of Music in Performing Arts, in the following areas: key fuses; string instruments; brass and percussion instruments; conducting the academic choir; Solo academic song.

In accordance with the 6th level of the education level, the subjects are distributed over several semesters in order to obtain in-depth knowledge in each.

Compulsory subjects of the specialty are distributed as follows:

Piano - eight semesters;  
Chamber ensemble - six semesters;  
Concertmaster Master Class - six semesters.  
Contemporary performance - two semesters.  
Studio class - four semesters;  
History of Performing Arts - two semesters.

Credits are distributed as follows:

Compulsory subjects of the specialty - 152 ETCS.  
Theoretical and supporting subjects of the specialty - 41 ETCS.  
Faculty service subjects - 10 ETCS.  
(Elective subjects -17 ETCS)  
Free credit - -10 ETCS  
Bachelor creative project - 10 ETCS.

The specialty of string instruments includes the following instruments:

violin, viola, cello, double bass, guitar, and harp. The specialization in each instrument will be studied during all eight semesters.

Chamber ensemble - six semesters;  
Quartet class - seven semesters;  
orchestral class - eight semesters;  
Orchestral Difficulties Violin, viola, cello, double bass will be studied for four semesters on each instrument.  
guitar duo for two semesters;  
Studio class - four semesters;  
History of Performing Arts - two semesters;  
Harp duet - three semesters;  
Difficulties of harp application and pedalization - three semesters;  
Difficulties of guitar application - two semesters.

Credits are distributed as follows:

The Specialty mandatory disciplines- 157 credits,  
Support subjects for theory and specialty- 42 ETCS.  
Faculty service subjects - 10 ETCS.  
(Elective subjects -12 ETCS)

Free credit - -10 ETCS  
Bachelor creative project - 9 ETCS.

Wind instruments comprise flute, oboe, clarinet, trumpet, horn, trombone. Percussion instruments xylophone, timpani, marimba, vibraphone.

The specialty is taught during eight semesters;  
Chamber ensemble class - six semesters;  
Class of wind and percussion instruments - seven semesters;  
orchestral class - eight semesters;  
Studio class - four semesters, etc.

Credits are distributed as follows:  
The specialty mandatory disciplines- 156 credits,  
Support subjects for theory and specialty- 42 ETCS.  
Faculty service subjects - 10 ETCS.  
(Elective subjects -13 credits)

Free credit - -10 ETCS  
Bachelor creative project - 9 ETCS.

Academic Choir Conducting - specialization will be studied during eight semesters.  
Choir class and work with the choir - eight semesters;  
Choral score reading - two semesters;  
Knowledge of teamwork and methods of working with a team - two semesters;  
choral vocal - seven semesters;  
Basics of symphonic conducting - one semester;  
Basics of symphonic opera conducting - one semester;  
Studio class - four semesters;  
Team creative project - one semester.

Credits are distributed as follows:  
The specialty mandatory disciplines- 150 credits,  
Support subjects for theory and specialty-45 RTCS.  
Faculty service subjects - 10 ETCS.  
(Elective subjects -19 credits)  
Free credit - -10 ETCS  
Bachelor's creative project - 6 ETCS.

Solo academic singing –  
vocal class, work with a concertmaster is taught for eight semesters;  
Fundamentals of performing skills - eight semesters;  
Stage movement - four semesters;

Italian, German, French, Russian diction - one semester each.

Chamber singing - five semesters

Vocal ensemble - four semesters;

Opera training - six semesters;

Studio class - four semesters, etc.

The distribution of credits is as follows:

Compulsory subjects of the specialty - 133 ETCS.

Theoretical and supporting subjects of the specialty - 62 ETCS.

Faculty service subjects - 10 ETCS.

(Elective subjects -19 credits)

Free credit - -10 ETCS

Bachelor's creative project - 6 ETCS.

The study courses of the specialty are designed in such a way that the student can gradually deepen their knowledge and move from simple to complex, which is reflected in the correct distribution of the repertoire and the offer of educational, diverse courses.

The structure, content, purpose and results of the program are in a logical connection with each other. The number of credits is sufficient for the full utilization of the given courses. The evaluation system is relevant in relation to the studied courses. Assessment rubrics are varied and tailored to the topics covered in each course and ultimately to the purpose of teaching the subject.

### **Description and Analysis - Program 2 (Performing Arts, Master's Degree)**

The Master of Performing Arts program includes the following qualifications to be awarded: Master of Music in Performing Arts. The study courses and syllabi of the mentioned program in the training and research components are presented with 2,3,4,5 credits, which is logical and corresponds to the workload of the students. These courses, depending on the content of the syllabus, provide in-depth knowledge within the program. As a result of the student survey, according to the developed recommendations, the list of optional subjects and credits were distributed so that the student can choose no more than 7-8 study disciplines.

The evaluation system usually includes two midterm and final exams within 100 points. Assessment rubrics are detailed in context with the topics to be studied. The given assessment scheme allows the student to accurately determine his own knowledge level and areas for improvement. The description of the syllabi includes the teaching methodology and the list of potential employment opportunities. The rules for creating, submitting, evaluating, and signing the master's thesis are given in the corresponding document, which is also presented to the accreditation commission. The syllabi of the major and elective courses for the study of the specialty are written in full, including the evaluation criteria. The list of expected literature is indicated, and the selection of the repertoire and determination of difficulty depends on the student's readiness.

Credits are distributed according to specialties as follows:

Keyboard instruments (piano) - compulsory subjects of the specialty - 97 ETCS.

(Elective subjects -23 credits)

String instruments - Compulsory subjects of specialization - 106 ETCS.

(Elective subjects -14 credits)

Wind and percussion instruments - Compulsory subjects of specialization - 110 ETCS.

(Elective subjects -10 credits)

Conductor of academic choir - Compulsory subjects of specialization - 103 ETCS

(Elective subjects -17 ETCS)

Solo academic singing- specialty compulsory courses- 100 ETCS.

(Elective subjects -20 credits)

### **Description and Analysis - Program 3** (Performing Arts, PhD)

An important change in this doctoral program is to minimize the accumulation of credits (35 credits in total) and strengthen the research components. General training courses are represented by three disciplines: Science Management; Research methods /; Teaching Methods. Within the framework of the new doctoral regulations, students are given the opportunity to receive a variety of consultations, both with their supervisors and, for their research needs, with various academic or visiting staff of the conservatory.

The evaluation rubrics for the given lecture courses, seminars, colloquiums and professor's assistance are detailed in each syllabus. For the successful completion of the doctoral course, it is necessary to satisfy two directions. A mandatory project in the specialty and protection of the topic, the detailed description of which, assessment, etc. are given in training programs.

### **Description and Analysis - Program 4** (Bachelor of Jazz Arts)

The study syllabi are equally saturated with practical and theoretical activities. Additional 60-credit programs are built into the Bachelor of Jazz Arts program. The grading system and rubrics are structured like other programs. It is worth noting the joint efforts of the quality service, program managers, academic and invited staff in the process of developing the program, systematizing syllabi, and creating established, clear rubrics for evaluation. The components determined by the curriculum ensure the achievement of the competencies determined by the qualification.

Embedding additional programs into the training courses provides the opportunity to increase

employment. There are several specialties in the jazz program: Jazz Piano, Jazz Guitar, Jazz Bass, Jazz vocal; Jazz Drums, Jazz Saxophone.

240 ECTS are distributed as follows:

86 ECTS credit volume mandatory practical subjects of the specialty;

64 ECTS credit volume theoretical subjects;

10 ECTS credit volume faculty mandatory discipline;

10 ECTS credit volume free credit;

Undergraduate creative project of 10 ECTS credits;

60 ECTS credit additional program of music teacher and music technology, or the possibility to choose 60 ECTS credit electives;

## Evidences/Indicators

### Cluster programs

### Syllabi

### Self-Evaluation Report

### Maps

○

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

#### **Program 1 (Performing Arts, BA)**

**Recommendation(s):**

**Suggestion(s):**

- It is desirable that the students of string and wind instruments thoroughly learn how to read the score, so that in case of employment in the orchestra, they will be able to quickly and qualitatively learn/perform orchestral parts in the shortest possible time.

## Evaluation

Component 1.5 Study Course/Subject	Complies with requirements	Substantially complies with requirements	Partly compliance with requirements	Does not comply with requirements
<b>Program 1 ( Performing Arts, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 2 ( Performing Arts, MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 3 (Performing Arts, PHD)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 4 ( Jazz, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with the requirements	Substantially complies with the requirements	Partly compliance with the requirements	Does not comply with the requirements
<b>Program 1 ( Performing Arts, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 2 ( Performing Arts, MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 3 (Performing Arts, PHD)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 4 ( Jazz, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the engagement achievement of the objectives and expected learning outcomes of the programme.

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### 2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

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#### Cluster and individual evaluation

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

HEI has an appropriate, transparent, fair, public and accessible prerequisites and procedures for admission to the programme to ensure the inclusion of individuals with relevant knowledge and skills in the programme to achieve the learning outcomes of the programme. The admission criteria of the programs grouped in the cluster are regulated both by the legislation of Georgia and by the sectoral benchmarks. Admission criteria are fair, public, and transparent, ensuring that individuals with the appropriate knowledge and skills are included in the program to achieve the program's learning outcomes.

This is especially important for practice-based programs that need to recruit candidates with specific skills. Similar to other artistic fields, the mentioned programs are characterized by a performance tour, which precedes the unified national and common master's exams. Completion of a performance tour is a mandatory requirement for international and national mobilities as well. Information about the prerequisites for admission to educational programs is posted on the website of the conservatory, information is also distributed through social networks. Additional information will be provided to applicants at open days and informational meetings. Information about the time, schedule, format, evaluation and other specifics of the creative competition is published in advance and is clear, fair and available to all interested entrants. In addition, the university conducts counseling sessions for candidates to ensure that all details are well known to them before the creative competition process begins. In addition, for the sake of transparency, the results of the creative competition are published on the university's website.

