



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Final Report on LEPL Tbilisi Vano Sarajishvili State Conservatoire Authorization

Expert Panel Members

Chair: Dr Gordon Munro, Royal Conservatoire of Scotland, United Kingdom

Members:

Nana Mzhavanadze, Ilia State University, Georgia

Dr Tamaz Gabisonia, Ilia State University, Georgia

Dr Irine Ebralidze, Ilia State University, Georgia

Dr Teona Kakhidze, Tbilisi Music Festivals Centre, Georgia

Tbilisi
2018

Authorization Report Resume

General information on the educational institution

The Tbilisi Vano Sarajishvili State Conservatoire (TSC) is a Legal Entity of Public Law (LEPL) on the order of the Minister of Culture and Monument Protection of Georgia (Resolution No.05/90 of 7 July 2014).

The TSC was founded in 1917. In 1924 it was granted the status of State Conservatoire, and since 1947 has borne the name of the renowned Georgian singer Vano Sarajishvili. The TSC is Georgia's pre-eminent institution for the education of musicians. In its 100-year history, the Conservatoire has produced many illustrious graduates whose achievements in performance, conducting, composition and musicology are highly regarded throughout Georgia and internationally.

The Conservatoire has two faculties (Performance; and Composition and Musicology) and offers educational programmes at bachelor's, master's and doctoral levels, in the following subject areas:

- Performance (BA, MA, PhD)
- Jazz (BA)
- Music and Present-Day Life (BA) – with specialisms in music technology, music journalism and music management
- Music Technology (MA)
- Musicology (BA, MA, PhD) – with specialisms in music theory, musicology, ethnomusicology and church musicology
- Composition (BA, MA, PhD)

The TSC has 458 active students: 355 bachelor's students, 95 master's students and 8 doctoral students; plus 6 Teacher Training students (Self-Evaluation Report; see further at Standard 2.2 below).

The TSC has 88 academic staff, 170 invited staff, and 318 administrative and support personnel (Self-Evaluation Report; see further at Standard 4 below).

The Conservatoire also offers programmes in Georgian Language Training and in Teacher Training, as well as lifelong learning opportunities for students of any age (e.g. certificated courses and public lectures). TSC forms an important element of cultural life in Tbilisi through its public concerts, and through its public dissemination of creative and scientific work in Georgia and internationally: the Conservatoire founded the International Centre for Traditional Polyphony Research in 2003.

The Conservatoire has a Musical Seminary for the general and musical education of musically gifted children, aged 6–16. Since the Musical Seminary offers Basic and Secondary Education, it lies outside the scope of this Authorization process. However, it forms an important aspect of the Conservatoire's strategy for attracting future students of suitably high quality. In the nine years since it was founded, most of the Seminary's c. 45 graduates have progressed to bachelor studies at the Conservatoire.

Further information on the Conservatoire is available on its website, in Georgian and English: <http://www.conservatoire.edu.ge>

Brief overview of the authorization site visit

The procedure resulting in this authorization report has been threefold.

1. TSC prepared a Self-Evaluation Report (SER) in English based on the NCEQE Authorization Standards 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).
3. The Review Panel conducted a site visit over three days (29–31 May 2018) and held 17 meetings with staff, students, alumni and employers, as follows:

1	Meeting with the Rector and Vice Rector
2	Meeting with the Self-evaluation Team (Head of Quality Assurance; Deputy Head of Quality Assurance; Head of Administration; Head of Study Department; Head of Scientific Department; Head of International Relations; Dean of Performing Faculty; Dean of Compositional and Musicological Faculty; Head of Human Resources; Law Specialist)
3	Meeting with representatives of the Academic Council, Representative Council, and Rectorate meeting
4	Meeting with Senior Managers (academic) (Study Department; Faculty Learning Support; Service of Electronic management system)
5	Meeting with Head and other representatives of the Quality Assurance Office
6	Meeting with Deans of Faculties, Heads of Department, and Programme Supervisors
7	Meeting with Students (BA & MA)
8	Meeting with Academic and Invited Staff
9	Meeting with Senior Managers (administrative) (Human Resources; Case Administration; Public Relations; International Relations)
10	Meeting with Heads of Library/Phonotek, Musical Seminary, Archive/Museum, Publishing, Concert Halls
11	Meeting with Doctoral Students
12	Meeting with representatives of Scientific Department, Publishing Council, International Research Centre for Traditional Polyphony, Dissertation Council
13	Meeting with Alumni
14	Meeting with Employers and other Stakeholders Director of the E. Mikeladze Musical College Artistic Director of Trinity Cathedral Choir Director of the Gory Musical College Artistic Director of Kutaisi Opera Theatre Gulnara Nikoladze – Director of Musical Seminary; Director of Tbilisi State Chamber Orchestra "Georgian Sinfonietta" Artistic Director of Tbilisi State Chamber Orchestra "Georgian Sinfonietta"
15	Meeting with Head of IT Department and representatives of Technical Service
16	Meeting with representatives of the Financial Service and Economic Service
17	Presentation of Key Findings to the Leadership (Vice Rector, Head of Quality Assurance, Head of Administration)

The site visit also included a tour of the Conservatoire's two buildings (Griboedov Street 8/10 and Nutsubidze Street 181), as well as the Musical Seminary (Chubinashvili Street 42). The Review Panel was additionally provided with samples of students' written work in the form of masters and doctoral theses.

Finally, the Review Panel produced the present report which is structured according to the Standards mentioned above.

The Review Panel would like to express its sincere gratitude to the Rector and Vice-Rector of TSC and their team for their hospitality, the comprehensive nature of the documentation submitted, and for the collegiate manner in which the staff engaged with this authorization process during the site visit.

The Review Panel hopes that this report will be helpful to TSC, not only for the purposes of obtaining an authorization decision by NCEQE but also as a tool for underpinning and further supporting its ongoing development as an internationally oriented institution.

Overview of the HEI's compliance with standards

It is the view of the Review Panel that the Tbilisi Vano Sarajishvili State Conservatoire complies with the Standards as follows:

1. Mission and strategic development of HEI:	Fully compliant
2. Organizational structure and management of HEI:	Substantially compliant
3. Educational programmes:	Substantially compliant
4. Staff of the HEI:	Substantially compliant
5. Students and their support services:	Fully compliant
6. Research, development and/or other creative work:	Fully compliant
7. Material, information and financial resources:	Substantially compliant

Summary of Recommendations

1.2

- We recommend that the TSC develop a 7-year Strategic Development Plan. This may be based on the five major goals presented in the document, in which case the 3-year action plan could be simplified, as some activities could be transferred to the 7-year plan.
- We recommend that students, employers and other stakeholders are actively involved in the strategic planning process in future.

2.1

- We recommend that the remit of the Rectorate Meeting (also known as the Rector's Council) should be clearly stated, so that its members, and the members of other groups involved in running the Conservatoire, understand its function.
- We recommend that the Conservatoire should develop a strategy for risk mitigation, and a mechanism for monitoring management effectiveness and for evaluating performance.

2.2

- Communication with external stakeholders should be more systematic and we recommend that graduates and external stakeholders (employers and professional associations) should be systematically engaged in QA processes, e.g. through consultation in the development of programmes, and in the development of future Self-Evaluation Reports.

2.3

- We recommend that the Conservatoire proceeds swiftly with its plans to raise awareness regarding plagiarism, so that students are well informed about how to avoid plagiarism and staff are informed about how to detect and deter plagiarism.

3.1

- We note that a large number of employers work in the TSC and contact with future employers is significant. Nevertheless, given the potential for conflict of interest when consulting with 'externals' who are also employed by the Conservatoire, we recommend that the Conservatoire gather feedback more systematically from alumni and employers (i.e. individuals not connected with the Conservatoire), and engage in consultation with professional associations in the planning, designing, implementing, developing and annulling of educational programmes, to ensure the development of high quality, market-oriented, and modern educational programmes.