The entire process of the creative competition is filmed so that the entrant has the opportunity to appeal if he is not satisfied with the mark. The appeal commission has been created in advance.

During the interview process with the heads of the program, it was revealed that the requirements for entrance exams to the conservatory were always high and only students with the best level were

accepted, since they had to pass the exams under competitive conditions. These requirements were related to the examinations of both the specialty and theoretical disciplines, and the eligible contingent should have equal knowledge in theoretical and practical disciplines. The heads of the program have confirmed that in the last few years, the procedure for accepting students in the direction of the theoretical exam has been simplified, which was necessary due to a) the low application of students, which is explained by several factors. Unpromising employment, low wages, difficulty of the profession, etc. b) Cancellation of music schools led to poor education of students. A music school cannot provide a student with the knowledge that will help him overcome the challenges of higher music education. After the accreditation, the quality service will plan the activities in terms of attracting the contingent and refine the prerequisites for admission to the programs. Elaborates relevant LLL programs;

The complete description of the 2.1 indicator presented in the self-assessment report according to the programs is clear and acceptable to the expert group. Moreover, the prerequisites for admission to the programs and subjects are presented in the syllabi.

#### **Evidences/Indicators**

Cluster programs

Syllabi

Self-Evaluation Report

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

**General suggestions of the cluster:**

- **Engage in a process of period review of student recruitment processes to ensure they align with the expectations of the programme**

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

**Programme 1** (title, level)

**Recommendation(s):**

**Suggestion(s):**

Programme 2 (title, level)

**Recommendation(s):**

**Suggestion(s):**

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**Evaluation**

Please, evaluate the compliance of the programmes with this standard component

Component 2.1 Admission Requirements of Programme	Complies with requirements	Substantially complies with requirements	Partly compliance with requirements	Does not comply with requirements
<b>Program 1 ( Performing Arts, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 2 ( Performing Arts, MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 3 (Performing Arts, PHD)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program 4 ( Jazz, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.2. The Development of practical, scientific/research/creative/performing and transferable skills**

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

**Cluster and individual evaluation**

**Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Scientific and creative research and the composition of an inventive artistic product are an integral part of the learning process in music and the performing arts, and they are relevant to all areas of study. The programmes ensure the development of students' practical and research skills in various ways. The training programmes' main directions core modules are focused on gaining knowledge and skills

necessary for the profession. Students of all three levels (i.e. undergraduate, master's, doctoral) have the opportunity to participate in various master classes, competitions, concerts, workshops and student conferences, which are organised and planned in compliance with the learning outcomes of the respective programmes. The artistic creation and research progress is guided and evaluated from undergraduate to doctoral level. Scientific and creative standards and methodologies are combined under the umbrella of a cluster in each curriculum.

The methods of evaluation of creative products and research results are established from the self-evaluation report and related documents, as well as from the information obtained during the site visit, the significant level of the academic staff creative production and research activities is apparent. Educators participate in domestic and international conferences and publish their papers related to course and curriculum content. They create methodical manuals and educational textbooks that are used in training practice. Students of undergraduate, master's and doctoral programmes participate in the ERASMUS+ mobility programme. They study through exchange programmes in leading European music schools. They participate in international competitions and take essential prize places. As part of the training process, students are directly involved in various creative productions and projects from the first year.

The self-evaluation report and on-site interviews proved that the theoretical and practical components of teaching are organised according to the educational level and the programmes planned learning outcomes. The process is carried out in the form of group and individual work, studio work, daily teaching, practical-creative classes and rehearsals. Students participate in the art products composition and develop their professional skills through both - theoretical lectures and practical training. Signed memoranda, planned workshops, master classes, seminars, and concerts outside the country in various leading music institutions such as the Norwegian Academy of Music, Brussels Conservatory, etc. testify promotion of the diverse educational process of students, which implies mobility in the world's leading educational institutions, as well as the constant training of professors and teachers, connections and assembly of experience. The institution plans to maintain and deepen existing ties and talks about the requirement to establish new contacts.

It is welcome that almost all courses have a research component in the form of a report or coursework, which helps to develop the research component. As employers note, the employment rate and quality of graduates is high.

#### **Evidences/Indicators**

- Programme materials;
- Syllabi;
- Self-Evaluation Report of the University;
- Interview results.

General recommendations of the cluster: N/A

General recommendations of the cluster: N/A

**Recommendations and suggestions according to the programmes (if any):** Please, write the developed recommendations and suggestions according to the individual programmes

**Programme 1** (title, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (title, level)

**Recommendation(s):**

**Suggestion(s):**

.....

## Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 2.2.The Development of practical, scientific/research/creative/performing and transferable skills	Complies with the requirements	Substantially complies with the requirements	Partly compliance with the requirements	Does not comply with the requirements
<b>Programme 1 (Performing Arts, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Performing Arts, MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Performing Arts, PhD)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (Jazz, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

The programme is being implemented with use of the student-oriented teaching and learning methods. The teaching and learning methods correspond to the education cycle, course/subject content, learning outcomes, and ensure their achievement.

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#### **Summary and Analysis of the Cluster Education Programmes' Compliance with the Requirements of the Component of the Standard**

Diverse teaching and learning methods are used in the cluster's undergraduate, master's, and doctoral programmes. The combination of theoretical and practical-creative courses in the programmes creates a certain balance and provides students with a solid knowledge of humanities while preparing them with the knowledge and skills they need for a future career in the arts. This approach promotes a holistic learning experience that includes both academic understanding and practical application.

The range of teaching methods used in the programmes is broad and mostly traditional. The lecture and seminar format facilitates knowledge transfer and interactive discussions, while practical work, both individual and group, promotes hands-on learning and collaboration. Among the methods, e-learning is mentioned as an electronic learning resource, though it would be good for the programme to add innovative types: a) Reversed classroom method: 1) Pre-recorded video lectures. Students can watch these lectures at their own pace before coming to class and then use class time to review them. 2) Online discussions: use of online discussion forums or platforms to facilitate discussions before class. Students can share their thoughts, questions and comments on assigned readings and video lectures. Teaching activities related to learning methods presented in the syllabi include problem-based learning, cooperative learning, heuristics, case studies, brainstorming, role-playing and situational games. These activities encourage critical thinking, creativity and active engagement, making the learning process diverse.

Moving to the graduate level, the priority of the programmes is the development of research, critical and analytical skills. This emphasis aligns with higher education expectations and prepares students for advanced academic and creative purposes. In addition, the variety of classes and components, such as coursework, graduation projects, theoretical and creative project presentations, reveal a variety of approaches to estimation.

The emphasis on intensive seminar training and practice is significant for doctoral students. These methods allow them to immerse themselves in practical experience and apply theoretical knowledge to the real world. The combination of inductive and deductive teaching methods, especially in specific disciplines, offers a multifaceted approach to problem solving and research. The use of groupwork among doctoral students promotes collaboration and mutual learning, creating a supportive and encouraging environment for intellectual and creative growth.

The doctoral programme should promote international cooperation, encourage doctoral students to actively participate in international exchange programmes, in which the institution and students are successfully engaged. During the interview, the experience of continuing the research of two doctors with a post-doctoral programmes abroad that was funded by the Rustaveli Foundation, namely in

Leeds and Goethe universities, was mentioned. The programme should actively support doctoral students in receiving doctoral grants, which are available in cooperation with the mentioned above Rustaveli Foundation or various competent international organisations. Encouraging and supporting students to seek external funding will greatly benefit both individuals and the programme as a whole.

**Evidences/Indicators**

- Programme materials;
- Syllabi;
- Self-Evaluation Report of the University;
- Interview results.

**General recommendations of the cluster:**

**General suggestions of the cluster::**

**Recommendations and suggestions according to the programmes (if any):** Please, write the developed recommendations and suggestions according to the individual programmes

**Programme 1** Performing Arts PhD

**Recommendation(s):**

**Suggestion(s):** Consider ways to encourage and support students to seek external funding, especially for research grants

**Programme 2** (title, level)

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

Component 2.3. Teaching and Learning Methods	Complies with the requirements	Substantially complies with the requirements	Partially in compliance with the requirements	Does not comply with the requirements
Programme 1 (Performing Arts, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Jazz, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.4. Student Evaluation

Student evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

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#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programme Grouped in a Cluster with the Requirements of the Standard Component

At the Tbilisi State Conservatory named after Vano Sarajishvili, the assessment of students is carried out according to the legislation of Georgia and the rules regulating the educational process of the conservatory. Student assessment is carried out according to established procedures, transparent, reliable and compliant with legislation.

Considering the specifics of the field, there are a number of disciplines in the music field, the assessment of which is carried out on a subjective basis. In this regard, during the interview with the students, several cases were revealed when the student did not understand why he received a particular grade. The reason given by him was the subjective basis of evaluation.

There are a number of evaluation methods, all in appropriate alignment with the subject studied.

As mentioned in the self-evaluation document, the conservatory communicated with relevant agencies to solve the mentioned problem, certain changes in the evaluation system are expected, after which, as a rule, the final evaluation of the student should be more objective. Considering the mentioned circumstances and the specifics of the field, we will not have a recommendation in this section.

However, it is desirable that the changes be implemented soon so that the problems in this direction can be solved in a timely manner.

Credit can be used by the student only after achieving the study results planned by the syllabus, which is evaluated by one of the positive grades provided by the evaluation system.

As it became clear during the interview, the forms, components and methods of assessment are known to the students in advance, as well as the detailed distribution of points. The academic staff informs the students about the evaluation system in detail, as well as provides information about the evaluation results. The student can receive information about the result of his study through the learning process management system.