3.3

- We recommend that the Conservatoire introduce procedures that will ensure that all students get feedback on their progress (achieved goals, gaps, and suggestions to improve).

4.1

- We recommend that the Conservatoire introduce a policy/strategy for the systematic professional development of its staff.
- We recommend that the Conservatoire introduce an assessment system for the evaluation of administrative staff performance.

4.2

- We recommend that the Conservatoire develop target benchmarks for its staff.

5.2

- We recommend that the Conservatoire set up a regular career support service to enable students to receive help via formal mechanisms any time so that such consultancies are based not only on the good will of academic or administrative staff members, but also on formal instruments which students can access when needed. Also, it would be desirable to involve all stakeholders such as: alumni, employers, professional organisations, etc. in surveys on a regular basis to enable the updating of all necessary information. Also, we would encourage the Conservatoire to be more participatory in terms of students, e.g. by considering carefully and objectively the views of students.

6.3

- We recommend that the Conservatoire continue with its plans to improve the monitoring and evaluation of staff research/performance work, and the development of indicators to evaluate the effectiveness of staff in this work.

7.1

- We recommend that the Conservatoire take whatever action is possible to modify buildings so that people with disabilities can access the buildings and the performance venues as soon as possible.
- We recommend the Conservatoire investigate sources of funding that will, in time, enable the purchase (or hire) of new pianos, and to facilitate the maintenance of pianos.
- We recommend that the Conservatoire install video surveillance equipment in the building located at Nutsbidze Street N181

7.3

- We recommend that the Conservatoire push ahead with its plans to develop an electronic learning management system: this system should be implemented as soon as possible.

7.4

- We recommend that the Conservatoire publish its audited financial statements on its website, thus making them publicly accessible.

Summary of Suggestions

1.1

- We suggest that students are more broadly engaged in debating and formulating the Conservatoire's mission statement.

2.1

- The Conservatoire's management structure appeared to the Expert Panel to be quite complex, with some functions having apparently overlapping remits (e.g. the Rectorate Meeting and the Academic Council/Representative Council). Although the structure appears to work, we suggest that the Conservatoire look at how its structure could be made less complex.
- We suggest that the function and authority of the Deputy Rector's position should be clearly stated.

2.2

- The evaluation of staff could be more systematic.

3.2

- We suggest that the Conservatoire take account of greater diversity in the methods of teaching and assessment, including seminars, homework, presentation, and activity assessments.
- We suggest that academic staff discuss syllabus and programme requirements directly with students at the beginning of each semester.
- We suggest that the list of subjects for PhD entrance exams, and the process of applying for PhD could be reviewed, taking account of best practice in other Georgian and international institutions.

3.3

- We suggest that the Conservatoire explore other methods of assessing students, especially for final exams.

4.1

- The Conservatoire has clearly expressed terms and conditions for affiliated staff; however, we suggest that it is necessary to introduce these mechanisms more actively in the activities of the TSC.
- We suggest that the requirements for all administrative positions should be pre-determined, and discussion of candidates' vision and plans should be systematically used for all appointments.

5.1

- We suggest that the Conservatoire enhance communication between the institution and the wider body of students from the onset of the course to ensure that students are better informed about their rights and mechanisms for protecting their rights while studying at the Conservatoire.

6.1

- We suggest that the Conservatoire consider how it might involve international referees in the assessment process of doctoral students' articles.

6.2

- We suggest that the Conservatoire ensure that its procedures for funding research are made public.
- We suggest that the Conservatoire continue in its development of international joint programmes at MA and PhD level. However, we acknowledge that the Conservatoire faces problems in this regard, because of a lack of foreign language speaking teachers – this could be improved by developing additional activities (e.g. special language classes).

7.2

- We suggest that the Conservatoire open a library / Phonotek in the building located on Nutsubidze Street N181. Although jazz students have full access to the library at Griboedov St, it would be more convenient to have some jazz-related library resources in the Nutsubidze St building.
- We suggest that the Conservatoire invest in the ability to access electronic databases from outside of the campus (e.g. from students' homes and other locations).

7.3

- We suggest that PhD theses be published on the Conservatoire website.

7.4

- We suggest that the Conservatoire develop an outline 7-year financial plan, to accompany the 7-year Strategic Development Plan (see Standard 1.2).

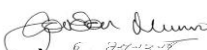
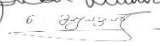



Summary of Best Practices

- The work of international affairs department demonstrates best practice in management and internationalization. The department has identified very clear goals and a strategy for achieving them, in particular:
 - the participation of TSC in joint projects that are important for presenting TSC as a modern musical institution integrating teaching-research activities of high standards;
 - the number of students taking part in mobility programmes and the results they have achieved;
 - the number of masterclasses for students given by internationally renowned musicians.
 - the arrangement of international events – conferences, festivals, concert series.
- The inclusion of externals on jury panels facilitates the application of national and international standards, and the development of educational programmes since they are able to comment on the standards of the students they evaluate.
- The international department's performance seems to be a model of best practice. It provides students with all the necessary information and support in order to enable them to use the opportunities to study/research abroad.

Summary Table

	Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1.	Mission and strategic development of HEI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Mission of HEI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Strategic development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Organizational structure and management of HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1	Organizational structure and management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Internal quality assurance mechanisms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Observing principles of ethics and integrity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Educational Programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Design and development of educational programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Structure and content of educational programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Assessment of learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Staff of the HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1	Staff management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Academic/Scientific and invited Staff workload	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Students and their support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Student support services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Research, development and/or other creative work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1	Research activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Research support and internationalization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Evaluation of research activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Material, information and financial resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1	Material resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.2	Library resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Information resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Financial resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of expert panel members

1. Dr Gordon Munro (Chair) 
2. Nana Mzhavanadze (Member) 
3. Dr Tamaz Gabisonia (Member) 
4. Dr Irine Ebralidze (Member) 
5. Dr Teona Kakhidze (Member) 

Compliance of the Authorization Applicant HEI with the Authorization Standard Components

1. Mission and strategic development of HEI

Mission statement of a HEI defines its role and place within higher education area and broader society. Strategic development plan of HEI corresponds with the mission of an institution, is based on the goals of the institution and describe means for achieving these goals.

1.1 Mission of HEI
Mission Statement of the HEI corresponds to Georgia's and European higher education goals, defines its role and place within higher education area and society, both locally and internationally.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The mission presented by the TSC clearly demonstrates the institution's artistic role in both Georgia and internationally. The mission statement appears on the Conservatoire website: http://www.conservatoire.edu.ge/index.php?m=451&lng=eng (English version) http://www.conservatoire.edu.ge/index.php?m=451&lng=geo (Georgian version)</p> <p>Although the mission statement is short, it is very specific and contains all the important aspects of HEI activity, such as the development of musical arts, education, science, aspiration to international standards, national musical culture study and dissemination etc. Academic staff explained that the mission statement was developed at the Scientific Council and subsequently reviewed by the Faculty Councils and Administrative Staff, and the finally formulated version was introduced to the HEI community.</p> <p>As a result of the interviews, the Expert Panel form the impression that the academic and administrative staff of the TSC share the views expressed in the mission statement. It was apparent that the small number of students interviewed (randomly selected) had not seen the mission statement; however they shared their understanding of the aims of the institution, formulated in their own words. We therefore believe that the Mission Statement of the Conservatoire may be said to be shared by the community of the institution, but we would suggest that students are more broadly engaged in debating and formulating the Conservatoire's mission statement.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Mission Statement of the Tbilisi State Conservatoire • Self-Evaluation Report • Interviews with academic and administrative staff • Interview with students
Recommendations:
<p>Suggestions:</p> <p>We suggest that students are more broadly engaged in debating and formulating the Conservatoire's mission statement.</p>
Best Practices (if applicable):
<p>Evaluation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

1.2 Strategic Development

- HEI has a strategic development (7-year) and an action plans (3-year) in place.
- HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning
- HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.

Descriptive summary and analysis of compliance with the standard component requirements

The TSC presented a Strategic Development Plan that has the dates '2018—2024' on the cover; however the contents of this plan comprise goals that are all due to be completed in the period 2018–2020. Thus, this document is really a 3-year action plan. The Expert Panel did not see a document that is a 7-year Strategic Development Plan. The Strategic Planning Methodology document explains that long-term plans always are general and theoretical and therefore difficult to measure; however, it is the Expert Panel's view that the Conservatoire should be able to formulate a longer-term strategy, and it is a requirement of the Standard that the institution presents a 7-year Strategic Development Plan.

The 3-year action plan is appropriate and reflects all the goals and priorities that are relevant to the TSC mission. The seven goals relate to:

- I. Development of new, multilateral, international level knowledge of music as a culture language
- II. Functioning of TSC as the most important centre of musical, educational, creative and research between the region and the Eastern Partnership countries and active positioning in international educational, creative and research fields
- III. Stimulating the study-creative and research environment
- IV. Multilateral integration with international educational, creative and research fields
- V. Care for improvement of learning and work environment for students and personnel and increasing their motivation
- VI. Socialization of musical culture
- VII. Improve management quality

The action plan clearly shows future actions relating to the main objectives, the deadlines, the various resources and the relevant budget. The 3-year action plan was clearly formulated on the basis of a SWOT analysis, and it covers all aspects that are crucial to the operation of the institution, including QA, planning and implementation of programmes, research, arts and creative activities, human and material resources, student services, infrastructure etc.

The Action Plan contains a large number of activities. Given the large number of objectives stated in the plan and the pressures on the TSC's budget, the Expert Panel has some doubts as to whether they can all be achieved within a 3-year timescale; however, during the interviews it became clear that the representatives of different categories of staff consider the 3-year action plan to be realistic.

It is clear from Goal VI that the Conservatoire contributes to the social development of the country, sharing with society the knowledge gathered in the institution, through exhibitions, concerts and charity events etc. and through the intention to develop the Conservatoire's own YouTube channel.

Strategic planning is evidently a participatory process that has involved staff; however, from the interviews, it appears that the process of formulating the 3-year action plan did not involve the active engagement of students, employers and other stakeholders.

Each structural unit reports to Academic Council annually on its progress against the action plan, but the Expert Panel was unable to clarify whether changes are made to the action plan, periodically, as a result of that monitoring.

Evidences/indicators

- Strategic Development Plan
- Strategic Planning Methodology

<ul style="list-style-type: none"> • Interviews with academic and administrative staff, students and employers
<p>Recommendations:</p> <p>We recommend that the TSC develop a 7-year Strategic Development Plan. This may be based on the five major goals presented in the document, in which case the 3-year action plan could be simplified, as some activities could be transferred to the 7-year plan.</p> <p>We recommend that students, employers and other stakeholders are actively involved in the strategic planning process in future.</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

2. Organizational Structure and Management of HEI

Organizational structure and management of the HEI is based on best practices of the educational sector, meaning effective use of management and quality assurance mechanisms in the management process. This approach ensures implementation of strategic plan, integration of quality assurance function into management process, and promotes principles of integrity and ethics

2.1 Organizational Structure and Management

- Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan
- Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation
- HEI's Leadership/Management body ensures effective management of the activities of the institution
- Considering the mission and goals of HEI, leadership of the HEI supports international cooperation of the institution and the process of internationalization.

Descriptive summary and analysis of compliance with the standard component requirements

The organizational structure of the Conservatoire ensures effective implementation of activities defined in its 3-year action plan, and achievement of its goals. The functions and responsibilities of the Conservatoire's structural units are clearly defined although it appears that there may occasionally be some overlap of responsibilities, for example the remit of the Rectorate Meeting (also referred to as the Rector's Council) is not noted in any documentation seen by the Panel, and from the interviews it seems that the work of this group may overlap with that of the Academic Council and/or Representative Council (see Suggestion below). (The Rector's Council plays an important part in the running of the Conservatoire, and has been set up in accordance with the rights of the Rector.) The structural units implement their functions effectively and in a coordinated manner. Some administrative positions are filled by academic staff (for example the Head of International Relations, and the Head of Public Relations), but they appear to function effectively and in a coordinated way. Finally, the Panel noted that the position of Deputy Rector is referenced in a few documents, but the functions and authority of this post are not explained.

It is clear that the election/appointment procedures of the management bodies of the institution are transparent, equitable, and in line with legislation. It was not clear whether discussion of candidates' vision and plans are systematically used for all appointments.

Decisions of the management body related to academic, scientific and administrative issues of the institution are made in a timely and effective manner. The Conservatoire management uses modern technologies: electronic systems are in place (website, internal e-mail system, access to international data-bases in library, programs for financial accounting and documentation sorting); and others are currently being implemented (e.g. the electronic learning management system).

The institution has identified threats and weaknesses in its SWOT analysis and has identified actions aligned with those weaknesses that are within its power to improve:

- Lack of joint international research projects (Goals II and III);
- Lack of interdisciplinary researches (Goal III);
- Unbalanced mobility in academic and administrative personnel due to improper knowledge of foreign language (Goal II);
- Absence of internationally recognized and established services (not being in common European system of exchange program administration – EASY), inadequate positioning in thematic networks ... lesser representation in European panels of teaching and learning (Goal IV);
- Lack of electronic learning system (Goal V);
- Learning resources and tools to update (Goal V);
- Absence of internal mechanism of sharing and acquiring foreign experience (Goal II);
- Lack of procedural approaches (Goal VII);

The 3-year action plan also identifies actions which should ensure the continuity of business processes (e.g. Goal VII, 'Development of quality management mechanisms' and 'Optimize working processes'). These identified actions do not take account of all possible risks, however; and the Conservatoire does

not appear to have a strategy for risk mitigation. While senior staff explained that they undertake surveys in different areas in order to monitor the action plan, there is no clear mechanism for monitoring management effectiveness or for evaluating performance.

The Conservatoire has a clear internalization policy and actively supports the international mobility of students and staff, the development/implementation of joint programmes/projects, participation in international research activities, etc.. The Conservatoire's leadership ensures effective utilization of internationalization results in the work of the institution, for example, work with the Norwegian Academy of Music has influenced the Conservatoire's development of Music Technology and its quality assurance processes; and ERASMUS funding facilitates fortnightly masterclasses by international visiting professors.

Evidences/indicators

- Statute of the HEI
- Structure of the HEI
- Functions of structural units of the institution
- Regulations and procedures for election/appointment to the management bodies
- Rules for document processing
- 3-year action plan
- The Conservatoire's international policy
- International co-operation and internationalization mechanisms and analysis of their efficiency assessment
- Mechanisms for attracting foreign students and personnel
- Surveys
- interview results

Recommendations:

We recommend that the remit of the Rectorate Meeting (also known as the Rector's Council) should be clearly stated, so that its members, and the members of other groups involved in running the Conservatoire, understand its function.

We recommend that the Conservatoire should develop a strategy for risk mitigation, and a mechanism for monitoring management effectiveness and for evaluating performance.

Suggestions:

The Conservatoire's management structure appeared to the Expert Panel to be quite complex, with some functions having apparently overlapping remits (e.g. the Rectorate Meeting and the Academic Council/Representative Council). Although the structure appears to work, we suggest that the Conservatoire look at how its structure could be made less complex.

We suggest that the function and authority of the Deputy Rector's position should be clearly stated.