The assessment includes formative (single or multiple) and summative assessment, the sum of which represents the final positive assessment: 51-100 points. The minimum threshold for mid-term and final exams is reflected in the syllabus and the regulation of the educational process. In case of acceptance of FX, the conservatory ensures the appointment of an additional exam no less than five days after the announcement of the results of the final exam. The exam will be considered passed if the student has scored 51% of the final exam points.

The grade is significantly affected by the number of hours a student misses. The Conservatory reserves the right not to admit to the final examination a student who has less than the stipulated number of contact hours. Therefore, attendance is an important prerequisite for successfully passing the training course.

As for the evaluation of the qualification papers at the master's level, the student will also be provided with detailed information. The student is informed about all the details of the preparation, signing, presentation and evaluation of the thesis in the instruction for the development of the diploma project. Instructions for developing a diploma project are available to all students on the website of the conservatory.

The Conservatory has policies in place to ensure academic integrity. Anti-plagiarism program Turnitin is used for this purpose in the conservatory. In addition to the qualification papers, written assignments provided in the training courses are carried out on it.

Within the framework of doctoral programs, the research component is evaluated by the evaluation forms defined by the regulations of the Doctoral and Dissertation Council, which are in full compliance with Order 3 of 2007 of the Minister of Education and Science.

In the event that the student is dissatisfied with the received assessment, the conservatory has an appeal mechanism. Students are informed about the latter. In turn, the lecturers recalled several cases when the student used the mentioned tool and changed the result.

#### Evidences/Indicators

- Description and syllabi of educational programs of the cluster;
- Instructions for developing a master's project;
- Regulations of Doctorate and Dissertation Council;
- The regulatory document of the assessment system;
- Electronic student evaluation system/portal;

**General recommendations of the cluster:**

**General suggestions of the cluster:** -

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Performing Arts, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Jazz, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programme with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Performing Arts, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Jazz, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Student Achievements, Individual Work with Them

The Programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

#### 3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the learning process, improvement of academic achievement, and career development from the people involved in the Programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the Programme.

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programme Grouped in a Cluster with the Requirements of the Standard Component

Vano Sarajishvili Tbilisi State Conservatory actively provides students' consulting services on planning the learning process, improving academic achievements and employment. Provision of information to students is planned on the first day of the TSC, especially for newly recruited students. Faculty and relevant program representatives meet them and provide information on all necessary issues.

The conservatory has a learning process management system, which includes the ability to manage electronic spreadsheets, academic registration, electronic office, educational program, study card and other data.

The conservatory actively uses the following means to disseminate information: the website of the conservatory, university e-mail, individual/interpersonal communication (including telephone) with students. In the case of a target audience, information is provided individually to a particular student. Regarding castings and other competitions of interest to students, appropriate forms are sent to them.

Regarding the applications, as mentioned by the university administration during the interview, the data analysis and timely delivery of answers to the students are in progress. As a rule, this happens within three working days. There are especially many applications related to tuition fees from students and, as mentioned, all students' applications are accepted in this direction.

Conservatory provides scholarship and grant programs to excellent students and not only them. Since the pandemic, the conservatory twice a year announces scholarships for socially vulnerable students, which it has obtained from private patrons. Only students in economic hardship receive this scholarship. The student must submit a certificate of active student status and no outstanding debt from the dean's office, as well as a letter of motivation. It is worth noting that from 2020 until today, no student has stopped the educational process due to economic problems.

The conservatory also takes care of encouraging students who are outstanding in their studies, with high performance and results. State and nominal scholarships are valid in the conservatory. Also named scholarships: Z. Paliashvili (keyboard instruments), V. Sarajishvili (academic song), N. Sulkhaniashvili (conducting the academic choir), L. Shiukashvili (orchestral string instruments), E. Mikeladze (orchestral wind and percussion instruments), A. Erkomaishvili (for ethnomusicologists), D. Arakishvili (for musicologists), A. Balanchivadze (for composers);

Among the named scholarships established by private foundations, the following works: M. named after Doijashvili (for keyboard instruments); P. Burchuladze (academic song); Garakanidze (for researchers of traditional music).

In order to develop the program, the Conservatory has developed student surveys that are sent to them every semester. The questionnaire determines the student's satisfaction with the content of the subject and the work of the professor. During the interview with the students, he noted that periodically, at the end of each semester, they have the opportunity to evaluate the subjects/lecturers of the past semester. Filling out the questionnaire is mandatory, because it is integrated into the educational process management system in such a way that the student cannot enter the personal page until he fills out the questionnaire. The identity of the respondents is confidential. The data obtained from the survey is analyzed in the quality service, then the program leaders, together with the representatives

of the department, discuss the results of the survey and a discussion is held regarding what can be done, trying to take into account the interests of the students as much as possible.

It is desirable to activate a similar practice in relation to general university issues, for which a separate questionnaire should be created and periodically provided to the student of the conservatory. And based on their survey, develop a specific plan on how to solve, for example, technical and infrastructural problems, in terms of improving services, what can be corrected, etc.

Here, it is desirable for the conservatory to have active feedback from alumni, here we mean formal communication procedures that will be measured/measured and taken into account in terms of program development.

A number of career support activities at TSK are carried out by the International Relations Department, which include contact with foreign agencies, work meetings, participation in orientation days, meeting with student self-government, information about vacancies for academic and administrative positions in ICULTURE ORCHESTRA, European orchestras and theaters, European universities. sharing etc. The Department of International Relations also ensures that information about international competitions and conferences is shared with the Conservatory community on a permanent basis.

Exchange programs are one of the Conservatory's strengths. The international mobility statistics for the last six years are as follows: 25.31% of undergraduate students (426) and 18.56% of master's students (185) used ERASMUS+ mobility programs during their studies. As mentioned in the information provided by the conservatory, 52 people from the total number of graduates continued their studies in European higher educational institutions as regular students.

In terms of employment and career development, the Conservatory constantly gives students the opportunity to participate in the internship programs offered by the state, as well as in the work of various structural units of the Conservatory.

In order to improve teaching results and individual work with students, the schedule of academic staff includes consulting hours, information about which is written in the syllabus itself. Students have the opportunity to familiarize themselves with the syllabi of the study courses of the program in advance.

During the interview, students expressed a number of wishes in different directions. This applies to both the technical and content side of the program, namely:

- wind instruments need updating; Also, as the students mentioned, broken grand pianos still remain a challenge, although the process in this direction has moved towards a positive trend - the conservatory has acquired a certain number of grand pianos;
- Students expressed their desire to correct the class reservation system, since, as they mentioned, the classes booked by them are often busy. In addition, they would like to have a relatively long working time in classes;
- Technical facilities should be arranged, especially in the jazz department, where, according to the student, there is a problem and shortage of monitors and speakers; The problem of sound insulation is on the agenda, which often prevents them from studying;
- Students complained about the literature. It was noted that the literature is old and needs to be modernized, and the shortage of Georgian literature remains a challenge. Although teachers provide students with readers, they have to familiarize themselves with extensive literature in a foreign language; We would like to point out here that more emphasis should be placed on the study of difficult episodes in the orchestral literature, since during the conversation with the employers, the mentioned problem was highlighted, which the majority of graduates face during employment.

#### **Evidences/Indicators**

- Planned and implemented consulting services;
- workload, functions and duties of persons involved in consulting services (academic/scientific/invited/administrative/support staff involved in the program, faculty/school coordinator, tutor or others), their job descriptions;
- documents/information on students' involvement in local and international activities;
- website;
- Interview results.

- **General recommendations of the cluster:** - It is recommended to replace/renovate old tools that are no longer useful for teaching; Also, the auditoriums should be filled as much as possible with improved technical equipment (speakers, monitors, sound isolation systems) so that the educational process can be conducted properly;
- It is recommended to develop an effective class reservation system so that students can have individual lessons at the desired time and place;
- It is recommended to modernize/update the literature, as well as add Georgian literature to the programs.

**General suggestions of the cluster:** - It is desirable to devote more time to the study of difficult episodes in the orchestral literature, because the mentioned request was voiced by the employers.

### Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Performing Arts, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Performing Arts, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Performing Arts, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Jazz, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully.
- Within master's and doctoral programme, ratio of students and supervisors enables to perform scientific supervision properly.

## **Summary and Analysis of the Compliance of the Educational Programme Grouped in a Cluster with the Requirements of the Standard Component**

Tbilisi State Conservatory provides master's and doctoral students with supervisors with relevant qualifications. The scientific supervisor helps master's and doctoral students in the successful implementation of the scientific-research component and provides appropriate support.

At the master's level, master's students are guided by qualified specialists in the field who have relevant publications, scientific activities, creative and research projects, etc.

Master's degree students are guided by the academic staff of the Faculty of Performing Arts and the Faculty of Musicology and Composition, who are highly qualified specialists in the field, have relevant publications, creative and research activities/projects, participate in scientific conferences, which is confirmed by the documentation of their activities.

The supervisor's functions are defined in the master's project development instructions, of which it is worth noting: the supervisor's function is to prevent academic misconduct on the part of the student and conduct the thesis in the plagiarism system. A student may have more than one supervisor who has scientific-research/performing-creative/practical experience relevant to the topic of the paper.

The master's thesis can be supervised by the academic and guest staff involved in the program, chosen by the student.

Students are free to choose the topic and the scientific supervisor, in turn, supervisors express their readiness to guide students if necessary. In this part, the topic of the thesis is a kind of filter, the student should select the head of the appropriate qualification according to the topic.

As for the doctoral level, here the functions of the scientific supervisor are determined within the framework of the regulations of the doctoral and dissertation council, according to which the scientific supervisor of the doctoral student can be a professor of the conservatory, an associate professor or a person with relevant qualifications invited by the dissertation council. In each case, the scientific supervisor/co-supervisor has a PhD academic degree, research experience in the scientific field related to the doctoral dissertation topic and/or creative/performing project and relevant publications or creative/performing practice.