Best Practices (if applicable):

The work of international affairs department demonstrates best practice in management and internationalization. The department has identified very clear goals and a strategy for achieving them, in particular:

- the participation of TSC in joint projects that are important for presenting TSC as a modern musical institution integrating teaching-research activities of high standards;
- the number of students taking part in mobility programmes and the results they have achieved;
- the number of masterclasses for students given by internationally renowned musicians.
- the arrangement of international events – conferences, festivals, concert series.

Evaluation

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements

☐ Does not comply with requirements

2.2 Internal Quality Assurance Mechanisms

- Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution.
- HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.

Descriptive summary and analysis of compliance with the standard component requirements

Every unit of the Conservatoire is effectively involved in the implementation of internal quality assurance mechanisms, and the institution allocates appropriate human and material resources in support of QA. Examples were given of the range of surveys of students used to inform improvements to processes and programmes; and all structural units contributed to the development of the Self Evaluation Report, although graduates and external stakeholders were not involved. It is clear that the institution engages in continuous development of its activities and resources, based on evaluation (e.g. surveys of students and the evaluation of research-creative staff); however, evaluation could be more systematic (e.g. the evaluation of all staff). Leadership of the institution obviously cares about the results of evaluation and these results are used for future development of activities (e.g. the development of the one-year programme for the training of teachers, and the introduction of conducting skills, both of which were influenced by student surveys). A performance evaluation system for staff is in place, but it needs to be reviewed to ensure that it is systematic (applied in the same way, and for all staff, including administrative staff) and genuinely effective. The Conservatoire has developed monitoring mechanisms for students' academic performance and uses these results for the improvement of teaching: in the meeting with the staff of the QA Office, it was stated that [lecturers] 'have a personal involvement in increasing the quality of the programme', and do so by assessing students against detailed criteria and by giving feedback on the basis of that assessment, which is then used to improve the programme (see also SER, pages 26 and 33).

The Conservatoire has a policy for the development of educational programs and academic/invited staff, and students are engaged in this process; however, from interviews, it was clear that graduates and external stakeholders are not systematically engaged in this process. It is important that graduates and external stakeholders are involved in this process, to ensure that programmes are developed in accordance with the needs of employers and society. The Expert Panel acknowledges that many Conservatoire staff also work for other employers and therefore bring an external perspective; however, there is a potential conflict of interest when consulting with staff who are employed by both the Conservatoire and by external employers, therefore the Conservatoire should consider consultation with externals who are not employed by the Conservatoire. The Conservatoire undertakes periodic internal evaluations of the quality of its services and resources, and the results are used for further improvement.

The Conservatoire has an effective student body planning mechanism which takes account of the institution's resources. Conservatoire staff acknowledged difficulties in planning depending on applicants' instrumental/vocal specialisms (this is a problem shared by other conservatoires internationally).

Evidences/indicators

- System for evaluation of the effectiveness of quality assurance mechanisms
- Students and staff survey results
- Self-Evaluation Report
- Interview results

Recommendations:

Communication with external stakeholders should be more systematic and we recommend that graduates and external stakeholders (employers and professional associations) should be systematically engaged in QA processes, e.g. through consultation in the development of programmes, and in the development of future Self-Evaluation Reports.

Suggestions:

The evaluation of staff could be more systematic.

Best Practices (if applicable):
Evaluation <ul style="list-style-type: none"><input type="checkbox"/> Complies with requirements<input checked="" type="checkbox"/> Substantially complies with requirements<input type="checkbox"/> Partially complies with requirements<input type="checkbox"/> Does not comply with requirements

2.3. Observing Principles of Ethics and Integrity
<ul style="list-style-type: none"> ○ HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible. ○ Institution has implemented mechanisms for detecting plagiarism and its prevention. ○ HEI follows the principles of academic freedom.
Descriptive summary and analysis of compliance with the standard component requirements <p>The Conservatoire has developed a Code of Ethics and has defined procedures for responding to the violation of these regulations. There is no evidence that staff development events are organized to promote the Code of Ethics; however, staff responses to our questions suggested adherence to conduct norms, e.g. in the application of academic freedom.</p> <p>The Conservatoire has mechanisms for the detection of cases of plagiarism, and further mechanisms are due to be implemented from September 2018, in the form of informational meetings and by means of a mandatory element within the bachelors programmes. The Conservatoire's rules and regulations declare the institution's adherence to the principles of academic freedom. Through discussion with students, it was evident that they could be more aware of their rights in general (although this discussion was not specific to academic freedom; see Standard 5.1 below).</p>
Evidences/indicators <ul style="list-style-type: none"> • Codes of ethics and conduct • Conservatoire's rules and regulations • Internal regulation document • The document about plagiarism detection, prevention, response procedures and mechanisms for plagiarism
Recommendations: <p>We recommend that the Conservatoire proceeds swiftly with its plans to raise awareness regarding plagiarism, so that students are well informed about how to avoid plagiarism and staff are informed about how to detect and deter plagiarism.</p>
Suggestions:
Best Practices (if applicable):
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

3. Educational Programmes

HEI has procedures for planning, designing, approving, developing and annulling educational programmes. Programme learning outcomes are clearly defined and are in line with the National Qualifications Framework. A programme ensures achievement of its objectives and intended learning outcomes

3.1 Design and Development of Educational Programmes

HEI has a policy for planning, designing, implementing and developing educational programmes.

Descriptive summary and analysis of compliance with the standard component requirements

The Conservatoire has a methodology in place for planning, designing and developing educational programmes. The Panel acknowledges that significant progress has been made in this regard in recent years, for example through taking account of student survey feedback. Programme planning, design and development is a participatory process but not all stakeholders are involved in it: from the interviews, it was clear that staff and students are involved, and employers are involved in part; but alumni and professional associations have almost no engagement in this process. The Music Technology programme clearly makes improvements in response to student feedback (e.g. student surveys), and the inclusion of externals on jury panels also facilitates the development of educational programmes.

The Conservatoire, while making decisions on planning, designing, implementing, developing and annulling educational programmes, substantially considers the requirements of the labour market, principally through the results of student satisfaction surveys, students' academic performance monitoring results (according to programme learning outcomes), and best local and international practices. However, feedback from alumni and employers, and consultation with professional associations is not specifically taken into consideration.

Through staff working at TSC, and through professional connections, students have good connections to 'industry', including orchestras, schools and other employers. It is evident that the Conservatoire works on the renewal and development of its programmes and ensures their relevance within constantly changing environment (e.g. the introduction of the music technology programme, and the specialisms in music journalism/music management and teacher training). Employers expressed a desire for the Conservatoire to have a course in orchestral conducting. Conservatoire staff expressed a similar desire during meetings; however, it was noted that there would be problems with such a course, because the Conservatoire would be unable to give student conductors sufficient 'podium time' for the purpose of learning and practising their skills in conducting. (Student conductors require to have regular access to student orchestras.) We do not consider that this is a priority for the Conservatoire, but it is something that the management might wish to reconsider at some point in the future.

The Conservatoire encourages the use of ERASMUS opportunities for staff and student exchanges (inward and outward) and there is clearly a healthy number of students and staff involved in ERASMUS exchange programmes, with around 20 students studying abroad at any given time, and around 30–40 staff go on outward mobilities each year. The Conservatoire staff highlighted the importance of such exchanges in developing programmes.

The Conservatoire's regulations and procedures for approving, amending, and annulling educational programmes are in line with current legislation, and in the case of amending/annulling of programmes, these give due consideration to the legal interests of students.