The doctoral student chooses a scientific supervisor himself, who provides support for the process of conducting scientific research-oriented work through recommendations and guidance. Also, the supervisor carries out quantitative and qualitative monitoring of the activities provided for by the individual plans of the doctoral student, ensures that the research is directed in the right direction, conducts consultations.

The scientific supervisor is also obliged to help the student in the process of integration in the local and international scientific/creative field and is responsible for the prevention of plagiarism in the scientific works performed by the doctoral student.

In the case of doctoral studies, one scientific supervisor may have no more than 3 doctoral students.

Together with the scientific leaders, the graduates positively evaluate the process of working on the thesis, they recall the best experience in this direction.

In order to develop the scientific apparatus and writing skills of students at the conservatory, they study relevant disciplines, which, as a rule, should have a positive impact on the quality of their papers.

Since doctoral candidates have to fulfill the minimum standard requirements, the conservatory, as it was said during the interview, cooperates with international scientific bases. The Science Department actively supports students in finding international and local scientific journals to publish scientific articles. It should be noted that in the part of publishing publications, PhD students are provided financial support by foundations.

As mentioned during the interview, in order to prevent plagiarism, the conservatory uses the Turnitin anti-plagiarism program. Matching limits, depending on the levels, are as follows: Bachelor - 60%; Master's degree - 40%, doctoral degree - 20%. It should also be noted here that these percentage limits are not written in the rules, the issue is in the process of development, although the mentioned limits are considered theoretically.

As a result of observing the scientific papers, the opinion of the experts was common regarding the following issue: it is important to strengthen the students' scientific apparatus and academic writing skills. Deficiencies were particularly evident in the use of academic styles, source verification, and bibliography performance.

<b>Data related to the supervision of master's/doctoral students</b> <b>Programme 1 (name, level)<sup>10</sup></b>	
Number of master's/doctoral theses supervisors	<b>22/47</b>
//Number of doctoral thesis supervisors	<b>47</b>
Number of master's students	<b>71</b>
//Number of doctoral students	<b>10</b>
Ratio - supervisors of master's theses/master's students	<b>0:79</b>
Ratio - supervisors of doctoral theses/doctoral students	<b>1.90</b>

### **Evidences/Indicators**

- the form of the agreement of the supervisor/co-supervisor of master's and doctoral students and/or the document defining the appointment, replacement and powers of the supervisor;
- Public information about the research interests and publications of the supervisors;
- Master's project development instruction;
- Regulation of Doctoral and Dissertation Council;
- personal data of program implementers;
- Conservatory website;
- Results of the interview

- **General recommendations of the cluster:** N/A
- **General suggestions of the cluster:** -
- - It is recommended to pay more attention to students' scientific works: more steps should be taken to develop their scientific and academic skills;
- It is desirable to utilize more scientific base and strengthen cooperation with both local and international scientific journals.

<sup>10</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Recommendations and suggestions according to the programmes:

**Evaluation**

Component 3.2 Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 2 (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. Providing Teaching Resources**

Human, material, information and financial resources of the educational programmes/cluster of the educational programmes ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

**4.1 Human Resources**

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme

elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➤ Programme students are provided with an adequate number of administrative and support staff with relevant competence.

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#### Cluster and individual evaluation

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The panel was given access to a range of measures to satisfy the requirement of the standard. The panel reviewed the depth and breadth of skills, expertise and professional qualifications of the staffing body responsible for all elements of the delivery of the programmes within the cluster. Support staff are appropriately supported and offered training opportunities; teaching staff are encouraged to consider staff mobility and international exchange to engage with a range of possibilities to invest in continued staff development. We were satisfied that the qualification of the academic staff (professor, associate professor, assistant professor) involved in the educational programmes of cluster is in accordance with the qualification requirements of the legislation and regulations in force at the conservatoire.

During the site visit, questions were posed relating to overall balance of allocation of hours within contractual obligations to ensure the proper execution of both teaching and research/creative activities were achievable. The panel were satisfied with the responses which enabled a view to be formed which supported the position indicated on the Self-Evaluation Report. This view was also supported through the data achieved through interviews with students who were broadly complimentary regarding the full complement of human resource involved in the implementation of the programmes.

The institution has the required competence to produce the outcomes envisaged by the programme, an academic degree corresponding to the program profile, teaching, creative activity and research experience, proved by their CVs' and high level of professionalism in the community. The ratio between academic/visiting staff and students involved in the undergraduate and graduate programmes of the cluster allows for a complete and quality service to the students.

No gap of expertise and/or lack of competence was identified in this area.

#### Performing Arts, BA

Staff profiles were aligned with the published criteria – in terms of qualification requirements, functions and legislation. All staff encountered on the site visit relating to this course were engaged and able to talk authoritatively around their subject area. The volume of scientific papers produced in the last 5 years from staff on this programme is evaluated to be appropriate (783 disclosed across BA &

MA & PhD), thus supporting the position of deep and relevant knowledge held by staff to help students achieve learning outcomes.

Staff were aware and understood workload planning and stated that their research output work was appropriately supported. This included hours allocated to a range of activities including student support and consultation. The ratios in relation to turnover and overall staff to student ratios were evaluated as appropriate and supportive of the objectives of the programme. The balance of staff across a range of metrics (including affiliated/invited staff) is healthy. The panel was provided with a range of metrics/quantitative indicators which the institution collates and reviews to inform programme development as appropriate.

The expert panel was able to meet with the Head of Programme and verify their involvement and competencies held with regard to assessment, development and implementation. Programme students are provided with appropriate support.

<b>Programme 1 ((Performing Arts, BA))</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>11</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>12</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>68</b>			<b>25</b>
- Professor	15			3
- Associate Professor	41			19
- Assistant-Professor	12			3
- Assistant	0			0
<b>Invited Staff</b>	53			–
<b>Scientific Staff</b>	0			–

#### Performing Arts, MA

Staff profiles were aligned with the published criteria – in terms of qualification requirements, functions and legislation. All staff encountered on the site visit relating to this course were engaged and able to talk authoritatively around their subject area. The volume of scientific papers produced in

<sup>11</sup> Staff implementing the relevant components of the main field of study

<sup>12</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

the last 5 years from staff on this programme is evaluated to be appropriate (783 disclosed across BA & MA & PhD), thus supporting the position of deep and relevant knowledge held by staff to help students achieve learning outcomes.

Staff were aware and understood workload planning and stated that their research output work was appropriately supported. This included hours allocated to a range of activities including student support and consultation. The ratios in relation to turnover and overall staff to student ratios were evaluated as appropriate and supportive of the objectives of the programme. The balance of staff across a range of metrics (including affiliated/invited staff) is healthy. The panel was provided with a range of metrics/quantitative indicators which the institution collates and reviews to inform programme development as appropriate.

The expert panel was able to meet with the Head of Programme and verify their involvement and competencies held with regard to assessment, development and implementation. Programme students are provided with appropriate support.

<b>Programme 2 ((Performing Arts, MA))</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>13</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>14</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>68</b>			<b>25</b>
- Professor	15			3
- Associate Professor	41			19
- Assistant-Professor	12			3
- Assistant	0			0
<b>Invited Staff</b>	<b>53</b>			–
<b>Scientific Staff</b>	<b>0</b>			–

Performing Arts, PhD

<sup>13</sup> Staff implementing the relevant components of the main field of study

<sup>14</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

Staff profiles were aligned with the published criteria – in terms of qualification requirements, functions and legislation. All staff encountered on the site visit relating to this course were engaged and able to talk authoritatively around their subject area. The volume of scientific papers produced in the last 5 years from staff on this programme is evaluated to be appropriate (783 disclosed across BA, MA & PhD), thus supporting the position of deep and relevant knowledge held by staff to help students achieve learning outcomes.

Ratio of Masters’s and Doctoral students and supervisors is stated at 4.70 which is viewed as appropriate.

Staff were aware and understood workload planning and stated that their research output work was appropriately supported. This included hours allocated to a range of activities including student support and consultation. The ratios in relation to turnover and overall staff to student ratios were evaluated as appropriate and supportive of the objectives of the programme. The balance of staff across a range of metrics (including affiliated/invited staff) is healthy. The panel was provided with a range of metrics/quantitative indicators which the institution collates and reviews to inform programme development as appropriate.

The expert panel was able to meet with the Head of Programme and verify their involvement and competencies held with regard to assessment, development and implementation. Programme students are provided with appropriate support.

<b>Programme 3 ((Performing Arts, PhD)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>15</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>16</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>58</b>			<b>25</b>
- <b>Professor</b>	12			3
- <b>Associate Professor</b>	35			19
- <b>Assistant-Professor</b>	11			3
- <b>Assistant</b>	0			0
<b>Invited Staff</b>	29			–

<sup>15</sup> Staff implementing the relevant components of the main field of study

<sup>16</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<b>Scientific Staff</b>	0			-
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#### Performing Arts, BA

Staff profiles were aligned with the published criteria – in terms of qualification requirements, functions and legislation. All staff encountered on the site visit relating to this course were engaged and able to talk authoritatively around their subject area. The volume of scientific papers produced in the last 5 years from staff on this programme is evaluated to be appropriate (20 disclosed), thus supporting the position of deep and relevant knowledge held by staff to help students achieve learning outcomes. Given the specificity of Jazz as a discipline and the relative size of student cohort, this number is appropriate.

Staff were aware and understood workload planning and stated that their research output work was appropriately supported. This included hours allocated to a range of activities including student support and consultation. The ratios in relation to turnover and overall staff to student ratios were evaluated as appropriate and supportive of the objectives of the programme. The balance of staff across a range of metrics (including affiliated/invited staff) is healthy. The panel was provided with a range of metrics/quantitative indicators which the institution collates and reviews to inform programme development as appropriate, including 100% staff retention.