Evidences/indicators

- Rule for Elaboration, Approval and Evaluation of Educational Programs at Tbilisi Vano Sarajishvili State Conservatoire LEPL
- Survey of students, Alumni and employers about educational programs
- Methodology for planning, designing and developing educational programmes
- Analysis of labour market and employer demands
- Student, alumni, employer satisfaction surveys and analysis
- Alumni survey regarding career and academic development including employment indicator received in line with their qualification
- Student academic performance monitoring results
- Procedures for programme approval, amendment and annulment

- Mechanisms providing further educational opportunities to students, in case of the amendment/annulment of educational programmes
- Interview results

Recommendations:

We note that a large number of employers work in the TSC and contact with future employers is significant. Nevertheless, given the potential for conflict of interest when consulting with 'externals' who are also employed by the Conservatoire, we recommend that the Conservatoire gather feedback more systematically from alumni and employers (i.e. individuals not connected with the Conservatoire), and engage in consultation with professional associations in the planning, designing, implementing, developing and annulling of educational programmes, to ensure the development of high quality, market-oriented, and modern educational programmes.

Suggestions:

Best Practices (if applicable):

The inclusion of externals on jury panels facilitates the application of national and international standards, and the development of educational programmes since they are able to comment on the standards of the students they evaluate.

Evaluation

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

3.2 Structure and Content of Educational Programmes

- Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted
- With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.

Descriptive summary and analysis of compliance with the standard component requirements

It is evident that, when creating a programme, the Conservatoire follows current legislation and European Credit Transfer and Accumulation System (ECTS) guidelines. The learning outcomes of the Conservatoire's study programmes are clearly stated in the 'short description' documents available to the Panel; and, in the view of the Expert Panel, these are in line with the Higher Education Qualifications Framework of Georgia.

Learning outcomes are clearly based on the requirements of the professional world of music and are developed in line with the Qualifications Framework. One employer described contacting the Conservatoire to ask if a specialism in Baroque music might be developed and this is now being considered, in collaboration with a professional orchestra, since the Conservatoire does not have baroque specialists or baroque instruments.

It is the Conservatoire's stated intention to upgrade its programmes (bachelors, masters and doctoral) over the next three years – this is stated under Goal I of the 3-year action plan.

To the extent that the Expert Panel was able to assess this, it appears that the structure and content of the Conservatoire's study programmes ensure logical connection between all of their components and the achievement of learning outcomes by a student with an average academic performance within a reasonable timeframe. The Conservatoire's study programmes provide students with opportunities to elect to take non-compulsory components of an educational programme.

Academic and invited staff confirmed during the interview that syllabuses are sent by email to all students, but from the interview with the students it seems that this activity may not be enough to increase awareness among students about programmes and syllabuses.

The volume of each programme's components is defined by their content, learning outcomes and the specifics of the field. Teaching and learning methods used within the programmes reflect the specifics of the field and ensure achievement of each programme's learning outcomes. In common with other international conservatoires, the use of one-to-one teaching is used in programmes specializing in performance. Conservatoire staff explained that individual teachers in music theory, for example, use their own syllabuses whereas there is a common syllabus for all performance students; and ultimately students are evaluated in line with the learning outcomes for the programme. The Conservatoire deploys teaching, learning and assessment approaches that are suitable and appropriate for the needs of the programme or course, whether theoretical or performance-based, and this is reflected in the distribution of hours.

The Conservatoire ensures access to information about its programmes: a catalogue of educational programmes serves the purpose of informing interested parties on the educational activities of the institution. The catalogue is updated when changes are made in the programme. It is accessible to all interested individuals and is published on the Conservatoire's website.

It should be noted that the Conservatoire currently has one student, who needs an individualized education programme. The student is involved into the educational process, and this meets the requirements of the Standard.

Students commented that they would benefit from the introduction of classes in solfeggio and sight-reading. There would be merit in the Conservatoire considering the introduction of these classes in the bachelors degrees.

Applicants to doctoral studies in certain subjects (e.g. musicology) are required to pass a rigorous examination. The Expert Panel found the admission requirements for doctoral programmes to be very onerous in some cases, for example the requirement to pass an examination in general musicology for musicology PhD applicants. It was also noted that questions on ethnomusicology are missing from the entrance examinations for doctoral candidates embarking on ethnomusicological research.

Evidences/indicators

- Brief description of academic programmes
- Methodology for Development of an Individual Curriculum (Rules Project)
- Educational programme, syllabus
- Regulations for planning, implementing and assessing scientific-research component
- Academic calendar
- Catalogue of educational programmes
- Satisfaction survey of students, alumni, employers and analysis of results
- Alumni survey regarding career and academic development including employment indicator received in line with their qualification
- The academic achievement monitoring results
- Individualized education programmes and methodology for their development
- Student survey results
- Interview results

Recommendations:

Suggestions:

We suggest that the Conservatoire take account of greater diversity in the methods of teaching and assessment, including seminars, homework, presentation, and activity assessments.

We suggest that academic staff discuss syllabus and programme requirements directly with students at the beginning of each semester.

We suggest that the list of subjects for PhD entrance exams, and the process of applying for PhD could be reviewed, taking account of best practice in other Georgian and international institutions.

Best Practices (if applicable):

Evaluation

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

3.3 Assessment of Learning Outcomes

HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.

Descriptive summary and analysis of compliance with the standard component requirements

The Conservatoire's system of assessment of learning outcomes takes into consideration the requirements of the field of music, and includes appropriate assessment formats, components and methods, which enable students to demonstrate achievement of the learning outcomes of each programme. The assessment system and related regulations are clearly described and are in line with the legal acts of Georgia. Conservatoire staff explained the different types of assessment used on the programmes, and it was noted that these are heavily reliant on performance and written examinations. It was noted that 80% of the assessment for performance students is weighted on the end-of-year exam, and 20% is attributed to other assessments. The mid-year performance assessment is not assessed, but provides students and staff with a progress check. Students receive oral feedback on their progress at the end of each semester.

Transparent criteria are used to assess student learning. The Keyboard Department, for example, has very detailed criteria against which students are assessed. Students are made aware of these; and they receive feedback on their examinations. However, through interviews, it was clear that students do not always or systematically get feedback on their progress, either orally or in written form.

The assessment system ensures an equal and fair approach to the assessment of students. The Expert Panel found the admission requirements for doctoral programmes to be very onerous in some cases, for example the requirement to pass an examination in general musicology for musicology PhD applicants (see Standard 6.1 below).

During the interviews, students confirmed that they are informed about the assessment system used within the Conservatoire as well as related regulations; and the institution has in place an effective system for dealing with student appeals with regard to assessment, which is explained to students at the beginning of each academic year. Students explained that they would prefer to have feedback and grades communicated to them sooner than at present. The Conservatoire staff have explained that this will become more efficient with the introduction of a new electronic learning system.

Students explained that, for entrance exams and for final exams, the examination is conducted by a commission consisting of five individuals. Each person gives a mark, and the lowest and highest marks are not considered. Whilst students found the system clear, the Expert Panel noted that different assessment systems are in use in other Conservatoires and that it may be beneficial for the Conservatoire to explore these other systems.

Evidences/indicators

- Brief description of academic programs
- Syllabus
- Analysis of the results of student, graduate, employer surveys, for the purpose of development of the programs and report of results use
- Graduates employment statistics (including the employment rate in accordance with the qualifications received)
- Results of monitoring of students' academic performance
- Regulations for planning, implementing and assessing scientific-research component
- Academic calendar
- System for learning outcomes assessment and its accessibility to all interested parties
- Educational programme
- Student survey results
- Interview results

Recommendations:

We recommend that the Conservatoire introduce procedures that will ensure that all students get feedback on their progress (achieved goals, gaps, and suggestions to improve).

Suggestions:

We suggest that the Conservatoire explore other methods of assessing students, especially for final exams.