The expert panel was able to meet with the Head of Programme and verify their involvement and competencies held with regard to assessment, development and implementation. Programme students are provided with appropriate support.

<b>Programme 4 (Jazz, BA)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	Number of Programme Staff	Including the staff with sectoral expertise <sup>17</sup>	Including the staff holding PhD degree in the sectoral direction <sup>18</sup>	Among them, the affiliated academic staff
<b>Total number of academic staff</b>	<b>5</b>			<b>4</b>
- Professor	1			1
- Associate Professor	3			2

<sup>17</sup> Staff implementing the relevant components of the main field of study

<sup>18</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant-Professor	1			1
- Assistant	0			0
Invited Staff	16			-
Scientific Staff	0			-

### Evidences/Indicators

- Training programmes
- Strategic Development Plan
- The self-evaluation report
- Course syllabi
- Hourly workload map
- Minutes of the departments meetings
- Interviews with program Head, academic and invited staff

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

### Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.1 Human Resources	Complies with the requirements	Substantially in compliance with the requirements	Partly in compliance with the requirements	Does not comply with the requirements
Programme 1 (Performing Arts, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Jazz, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.2. Supervision of Master's Degree and PhD Students

The Master's Degree and PhD students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

### Cluster and individual assessment

#### Summary and Analysis of the Cluster Education Programmes' Compliance with the Requirements of the Component of the Standard

Educational programmes of three levels grouped in the cluster, are carried out by the competent, experienced academic staff with a relevant qualifications who possess the required competencies for the corresponding learning outcomes development. In many cases, the staff of the mentioned programme are the field leading specialists in the music community, or this experience has educated the vast majority of musicians, which are outstanding in the market.

It is worth noting that the university won a grant for programme Lola, which will significantly contribute to students and staff development of the performing arts direction in the future.

<b>Programme 2 (Performing Arts, MA)<sup>19</sup></b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>These supervisors</b>	<b>Including with field expertise Supervisors holding PhD degree</b>	<b>Among them, the affiliated academic staff</b>
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>22</b>	-	<b>25</b>
- Professor	15	-	3
- Associate Professor	41	-	19
- Assistant-Professor	12	-	3
<b>Invited Staff</b>	53	-	-
<b>Scientific Staff</b>	0	-	-

#### Description and analysis - programme 2 (Performing Arts, MA)

Educational programmes of three levels grouped in the cluster, are carried out by the competent, experienced academic staff with a relevant qualifications who possess the required competencies for the corresponding learning outcomes development. Head of the doctoral program and academic personnel that implements the program are selected according to their knowledge, experience and qualifications through competition.

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<sup>19</sup> Please, add the appropriate number of tables for the education programmes in the cluster, as needed.

HEI has a sufficient number of musical instruments and other technical and material inventory. In addition, due to the large number of students and financial reasons, there are performing areas where the instruments (wind, strings instruments, etc.) are in working condition, but not enough.

Also, the Conservatory has developed a system for reserving auditoriums for individual work, which seems to simplify the process. However after making a reservation, students find them busy or, for other reasons, their reserved time is filled differently, which leads to uncomfortable misunderstandings.

It is a fact that the reserving of the auditoriums has yielded results, but still the process needs to be improved and controlled.

Implementation of such future programmes is significant for students on the one hand, because they will have to perform music in practice with professionals. However, with the same interest, during the interview, it was mentioned by the students and some teachers that they have a desire to play together at certain stages of teaching, which we suppose will be beneficial for both sides.

Despite the number of various groups involved in the programme development, the involvement of employers is not noticeable. However the requirements of the programme and the problems of employers are similar, which somehow confirms the correct vision of the leaders during the development of the programme.

<b>Programme 3 (Performing Arts, PhD)<sup>20</sup></b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including with field expertise Supervisors holding PhD degree	Among them, the affiliated academic staff
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>47</b>	-	<b>25</b>
- Professor	12	-	3
- Associate Professor	35	-	19
- Assistant-Professor	11	-	3
Invited Staff	53	-	-
Scientific Staff	0	0	0

<sup>20</sup> Please, add the appropriate number of tables for the education programmes in the cluster, as needed.

### Description and analysis - programme 3 (Performing Arts, PhD)

Head of the doctoral program and academic personnel that implements the program are selected according to their knowledge, experience and qualifications through competition.

They have the required competence to produce the outcomes envisaged by the programme, an academic degree corresponding to the program profile, teaching, creative activity and research experience, proved by their CVs' and high level of professionalism in the community.

The ratio between academic/visiting staff and students involved in the undergraduate and graduate programmes of the cluster allows for a complete and quality service to the students.

HEI has a sufficient number of musical instruments and other technical and material inventory. In addition, due to the large number of students and financial reasons, there are performing areas where the instruments (wind, strings instruments, etc.) are in working condition, but not enough.

Despite the number of various groups involved in the programme development, the involvement of employers is not noticeable. However, the requirements of the programme and the problems of employers are similar, which somehow confirms the correct vision of the leaders during the development of the programme.

#### Evidences/Indicators

- Training programmes
- The self-evaluation report
- Course syllabi
- Hourly workload map
- Minutes of the departments meetings
- Interviews with programme Head, academic and invited staff

**General recommendations of the cluster:** Students should be given access to an independent workspace. During theoretical works, the use of research tools should be followed.

**General suggestions of the cluster:** It is desirable to place electric instruments in the free spaces of the university, in the lobby, in the galleries, which will create more independent space for the student to work.

**Recommendations and advice according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

**Program 2** (Performing Arts, MA)

**Recommendation(s):**

**Suggestion(s):** Correct minor technical errors in the syllabi. Provide students with independent workspace (which depends not only on finances, but also on avoiding awkward situations created by staff despite reserving auditoriums).

**Program 3** (Performing Arts, PhD)

**Recommendation(s):**

**Suggestion(s):** At the doctoral level, it is necessary to strengthen the research part of the thesis and avoid bent to analysis.

Give the opportunity to the doctoral students to be a professor's assistant, which will determine students more involvement in the training process. This opportunity will remarkably reduce the reasons for doctoral students to drop out of their studies and motivate them. Along with this, they will receive different experience and material support.

**Evaluation**

Please, evaluate the compliance of the programmes with this standard component

Component 4.2 Qualification of the Supervisors of Master's Degree and PhD Students	Complies with the requirements	Substantially complies with the requirements	Partly in compliance with the requirements	Does not comply with the requirements
<b>Programme 2 (Performing Arts, MA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Performing Arts, PhD)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4.3. Professional Development of Academic, Scientific and Invited Staff**

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
- The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

**Cluster and individual evaluation**

### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The Conservatory is an institution that conducts performing studies. The staff of the Conservatory is actively involved in scientific research in various directions and its activities are diverse: international and national conferences.

Since 2015, there is an international musicology conference in the conservatory, which is held once every 2 years and in which the so-called Performing specialties participate in artistic research. In addition, TSC staff is actively working to obtain research grants and funding. The projects financed by the Rustveli Foundation are enough for its success, not to mention the prestigious research scholarships received by the staff over the last 5 years.

A significant place is also occupied by the publication of educational literature. With the support of HEI, both staff and students can work on the collection after the approval of the Academic Council.

Along with various conferences, the World Symposium on Polyphony, which has been organised continuously for two decades by the Center for Polyphony, is worthy of mention, bringing together dozens of foreign scientists.

The above mentioned, and many other research activities, exchange programs, international conferences, contribute to the staff development.

A combination of different visions of the old and new generations remains a reasonable and natural challenge in the University. However, their coexistence at the professional level creates a kind of diversity and harmony for both staff and students.

Unfortunately, due to the country's legal regulations, the lecturers' fees are pretty low, and they cannot be encouraged in this regard. Against this background, their activities are partly based on enthusiasm and love for their own/native space and work.

### **If necessary, description and analysis according to the education programmes**

#### **Description and analysis - programme 1 (Performing Arts BA)**

Within the existing financial and material resources, the Higher Education Institution cares of the staff development. They have the opportunity to grow and support. The staff has a unified vision, a special love for the work, and the vast majority experiences the creative process in an academic setting. Exchange programs contribute to the staff development. Depending on the possibility, the technical-material base and various scientific activities created or organised by HEI also contribute to the staff development.

It is sorrowful that the staff fees, as in other state higher education institutions, are pretty low. It must be noted that if not their enthusiasm and love for the work, the conservatory would have had a hard time creating high standards. We suppose, at the domestic level, there are probably some ways to encourage and appreciate them.

#### **Evidences/Indicators**

- Training programmes
- The self-evaluation report
- Course syllabi
- Hourly workload map
- Minutes of the departments meetings
- Interviews with programme Head, academic and invited staff

**General recommendations of the cluster: N/A**

**General suggestions of the cluster: N/A**

We are aware of the scarcity of financial resources, so we would like to suggest that the staff should be supported as much as possible, which should be expressed preferably in the salary part.

The staff should also participate in student concerts that will bring them the creative realization.

**Recommendations and suggestions according to the programmes (if any):** Please, write the developed recommendations and suggestions according to the individual programmes

**Programme 1** (Performing Arts, BA)

**Recommendation(s):**

**Suggestion(s):** It is essential for staff to take care of the auditoriums and times reserved by students. It is desirable to rehabilitate the second building of the conservatory and create more comfort for the staff and students due to the redistribution of spaces. In order to develop staff, it is desirable to collaborate with students in the performing part.

**Programme 2** (Performing Arts, MA)

**Recommendation(s):**

**Suggestion(s):** Staff to take care of the auditoriums and times reserved by students. It is desirable to rehabilitate the second building of the conservatory and create more comfort for the staff and students due to the redistribution of spaces. In order to develop staff, it is desirable to collaborate with students in the performing part. It is desirable to have the position of Assistant Professor, which will be an additional support for Professors and the best way for new staff.

**Programme 3** (Performing Arts, PhD)

**Recommendation(s):**

**Suggestion(s):** It is desirable to have the position of Assistant Professor, which will be an additional support for Professors and the best way for new staff.

**Programme 4** (Jazz BA)

**Recommendation(s):**

**Suggestion(s):** Staff to take care of the auditoriums and times reserved by students. It is desirable to rehabilitate the second building of the conservatory and create more comfort for the staff and students due to the redistribution of spaces. In order to develop staff, it is desirable to collaborate with students in the performing part. It is desirable to have the position of Assistant Professor, which will be an additional support for Professors and the best way for new staff.

**Evaluation**

Please, evaluate the compliance of the programmes with this standard component

Component 4.3 Professional development of academic, scientific and invited staff	Complies with the requirements	Substantially complies with the requirements	Partly in compliance with the requirements	Does not comply with the requirements
<b>Programme 1 (title, level)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (title, level)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (title, level)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (title, level)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4.4. Material Resources**

Programme is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

#### Cluster and individual assessment

### Summary and Analysis of the Cluster Education Programmes' Compliance with the Requirements of the Component of the Standard

The purposes and outcomes of the educational programmes serve and correspond to the implementation of the objectives defined by the statute, mission and strategic development plan of the Higher Education Institution.

Conservatory constantly takes care of the development of material and technical resources. In the period since the last authorisation, one of the essential structural units for the scientific activities of the conservatory - the printing house - was renovated and equipped.

Rehabilitation works of the water supply network of the conservatory building located at 8/10 Al. Griboedov Street, as well as the ventilation of the Conservatory Great Hall and the the stairway were carried out. A cooling system was installed in the auditoriums and administration work spaces. In order to improve the educational process and environmental conditions, individual, non-standard size and design cabinets for storing students' instruments were purchased. An agreement was signed for the purchase of 79 Steinway & Sons grand pianos (CPV code - 37311000 - keyboard instruments) worth 8,012,636.37 (Eight Million Twelve Thousand Six Hundred Thirty-six Euros and Thirty-seven Euro cents).

According to the contract, in 2022, the supplier has ensured the supply of 17 units and they are already placed in the auditoriums. In May 2024, the supplier will provide an additional 6 grand pianos, and the remaining 56 units will be supplied to the Conservatory by the end of 2025. he conservatory, whose building (No. 8-10 Griboedov Street, Tbilisi) is a monument of cultural heritage, currently needs to be adapted according to the universal design to ensure the accessibility of the learning environment and cultural events (Grand and Small Concert Halls) for people with disabilities.

Regardless of the mentioned or not mentioned technical and material resources, other performance directions of the HEI require necessary equipment renewal, which cannot be solved due to the lack of funding. The restoration and renewal of wind-instruments and other rare instruments is especially noteworthy.

See united, principal characteristics of the cluster

#### **Description and analysis - programme 1 (Performing Arts BA)**

To implement the programme, the conservatory has distinguished halls, updated technical and instrumental base, library and other technical features. However, it is necessary to create more working spaces; install electronic instruments and headphones in empty areas so that students can work independently in such a places. Although there is a new system for reserving auditoriums, it needs monitoring. It could be noted that the Conservatory is distinguished by its many performance components and, therefore, it needs constant renovation, which is unimaginable with the existing financial resources. However the need for renovation is eminent.

### **Description and analysis - programme 2 (Performing Arts MA)**

To implement the programme, the conservatory has distinguished halls, updated technical and instrumental base, library and other technical features. However, it is necessary to create more working spaces; install electronic instruments and headphones in empty areas so that students can work independently in such a places. Although there is a new system for reserving auditoriums, it needs monitoring. It should be noted that the Conservatory is distinguished by its many performance components and, therefore, it needs constant renovation, which is unimaginable with the existing financial resources. However the need for renovation is eminent.

### **Description and analysis - programme 3 (Performing Arts PhD)**

To implement the programme, the conservatory has distinguished halls, updated technical and instrumental base, library and other technical features. It should be noted that the Conservatory is distinguished by its many performance components and, therefore, it needs constant renovation, which is unimaginable with the existing financial resources. However the need for renovation is eminent.

### **Description and analysis - Programme 4 (Jazz BA)**

To implement the programme, the conservatory has distinguished halls, updated technical and instrumental base, library and other technical features. However, it is necessary to create more working spaces; install electronic instruments and headphones in empty areas so that students can work independently in such a places. Although there is a new system for reserving auditoriums, it needs monitoring. It should be noted that the Conservatory is distinguished by its many performance components and, therefore, it needs constant renovation, which is unimaginable with the existing financial resources. However the need for renovation is eminent. Especially for the art of jazz, it is desirable to pay attention to its diverse sounding characteristics.

### **Evidences/Indicators**

- Training programmes
- Strategic Development Plan
- The self-evaluation report
- Course syllabi
- Hourly workload map
- Minutes of the departments meetings
- Interviews with programme Head, academic and invited staff

#### **General recommendations of the cluster:**

**General suggestions of the cluster:** It is suggested to find resources for the renewal and restoration of problematic musical instruments.

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

**Programme 1 (Performing Arts BA)**

**Recommendation(s):**

**Suggestion(s):** It is suggested to find resources for the renewal and restoration of problematic musical instruments.

**Programme 2 (Performing Arts MA)**

**Recommendation(s):**

**Suggestion(s):** It is suggested to find resources for the renewal and restoration of problematic musical instruments.

**Programme 3 (Performing Arts PhD)**

**Recommendation(s):**

**Suggestion(s):** It is suggested to find resources for the renewal and restoration of problematic musical instruments and arrange digitisation of literature in the library.

**Programme 3 (Jazz BA)**

**Recommendation(s):** Students need appropriate equipment for their directions. In particular, the monitors and various sounding resources need to be improved.

**Suggestion(s):**

**Evaluation**

Please, evaluate the compliance of the programmes with this standard component

Component 4.4 Material Resources	Complies with the requirements	Substantially complies with the requirements	Partly in compliance with the requirements	Does not comply with the requirements
<b>Programme 1 (title, level)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (title, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (title, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (title, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in Programme/faculty/school budget is economically feasible and corresponds to the Programme needs.

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##### Cluster and individual evaluation

##### Summary and Analysis of the Compliance of the Educational Programme Grouped in a Cluster with the Requirements of the Standard Component

The institution presented the 2022 budget of educational programmes in the 10th appendix of the self-evaluation report. The educational programmes of the V. Sarajishvili Tbilisi State Conservatoire are supported from the general budget of the institution, the financial support of which is provided by the state (about 20%) on the one hand, and to some extent it is supplemented from the income of the institution (about 80%), which includes tuition fees, money received from concert halls, national or international grants, joint projects, Erasmus + projects funded by the European Union . The budget of the V. Sarajishvili Tbilisi State Conservatoire has been stable for the last 2-3 years, which was revealed as a result of familiarization with self-evaluation materials and interviews.

The income of the institution mainly covers the following expenses:

- business trips;
- international conferences ;
- renewal of book fund ;
- for publishing work;
- for scientific research activities;

State expenses are directed to:

- the teaching-learning process;
- to cover the salaries of academic and invited staff;
- maintenance and improvement of material and technical bases of educational programmes;
- on grant funding;

- international master classes and festivals;
- several-month internship programs abroad;
- as well as co-financing of scientific, research, creative and educational processes, within specific projects;

The presented budget, which is a general calculation of expenses (expenses for maintaining student services, salaries, material and technical base), shows that the largest expenditure of the general budget comes from covering salary expenses. Self-evaluation report provides information about all the grants and project financing that provide financial support for a separate direction of the educational program. The financial document of the institution shows only the expenses that are taken into account for the implementation of the educational programme, the estimated income data within the educational programmes are not shown, which limits the presentation of a unified financial picture of the educational programme, which would have contributed to effective management of programmes based on the specifics of the field.

Based on the available data, it appears that the institution does not specifically develop an independent budget for the educational programme, which would make the aspects of the financial support of the educational programme even more open and transparent. In this regard, the representatives of the institution explained during the interviewing process that the funding comes from the general budget of the institution and is managed centrally. Interviews with students and graduates were particularly noteworthy; The expert panel believes that depending on the specificity of the instruments *within the performance art programs* a particular attention should be paid to the determination of financial support within the programme for the renewal (replacement of individual details) and repairs of the instruments; acting in the best interests of the students (vocalists), a doctor -phoniatrist should also be invited and this should be included in the budget. Based on the above discussion, the expert panel considers the calculation of programme budgets to be relevant, taking into account the specifics of educational programmes.

### **Evidences/Indicators**

Component evidences/indicators, including the relevant documents and interview results

- SER;
- Budget of educational programs;
- the results of studies conducted by the quality assurance service;
- information on the use of student and staff survey results;
- Results of the interview.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- N/A

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- It is desirable for the institution to develop a specific fundraising strategy that would increase the financial support of the educational programme and contribute to the development of the educational programme.

- It is recommended to develop independent programme budgets, within the framework of which individual components of expenditure will be written in detail depending on the specifics of the programmes;

#### Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component	4.5	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme/faculty/school budget and programme financial sustainability					
Programme 1, (Performing Arts BA)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Jazz Art, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programme with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1, (Performing Arts BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Jazz Art, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, Programme utilizes internal and external quality assurance services and also periodically conducts Programme monitoring and Programme review. Relevant data is collected, analysed and utilized for informed decision making and Programme development.

### 5.1. Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of Programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for Programme improvement.