Best Practices (if applicable):
Evaluation <ul style="list-style-type: none"><input type="checkbox"/> Complies with requirements<input checked="" type="checkbox"/> Substantially complies with requirements<input type="checkbox"/> Partially complies with requirements<input type="checkbox"/> Does not comply with requirements

4. Staff of the HEI

HEI ensures that the staff employed in the institution (academic, scientific, invited, administrative, support) are highly qualified, so that they are able to effectively manage educational, scientific and administrative processes and achieve the goals defined by the strategic plan of the institution. On its hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

4.1. Staff Management

- HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan.
- HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.

Descriptive summary and analysis of compliance with the standard component requirements

The Conservatoire has a functioning management policy focused on staff development, which is expressed in the following documents

- Relevant regulation of personnel management
- The Regulation of TSC (Chapter II, Article 5)
- The Statute of the Composition and Musicology Faculty (Chapter II, Article 5)
- The Statute of the Performance Faculty (Chapter II, Article 5)

The management policy includes the following:

- clear general principles and rules of staff management;
- transparent and objective procedures for hiring (electing/appointing) academic, scientific, invited, administrative, and support staff, which ensures attracting and hiring qualified employees;
- clearly expressed terms and conditions of affiliation;
- principles of involvement of academic and scientific staff in educational, research, creative, performing and other important decision-making processes, e.g. through the inclusion of representatives of these staff in the Academic Council and Representative Council;
- preliminarily defined principles of remuneration and encouragement, which takes into consideration employees performance evaluation results;
- procedure ensuring the integration of new employees into work environment and their efficient involvement into the working process;
- information regarding its employed staff (statistical data of various types) – this is given mainly in respect of academic personnel – the main part of the staff – in relation to age and gender; the retention rate for academic staff, invited personnel, and administrative and support personnel is 99%. The Conservatoire has noted that some of its staff (particularly older staff) are no longer able to give concerts/recitals – these staff are therefore given alternative scientific/research work to undertake.

The Conservatoire's policy/strategy for the professional development of its staff is not reflected in specific documents (other than a reference in the Regulation of TSC (Chapter 1, article 2, par. 3-b) which states 'Conservatoire ... takes care of the professional development of its staff'). Despite this, it is clear from practical examples that the Conservatoire implements such a policy, which facilitates staff attendance at seminars, conferences and other events. The SER notes that staff benefit from engagement with various thematic courses organized by state agencies (Ministry of Finance, State Procurement Agency), and that the Conservatoire facilitates staff attendance at courses and seminars based on development needs. Furthermore, the teaching of English language and office programmes is offered free of charge for employees. Staff generally feel supported in their professional development as musicians.

The Conservatoire actively utilizes staff evaluation and satisfaction survey results in the process of academic staff management ('Results of the assessment and satisfaction survey of Staff activity and their use in personnel management and development'); however, it appears that such surveys are not used for administrative staff. The Panel found that the criteria for assessing the performance of staff should be expressed more clearly: the Conservatoire has not set benchmarks for their staff and the work completed by them in order to effectively direct the institution's activities.

The Conservatoire has pre-defined requirements for the qualifications of academic staff. It is not entirely clear whether requirements are pre-determined for all administrative positions: Articles 32 and 34 of

the Conservatoire's Regulations are much less explicit about the requirements of administrative and 'assisting' staff, compared to the preceding Articles regarding academic staff.

The Panel acknowledges that the setting of benchmarks for academic personnel in a music Conservatoire could be problematic, and that this is easier for administrative staff; however, it would be better that such assessments should be equally applicable for all staff.

The Conservatoire has qualification requirements, job descriptions, and functions defined for academic, scientific, invited, administrative, and support staff taking into consideration existing legislation. The qualifications of staff are in line with HEI qualification requirements.

Evidences/indicators

- Statute of LEPL Vano Sarajishvili State Conservatoire
- Personnel Management - description
- Unified Rule for hiring and Competition of Academic Personnel at LEPL Vano Sarajishvili State Conservatoire
- Academic personnel selection documentation (orders for announcing competition, selection or/and appointment)
- Statute of LEPL Vano Sarajishvili Tbilisi State Conservatoire
- The rule of document processing of LEPL Vano Sarajishvili Tbilisi State Conservatoire
- Regulation of the Faculty of Performance
- Regulation of Faculty of Composition and Musicology
- Renewed CV and qualification ascertaining documents
- Results of assessment and satisfaction survey of personnel performance
- Employment descriptions and qualification requirements
- Samples of contracts signed with personnel
- Staff management policy, relevant regulations (including staff attraction, selection, hiring and professional development mechanisms) and implementation results
- Accessibility of staff management policy and regulations; Informing interested parties on these policy and regulations
- Staff evaluation and satisfaction survey results and their utilization in staff management and development
- Statistical data on staff, including:
 - Number of academic, scientific, invited, administrative and support staff
 - Distribution of academic and scientific staff according to age and gender
 - Ratio of academic/ scientific staff to administrative/support staff
 - Academic/scientific staff-students ratio
 - Administrative staff-students ratio
 - Staff retention rate.
- Regulatory document(s) for affiliation terms and conditions
- Benchmarks set by the HEI
- Survey results
- Personnel functions and job descriptions
- Qualification requirements
- Personal files of the staff
- Contract samples with staff
- Number of applications on advertised job openings
- Interview results

Recommendations:

We recommend that the Conservatoire introduce a policy/strategy for the systematic professional development of its staff.

We recommend that the Conservatoire introduce an assessment system for the evaluation of administrative staff performance.

Suggestions:

The Conservatoire has clearly expressed terms and conditions for affiliated staff; however, we suggest that it is necessary to introduce these mechanisms more actively in the activities of the TSC.

We suggest that the requirements for all administrative positions should be pre-determined, and discussion of candidates' vision and plans should be systematically used for all appointments.

Best Practices (if applicable):
Evaluation <ul style="list-style-type: none"><input type="checkbox"/> Complies with requirements<input checked="" type="checkbox"/> Substantially complies with requirements<input type="checkbox"/> Partially complies with requirements<input type="checkbox"/> Does not comply with requirements

4.2. Academic/Scientific and Invited Staff Workload

Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientific-research activities, and also other functions assigned to them

Descriptive summary and analysis of compliance with the standard component requirements

The Conservatoire has academic and invited staff and their workload scheme is updated every semester. The scheme includes teaching, scientific/research/creative/performing and other duties according to the academic staff's functions and duties.

The number and workload of academic and scientific staff ensure the implementation of educational programmes, and proper fulfilment of research/creative/performing/other activities and functions/duties assigned to them.

During the site visit, staff explained that it is difficult to plan academic staff owing to the fluctuating numbers of students applying to the Conservatoire in specific instrumental or vocal disciplines, from one year to the next. (The same is true of other Conservatoires internationally.)

There are currently no affiliated staff at the Conservatoire, although there are rules and policies for the employment of affiliated staff.

The Conservatoire has not set target benchmarks for its staff, and is working towards this.

Evidences/indicators

- Workload scheme of Academic, Scientific and Invited Staff
- Affiliation Rules
- Methodology for determining the number of academic, scientific and invited personnel according to the programs
- academic, scientific, invited staff workload scheme, indicator (which also includes the staff's workload in other HEIs)
- Academic, scientific, and invited staff- programme ratio and academic, scientific, and invited staff - students ratio
- Academic and scientific staff-invited staff ratio
- Affiliate academic staff-entire academic and invited staff ratio
- Affiliate academic staff-students ratio
- Survey results of students, academic, scientific, invited personnel
- Interview results

Recommendations:

We recommend that the Conservatoire develop target benchmarks for its staff.

Suggestions:

Best Practices (if applicable):

Evaluation

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

5. Students and Their Support Services

HEI ensures the development of student-centred environment, offers appropriate services, including career support mechanisms; it also ensures maximum awareness of students, implements diverse activities and promotes student involvement in these activities. HEI utilizes student survey results to improve student support services

5.1. The Rule for Obtaining and Changing Student Status, the Recognition of Education, and Student Rights

- For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period.
- HEI ensures the protection of student rights and lawful interests.