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#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programme Grouped in a Cluster with the Requirements of the Standard Component

The quality assurance service at V. Sarajishvili Tbilisi State Conservatoire in its working process relies on both the regulations and norms in force in the Georgian and international educational space, as well as on number of important regulations developed by the management of the institution, which form the basis for raising the quality culture in the institution. The regulations and norms operating in the institution are based on the mission and values of one of the oldest musical higher education institutions in the region, the specifics of the fields, the demands made by the society and the world music culture for these fields, and the latest challenges.

The quality assurance service in the institution organizes and manages the teaching-learning, research, management and service processes. It shares the innovations, plans and updates the evaluation processes of their implementation. The quality assurance service is built on a two-level principle, in particular, the central office of the quality assurance service and subordinate faculty sectoral coordinators, who are involved as much as possible in the development of the present processes and the improvement of the teaching-learning, research, management and services based on the faculty and sectoral specifics.

The main tasks of the quality assurance service are:

- determining compliance of educational programmes with accreditation standards;
- elaboration, development and improvement of academic examination criteria and indicators of academic examination and technical monitoring of educational programmes;
- organization of internal evaluation of educational programmes and preparation of external evaluation processes;
- Presenting and sharing the innovations and changes implemented in the direction of quality assurance in the educational space to the academic, invited, administrative staff and students of the institution in the format of trainings, seminars, consulting and informational meetings.

The activities of the quality assurance service are detailed in *the regulation of the quality assurance service of the LEPL- Tbilisi Vano Sarajishvili State Conservatoire* (Resolution of the Representative Council N01, 07.12.2015) . It is important that the institution's quality assurance service has developed **a rule on initiation ,designing and development the educational programmes;** All the above-mentioned documents have been prepared in accordance with the quality assurance standards and guidelines of the European Higher Education Area ( ESG ), the law of Georgia on higher education, the standards of authorization of higher education institutions and accreditation of higher education programmes, the conservatoire's charter, mission, strategic development plan, action plan and other regulations that are aimed at the continuous development of institutional quality.

The activity of the quality assurance service is defined as an open and transparent, permanent action based on academic integrity and accountability that creates processes in the space of the conservatoire, which is the most important prerequisite for the continuous and sustainable development of the institution. The document is written in detail and includes all the details important for the development of the academic institution, in particular, *monitoring and evaluation of the educational process; designing and development of educational programmes; promotion of staff activity and development; staff evaluation and professional development; evaluation and improvement of educational resources, services; Internationalization of learning, teaching and research, promotion of creative processes.*

The expert panel also got acquainted with the procedure for initiation, designing and development of programmes, where the processes of programme preparation, updating and evaluation are described in detail. The basis for the proper development of these processes is the active and continuous involvement of all stakeholders in the academic processes, so that the educational programmes constantly respond to the latest challenges.

During the accreditation period, the quality service studied new operational documents and regulations, which explained the formal and substantive aspects of cluster accreditation. The administrative and academic staff involved in the process of cluster accreditation gained a lot of experience in the cluster analysis and development of fields and directions/

Not only the quality assurance service of the institution, but also faculty sectoral quality coordinators were actively involved in the above-mentioned processes. With the involvement of the staff and the support of the quality assurance service, the process of self-evaluation of educational programmes was carried out, while an internal institutional evaluation was planned and gradually implemented, in which foreign experts in the field were also involved within the framework of the 2019-2022 project *Critical Friends* .

The labor market was studied and the results were analyzed. The expert panel got acquainted with the materials of the labor market analysis and in conclusion expresses the opinion that it is better if the presented labor market results are based on a wider range of research, if it uses a complete list of mechanisms, establishes a specific methodology of the research and based on the available data, as a result of interpretation, represents the final report. In the next stage, the self-evaluation group in cooperation with the quality assurance service led the self-evaluation process, which was intensive, as evidenced by the minutes of the meetings, discussed topics and intensively planned step-by-step activities of the evaluation process. During the evaluation process, a package of changes was prepared and defined, which was also reflected in the program portfolio .

The quality assurance service, within the framework of the new management, analyzed the results of the internal and external evaluation cycles of 2018-2022 in detail, which is given in the form of a detailed analysis in the presented document and allows to analyze the process of developing separate mechanisms within the institution, planning real measures for new challenges, and analyzing the results obtained .

However, after the discussions with the academic invited and student groups interviewed during the panel sessions, the expert panel developed a specific vision for the support of the programme implementers and their greater involvement in the programme development processes, since not all the topics of the accreditation process were fully shared with the program implementers (eg, in some cases employers, students, graduates participating in the sessions were not familiar with the updated educational programmes.). It is important to gradually and more actively hold working meetings for those interested in the development of the programme. In addition, the new cycle of trainings in the university space will be so important that the internal quality assessment procedures under the new cluster accreditation require a new understanding and planning of the existing procedures.

The quality assurance service in its area of activity is based on the universally established principle - "plan, do, check, act", which is an effective opportunity to improve the quality of the educational programme. The research carried out by the quality service should be named as a decisive and active activity of the given cycle. As a result of the study of the qualitative part of this research, the quality assurance service of the institution not only determined the strengths and weaknesses of the educational programmes, but also introduced a number of innovations in the educational programmes within the framework of the measures set by them. However, the new cluster assessment processes set new tasks for the internal assessment processes of quality assurance , namely:

- definition of educational programme clustering principles;
- understanding of new approaches to evaluation of clustered educational programmes on a common conceptual basis;
- Determining the sharp points of educational programmes and formulating common educational, creative and research approaches of educational programmes based on their definition, taking into account the specifics of the field;
- Highlighting of individual development contours of the educational programmes included in the cluster group based on the primus inter pares principle. (in terms of financing, material and technical resources, development of creative processes).

Acquaintance with internal evaluation materials showed that the institution sees internal evaluation as a kind of prerequisite for external evaluation, which is realistic and feasible.

#### **Evidences/Indicators**

- "Regulations of the quality assurance service of the LEPL - Tbilisi Vano Sarajishvili State Conservatoire" approved by the decision No. 01 of December 7, 2015 of the Representative Council;
- Resolution No. 41 of the Academic Council of 2021 on the Rule of initiation ,designing and development the educational programmes
- minutes of working group meetings;
- Analysis of the results of internal and external evaluation of quality assurance 2018-2022;
- Market research;
- quality assurance service studies (surveys);
- SER;
- interviews during the visit;
- actual circumstances.

○

**General recommendations of the cluster:** It is recommended to regularly prepare workshops for the academic and invited staff, students and employers participating in the educational programme, in order to get them acquainted with the news related to the topics of quality development and actively participate in the development of internal quality.

**General suggestions of the cluster:** It is desirable to prepare a market research document in a perfect format, with an analytical and concluding part.

**Recommendations and Suggestions according to the programme (if any):** N/A

**Evaluation**

Component	5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1, (Performing Arts BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Programme 2 (Performing Arts, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Programme 3 (Performing Arts, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Programme 4 (Jazz Art, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**5.2. External Quality Evaluation**

Programme utilizes the results of external quality assurance on a regular basis.

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**Cluster and individual evaluation**

**Summary and Analysis of the Compliance of the Educational Programme Grouped in a Cluster with the Requirements of the Standard Component**

In the external quality assessment format, the institution examines the authorization documents of the National Center for Educational Quality Enhancement on the one hand, and the audit materials of the Ministry of Culture, Sports and Youth of Georgia on the other hand. The primary accreditations of educational programmes are also considered as an important part of the external evaluation, which the institution had purposefully studied, had planned measures to fulfill the recommendations and had taken purposefully specific steps, which are reflected in the updated portfolios of educational programmes as a result . As a result of the document review, it was determined that the conservatoire

actually went through 4 different phases of external evaluation (in 2018 - authorization, in 2022 - interim evaluation in the authorization format; in 2019 -evaluation within the *critical friends project* ;).

In the analysis document presented in the form of relevant attachments in the portfolio of the re-accreditation self-evaluation report of the educational programme, the implementers of the educational programme have presented in detail all the important changes that were submitted after the external quality assessment.

These external evaluations have also been complemented by the results of the analysis of studies conducted with employers and graduates. The educational programme implementers used the results of the external evaluation as much as possible, which allowed the group working on the self-evaluation report to accurately define the weak and strong points of the educational programmes. From the point of view of external evaluation, the educational programmes also made good use of the document of the sectoral benchmarks of higher education in the field of arts supported by the NCEQE and prepared by the group of experts, which served as a guide in the process of standardization of educational programmes in certain details.

As part of the external evaluation, the experts gave a number of recommendations for the educational programmes included in the cluster. As well as after the analysis of the studies of graduates and employers, a number of positions and opinions focused on the development and improvement of the educational program were identified, which were reflected in the form of changes in the educational programmes.

Within the framework of the promotion of artistic education (musical) reform by the Ministry of Culture, Sports and Youth of Georgia, the temporary consulting group made up of specialists in the field prepared the expert report on the portfolios of cluster accreditation programmes; The purpose of this report was to support the re-accreditation of educational programmes taking into account the priorities of the music education reform. On the basis of specific substantiation, this commission approved 12 out of 15 educational programmes, including 3 master's educational programmes from this cluster got rejection for further complete improvement, particularly: ***Performer of Georgian traditional music, concertmaster, conductor of symphony orchestra and opera.***

Specific recommendations were made for the rest of the educational programs of the performing arts cluster, namely:

- To offer the study course ***studio class*** in the 7th and 8th semesters of undergraduate educational programmes, and in all four semesters of master's educational programmes;
- to determine a specialist in the relevant direction as a course mentor;
- To remove the course ***body and performance*** from the curriculum ;
- To offer a ***stress management***academic course for a person with a psychology qualification (psychologist or specialist with the stage experience);
- Returning the new learning model to the ' before modification ' version in the academic courses of Chamber and Concertmaster studies;
- Editing of elective courses in both undergraduate and graduate educational programmes, in order to separate elective auxiliary subjects, based on the needs of specialties;

- To fill in the curriculum with separate academic courses in order to obtain complete sectoral competences; , eg, *compositional writing tools/techniques* ;
- To change the teaching method of a Chamber Wind Ensemble into the chamber ensemble and quartet direction.
- Editing of individual academic courses from different perspectives ( technical errors, e.g., in the syllabus of *the percussion and wind instruments* academic course ; correction of learning outcomes, e.g., *reading the score* ; correction of evaluation criteria; status of the academic course, e.g.academic course *compulsory piano* );
- Adjustment of the content and scope of separate courses (methodology of instrument teaching);
- In a specific case (jazz performance), correction of the qualification to be granted by the programme;
- Correcting a technical error in the doctoral educational programme.