Descriptive summary and analysis of compliance with the standard component requirements

The Tbilisi State Conservatoire has provided sufficient evidence to demonstrate that it has introduced for each educational level (BA, MA & PhD) formal regulations for the assignment, suspension and termination of student status, mobility, and the award of qualifications, etc. The regulations are reflected in the documentation provided by the Conservatoire. All the above mentioned documentation is publicly available.

Based on the above mentioned procedures and interviews with staff, it is evident that the Conservatoire staff works to protect students' rights and lawful interests. This is stated in the Conservatoire's Code of Ethics, although students were unclear as to where they might find a statement of their rights and interests (some suggested this might be in the contract they sign when they enrol at the Conservatoire). In some cases the above mentioned procedures may not always be very efficient when it comes to actual implementation of the rules. For example, at the interview, some students stated that they did not have enough time to prepare and submit an application to go on exchange or to change programme within the Conservatoire because the announcement on mobility dates was made only one month prior to the deadline. However, the student mobility statute contains the information on frequency and approximate time of the mobility during a year (once for BA and MA students and twice for PhD students). Therefore, it seems that the communication between the relevant Conservatoire department and students needs to be improved so that students are aware of the sources of the information where they can and should learn about opportunities and responsibilities in advance.

Evidences/indicators

- Tbilisi State Conservatoire Regulation
- Regulation/rule of the learning process of the HEI (issued by Academic Council on July 12, 2011)
- Interview results
- Conservatoire website
- Samples of student contracts
- Code of Ethics

Recommendations:

Suggestions:

We suggest that the Conservatoire enhance communication between the institution and the wider body of students from the onset of the course to ensure that students are better informed about their rights and mechanisms for protecting their rights while studying at the Conservatoire.

Best Practices (if applicable):

Evaluation

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

5.2 Student Support Services

- HEI has student consulting services in order to plan educational process and improve academic performance
- HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development
- HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives
- HEI has mechanisms, including financial mechanisms to support low SES students

Descriptive summary and analysis of compliance with the standard component requirements

In general, the Panel formed a very positive impression of the TSC's student-centred approach to education.

Interviews with academic staff and students confirmed that the Conservatoire does not have a special consultation service for the planning of education process and the improvement of academic performance; however, such consultancy is provided at different levels by people in different positions. For example, students know that when they need help regarding their studies and academic performance, they approach the Dean and the Dean her/himself is aware that she/he is responsible for communicating problems to relevant staff in order to help students address their issues. Although there is not a separate document describing this mechanism of providing/receiving consultancy, the existing practice seems to be working as there were no complaints from student in this respect during the interviews.

Although the Conservatoire supports student consultancy services related to educational programmes and academic performance, and expresses willingness and support for the career development of students, from the interviews and the other evidence such as surveys, it seems like such consultancies and activities are not provided on a regular basis and do not always involve a broader range of stakeholders. Thus, there is no "career support service" at the Conservatoire, but the institution offers students career consultancy by providing them with information on vacancies/job opportunities based on the institution's contacts with potential employers. Different units, such as the Dean's office, International department, etc. provide such information to students on a regular basis, and Heads and members of structural units also provide students with career support, based on their experience as active professional musicians. Also, information on competitions and vacancies are published on the Conservatoire website (see <http://bit.ly/TSCcompetitions> and <http://bit.ly/TSCjobinformation>). The institution plans to set up a special career support service in the future. Since the list of potential employers is not big, the Conservatoire does not have an 'employer database' or similar; however, it provided survey results showing the feedback of stakeholders (employers, alumni).

TSC provided documents demonstrating that they undertake surveys regarding employment, educational programs, and involvement in research/performing activities. Two documents show the results of the survey regarding employment rate in 2011–2017; and one document shows the employment rate in 2017–2018. A further document presents the results of a PhD student survey; and three other documents present analyses of bachelor students regarding their educational programs. TSC also provided an analysis of surveys of students, alumni, and employers, although it seems unclear which survey reflects, for example, the employers' opinions. These surveys have mostly been conducted quite recently, demonstrating the willingness of the TSC to employ this methodology. Future authorisation processes will demonstrate whether or not the TSC has undertaken surveys on a regular basis.

The Conservatoire seems to be very active with regard to student recruitment and involvement in international mobility programmes and projects. TSC provided evidence of the progress and increased number of students who are involved in international programs; who enrol on profession-related/curricular courses; and students seem to have opportunities for extracurricular activities such as sport, various exhibitions, celebration of different events, etc..

The Conservatoire has developed a policy to support socio-economically vulnerable students. The selection criteria is based on students' social status defined officially by the State. Thus, the selection of

the SES seems to be transparent and not based on subjective decisions. Interview results also showed that SES support policy is in force.

Evidences/indicators

- Self-Evaluation report
- Interview results
- Conservatoire website
- Statistical data showing number of students involved in international mobility programs and projects
- Survey results, showing the feedback of alumni and employers regarding career opportunities and employment rate of the alumni
- Statute of support of SES.

Recommendations:

We recommend that the Conservatoire set up a regular career support service to enable students to receive help via formal mechanisms any time so that such consultancies are based not only on the good will of academic or administrative staff members, but also on formal instruments which students can access when needed. Also, it would be desirable to involve all stakeholders such as: alumni, employers, professional organisations, etc. in surveys on a regular basis to enable the updating of all necessary information. Also, we would encourage the Conservatoire to be more participatory in terms of students, e.g. by considering carefully and objectively the views of students.

Suggestions:**Best Practices (if applicable):**

The international department's performance seems to be a model of best practice. It provides students with all the necessary information and support in order to enable them to use the opportunities to study/research abroad.

Evaluation

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

6. Research, development and/or other creative work

Higher Education Institution, considering its type and specifics of field(s), works on the strengthening of its research function, ensures proper conditions to support research activities and improve the quality of research activities

6.1 Research Activities

- HEI, based on its type and specifics of its fields, carries out research/creative activities.
- Ensuring the effectiveness of doctoral research supervision
- HEI has public, transparent and fair procedures for the assessment and defence of dissertations which are relevant to the specifics of the field

Descriptive summary and analysis of compliance with the standard component requirements

The TSC makes significant efforts to carry out research and creative activities in the field of music (for example the biennial International Symposium on Traditional Polyphony Research and the Tbilisi International Musicology Conference). These efforts clearly contribute to scientific, social, and cultural development at regional, national, and international levels. The Conservatoire integrates its research results in its teaching activities through the publication of study literature (textbooks and manuals) for use by its students, e.g. textbooks in classical harmony, Georgian folk harmony and in the history of world music, by professors in the Faculty of Composition and Musicology.

Given the outputs of doctoral research at the Conservatoire, we believe that the Conservatoire provides effective supervision for its doctoral students. The Panel was unable to verify that the Conservatoire has statutes that define the functions of supervisors of PhD students/researchers and the workload of academic and scientific staff that would enable them to effectively supervise PhD works and art-creative projects.

The Conservatoire has a dissertation evaluation and defence system which is public and transparent, and described in detail in the Statute of the Dissertation Council.

Evidences/indicators

- Mission statement of the institution
- Memorandum of cooperation with economic agents and research projects implemented, ongoing, and planned in collaboration with these agents
- Implemented, current and/or planned activities for scientific-research/ creative projects;
- Relevant publications
- Workload and functions of academic and scientific staff
- Supervisor-PhD student ratio
- Student survey results
- Assessment rules and standards
- Scientific reports
- The Statute of dissertation council
- Regulations for the assessment and defence of PhD dissertations
- Interview results

Recommendations:

Suggestions:

We suggest that the Conservatoire consider how it might involve international referees in the assessment process of doctoral students' articles.