With the involvement of the quality assurance service of the institution, the academic staff implementing the programmes got acquainted with the report of the advisory group, and accordingly, the educational programme support group developed a letter of feedback, dated April 23, 2023. The present document presents certain changes and also a specific justified position in case of non-consideration of individual recommendations, in particular,

- The recommendation related to the correction of the qualification was implemented, however, the definition of the reference to the qualification in its original form was also formulated in the letter itself;
- Recommendation for the academic course *studio class* has been partially fulfilled, which was manifested in the fact that the course will be implemented in the 3rd-6th semesters in the undergraduate educational programmes, and in the 1st and 2nd semesters in the master's educational programme. Here, the institution explains that students are not graded on these academic courses, and in this format the student is encouraged in terms of free creative activity. It prepares the student for stage activity;  
Mentor's rights and duties are explained here, in fact he/she takes on the management of the academic course. Therefore, the recommendation was partially considered based on arguments;
- Recommendations related to *the body and performance* and *stress management* courses are also partially fulfilled, implying that the course is led by a musician-performer with a Master's degree in music therapy. In relation to the second academic course, the institution made a decision to include a person with a master's degree in music therapy in the implementation process , who has also completed *Alexander's technique courses in the USA* . The institution is also planning to clarify the name of this academic course.
- The recommendation, which was about the return of the academic courses of chamber and concertmaster studies to the pre-modification version, has been taken into account by the institution;
- The recommendation of the commission, which demanded to return to the old version of the teaching model of the wind chamber ensemble, was not met, which was considered by the institution to be a setback due to the fact that the task of the present teaching model at this stage primarily involves consideration, promotion and high-quality development of the ensemble in the process of making music. As an argument for the relevance of this model, the

institution presented 8 concerts prepared by students over two years; In addition, in discussing the present issue, the institution's quality assurance service worked with a focus group of graduates, according to whose position such academic course is important for the training of qualified musical performers, who would be no stranger to the latest challenges of the field and to establishing themselves among high-class performers in musical ensembles or orchestras.

- The institution explained the recommendation regarding *the piano* academic course , which was taken into account as a technical error in the master's educational programme and it has been corrected , and in the same way, and in the same way, for a specific reason (which can be seen in the justification part), the revision of the academic course was not taken into account within the framework of the undergraduate educational programme;
- Recommendations for *the course of the reading of the score* were taken into account , which was interpreted as a technical error;
- Recommendations regarding the course *Solo program with the orchestra* were taken into account , in particular, the present course was removed from the curriculum of the master's educational programme and remained at the doctoral level;
- As for the academic course *compositional writing methods/techniques*, the institution made an explanation that the present academic course, although with a different name in both the undergraduate and master's curricula , is presented under the name *Fundamentals of Composition* , in addition, the *composition seminar course is offered at the undergraduate level*
- The institution did not change its position regarding the *mandatory piano course* and provided additional explanations;
- Regarding the practice in pedagogy and instrument teaching, the institution continues internal consultations, which is another proof of team cooperation;
- The institution believes that the 60-credit integrated teacher training programme should be maintained *in the jazz programme* ;
- The recommendation regarding the doctoral education programme was considered and the technical error related to the credit volume of the educational component of the programme was eliminated ;

Having familiarized with the accompanying documents of the self-evaluation report of the accreditation cluster , the expert panel advises in terms of expanding the scope of external collegial evaluation, which would demonstrate the validity of educational programmes in the international market and increase the scope and quality of their internationalization.

The expert panel also believes that although a sectoral benchmark has already been developed in the field, it was desirable for the institution to also prepare an in-depth comparative analysis of similar educational programmes of the world's leading music higher education institutions in order to highlight the place of Georgian musical art in the world educational space.

### **Evidences/Indicators**

- Educational programmes and the syllabuses of the academic courses;
- Resolution No. 41 of the Academic Council of 2021 on the Rule of initiation ,designing and development the educational programmes
- minutes of working group meetings;
- Analysis of the results of internal and external evaluation of quality assurance 2018-2022;

- authorization report;
- Interim (three-year) self-assessment report;
- *Critical Friends reports* 2019/2022;
- Report of the advisory group appointed by the Ministry of Culture, Sports and Youth of Georgia on educational programmes;
- The institution's reasoned letter on the report of the advisory group appointed by the Ministry of Culture, Sports and Youth of Georgia ;
- quality assurance service studies (surveys);
- SER;
- interviews during the visit;

**General recommendations of the cluster: N/A**

**General suggestions of the cluster:**

- It is desirable to expand the area of external collegial evaluation in order to present the validity of educational programmes in the international market and to expand the scope and quality of their internationalization, to move the educational programme to a new stage of development;
- It is desirable for the institution to prepare an in-depth comparative analysis of the similar educational programmes of the world's leading music higher education institutions, in order to outline the Georgian musical art in the international artistic educational space.

**Recommendations and Suggestions according to the programme (if any): N/A**

## Evaluation

Please, evaluate the compliance of the programme with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1, (Performing Arts BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2, (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3, (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Jazz Art, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.3. Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the Programme improvement.

#### Cluster and individual evaluation

#### **Summary and Analysis of the Compliance of the Educational Programme Grouped in a Cluster with the Requirements of the Standard Component**

The quality assurance service at the Vano Sarajishvili Tbilisi State Conservatoire ensures the monitoring of the learning outcomes of educational programmes and the implementation of the tasks provided for in the action plan, and the preparation of the corresponding report, which will be submitted to the rector and the academic council. Evaluation and monitoring of educational programmes is ongoing, however, it is desirable for the institution to develop a monitoring methodology based on specific cases, and if there is one, the monitoring process will be planned in an extraordinary manner in order to study the issue under consideration.

In the process of monitoring educational programmes, in which the quality assurance service uses both internal and external evaluation mechanisms, the following is implied:

- relevance of the programme and its individual components;
- comparison and analysis of educational material at all three levels;
- the validity of individual criteria of the evaluation system in relation to academic courses;
- evaluation of study and exam materials;
- observation of educational and examination processes;
- analysis of exam results;
- to evaluate the activities of academic and scientific personnel;
- processing student survey data;
- Analysis of student learning outcomes, including exam results (the preparation of which is carried out on the basis of the electronic learning base).

Based on the data analysis, the quality assurance service develops a recommendation document, the study of which and the planning of further measures shall be carried out with the involvement of quality sectoral coordinators at the relevant faculties. The monitoring process in the institution has a

systematic nature, which means that data collection, processing and analysis are systematically carried out, accordingly, separate measures are planned to improve the matter, in which the stakeholders are actively involved.

After studying the analytical material, the expert panel became familiar with the results of the evaluation of the educational processes, the analysis of the evaluation of the research component was less present, which was not revealed in the part of the questionnaire. The topic of research processes in the questionnaire would have made it possible for doctoral students to evaluate the research component of educational programmes and, accordingly, the processes. Therefore, the expert panel considers it important to make adjustments to the survey questionnaires (master's and doctoral educational programmes) in order to evaluate the research component.

Cluster accreditation is a new challenge for educational institutions, which at the present stage already specifies the holistic understanding of educational and research processes and the contextual solution of relevant problems. Thus, the expert panel expresses following opinion at this stage: it would be desirable if the principle of cluster evaluation was also implemented in the monitoring process in separate topics (e.g. content, structure, study material, research topics of educational programmes), in order to evaluate educational programmes.

#### **Evidences/Indicators:**

Component evidences/indicators, including the relevant documents and interview results

- Educational programmes and the syllabuses of the academic courses;
- Resolution No. 41 of the Academic Council of 2021 on the Rule of initiation ,designing and development the educational programmes
- minutes of working group meetings;
- Analysis of the results of internal and external evaluation of quality assurance 2018-2022;
- quality assurance service studies (surveys);
- SER;
- interviews during the visit;
- actual circumstances.

General recommendations of the cluster:

N/A

General suggestions of the cluster:

- It is desirable that the institution has developed a monitoring methodology based on specific cases, and that the monitoring process is planned in order to study the case under consideration.
  - It is desirable, within the framework of monitoring, to develop the principle of cluster evaluation in the process of evaluation of individual topics (such as structure and content) of three-level educational programmes
  - It is recommended to adjust the questionnaires in order to evaluate the research component;

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)  
 Recommendation(s):  
 Suggestion(s):  
 .....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1, (Performing Arts BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2, (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3, (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Jazz Art, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1, (Performing Arts BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2, (Performing Arts, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3, (Performing Arts, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Jazz Art, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

Evaluation Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Teaching Methodology and Organisation, Adequacy of the Programme Mastering Evaluation	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
<b>Programme 1,</b> (Performing Arts BA)	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.
<b>Programme 2</b> (Performing Arts, MA)	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.
<b>Programme 3</b> (Performing Arts, PhD)	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.
<b>Programme 4</b> (Jazz Art, BA)	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.	Is in compliance with the requirements.

Signatures

Chairperson of Accreditation Experts Panel

Helen Elise McVey, signature

Of the member(s) of the Accreditation Experts Panel

Full name, signature

Full name, signature

Full name, signature

Full name, signature

Full name, signature