Best Practices (if applicable):

Evaluation

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

6.2. Research Support and Internationalization

- HEI has an effective system in place for supporting research, development and creative activities
- Attracting new staff and their involvement in research/arts-creative activities.
- University works on internationalization of research, development and creative activities.

Descriptive summary and analysis of compliance with the standard component requirements

Staff and students spoke about the opportunities they have and the support they are given to pursue their research and creative endeavours, through for example the provision of appropriate facilities, and funding opportunities, etc.

The Conservatoire supports doctoral students in terms of travel grants and, in some cases, fee reductions. The SER describes how the Conservatoire has funded particular PhD studies in certain priority specialisms (e.g. ecclesiastical music, ethnomusicology, music theory, music history, etc.) However, some students seemed to be unaware of the possibility of applying for support towards travel, scholarship, and other necessary resources. To this extent, it appears that the Conservatoire does not have a transparent system of funding research.

The Conservatoire does not have specialist scientific staff; however, academic staff are actively engaged in research/scientific work.

In terms of attracting new staff and the internationalization of research, Conservatoire staff spoke of the need to engage more staff with an ability to write in English, and that this will take time to establish. The Conservatoire supports research, creative-arts projects/activities with international partners, e.g. through:

- the active involvement of PhD students in ERASMUS mobility projects
- the biennial International Symposium of Traditional Polyphony and the Tbilisi International Music Conference
- participation in international research projects, e.g. the 'Koda Project' and 'Bartok Reflections'.

However, the Expert Panel found that institutional co-operation with international research/arts centres could be more intensive.

Evidences/indicators

- Public, transparent and fair procedures for research funding
- Support mechanisms for research and creative activities
- Strategy for attracting and involving young staff in scientific research/arts-creative activities of the university
- Student survey results
- Joint research/arts-creative activities with international partners
- Interview results.

Recommendations:

Suggestions:

We suggest that the Conservatoire ensure that its procedures for funding research are made public.

We suggest that the Conservatoire continue in its development of international joint programmes at MA and PhD level. However, we acknowledge that the Conservatoire faces problems in this regard, because of a lack of foreign language speaking teachers – this could be improved by developing additional activities (e.g. special language classes).

Best Practices (if applicable):

Evaluation

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

6.3. Evaluation of Research Activities

HEI has a system for evaluating and analysing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.

Descriptive summary and analysis of compliance with the standard component requirements

The Conservatoire has a clear mechanism for the quality evaluation of research-creative staff: each staff member writes a plan at the beginning of the year, and presents a report to the Chair of the Department at the end of the year, following which analysis is undertaken. However, the Conservatoire has acknowledged that the effectiveness of this approach could be improved, and the SER details the intention to make changes in the plan and report forms of scientific, creative and methodical work to make the time spent by academic staff on research/performance-creativity and their work more visible.

In the Conservatoire the work on evaluation of quality and efficiency mechanisms of academic staff scientific/creative work is carried out, indicators are in the process of development which will create the ability to evaluate efficiency of staff. Senior staff indicated a desire to review this mechanism to ensure greater effectiveness.

Evidences/indicators

- Quality evaluation mechanism for research/creative-arts activities and evaluation results;
- Reports on implemented research activities
- Interview results

Recommendations:

We recommend that the Conservatoire continue with its plans to improve the monitoring and evaluation of staff research/performance work, and the development of indicators to evaluate the effectiveness of staff in this work.

Suggestions:

Best Practices (if applicable):

Evaluation

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

7. Material, Information and Financial Resources

Material, information and financial resources of HEI ensure sustainable, stable, effective and efficient functioning of the institution, and the achievement of goals defined through strategic development plan.

7.1 Material Resources

- The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of educational programmes and research activities, and corresponds to the existing number of students and planned enrolment.
- HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.
- Health and safety of students and staff is protected within the institution.
- HEI has adapted environment for people with special needs

Descriptive summary and analysis of compliance with the standard component requirements

The TSC has resources for achieving the goals set out in its mission and to facilitate the study programmes and scientific research, and number of students. The curriculum and syllabus documents do not list the equipment, resources, and inventory needed for the learning process, however, the resources are in line with what one would expect for a conservatoire, including two concert halls, an opera studio, a refurbished and well-stocked library with access to electronic resources and listening equipment, sufficient practice and teaching rooms, and a music technology lab. However, from inspection it is clear that the quality of the Conservatoire's pianos is insufficient for high-level study: many of them are very old (some 70 years old) and they are not maintained properly. The Conservatoire would benefit from further investment in computers, projectors and scanners; however, it acknowledged that investment in its pianos is its current priority.

Good conditions for successful study and research activities have been created in all three buildings owned by the TSC (N8-10 of Griboedov street, N181 Nutsubidze street and N42 Chubinashvili street). The buildings have adequate spaces, sanitary nodes, natural and electric lighting, heating-cooling and ventilation systems. The security of the buildings is protected, as confirmed in the documentation submitted.

The fire control system is partially in order: all the buildings have appropriate equipment and evacuation plans; however, some shortcomings found in the fire prevention system are recognized by the TSC itself, currently in the process of repair and will be fully restored after a certain period at both Griboedov and Nutsubidze buildings. In the Griboedov building there is a medical cabinet that is sufficient for the needs of the Conservatoire. The Conservatoire employs an individual with appropriate qualifications who can provide primary care. However, there is no medical cabinet or medical staff at the Nutsubidze building.

The TSC has security staff, as well as video recorders and storage equipment (except for the building located in Nutsubidze N181). A relevant document also mentions the pass system as an additional security condition for students and personnel.

Unfortunately, due to the difficulties of modifying a historic building, TSC does not possess an environment suitably adapted for people with disabilities in either building.

Evidences/indicators

- Extract from the Public Registry for all buildings
- Results of the survey of academic staff
- Security of buildings
- Measurement drawings
- Inventory materials 2017
- Heating-ventilation conclusion
- Conclusion of sanitary norms
- Fire Enforcement Act
- Fire, medical, order mechanisms
- Interviews with representatives of Technical Service, Heads of Museum, Concert Halls, Musical Seminary

Recommendations:

We recommend that the Conservatoire take whatever action is possible to modify buildings so that people with disabilities can access the buildings and the performance venues as soon as possible.

We recommend the Conservatoire investigate sources of funding that will, in time, enable the purchase (or hire) of new pianos, and to facilitate the maintenance of pianos.

We recommend that the Conservatoire install video surveillance equipment in the building located at Nutsubidze Street N181

Suggestions:**Best Practices (if applicable):****Evaluation**

- ☐ Complies with requirements
- ☐ Substantially complies with requirements
- ☒ Partially complies with requirements
- ☐ Does not comply with requirements

7.2. Library Resources

Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.

Descriptive summary and analysis of compliance with the standard component requirements

The equipment, spaces, and services of the TSC library are fully in accordance with the needs of the institution and its students. The library staff are suitably qualified and able to provide information to students and staff on the resources and services offered by the library.

However, it should be noted that there is no library at Nutsubidze N181, although there is a large music technology room with numerous computers, all of which have internet access. The library at Griboedov St has computers and internet access, as well as literature necessary for the implementation of programmes.

International electronic library databases (including JSTOR and Ebrary) are available for students and academic personnel; however, access to these resources is only available from the campus buildings. The library functions six days a week. The TSC Library has a database of resources and electronic search system. Library management ensures effective use of its resources and services.

Evidences/indicators

- Document certifying the possession of the book fund
- Document confirming involvement in the International Electronic Library Foundation
- Mechanisms for development and renewal of library resources and services
- The Statute of the library
- The rules for using the library
- Document about "Meetings, consultations and other events"
- Resource Purchase Regulation Document
- Student Survey Results on the Environment, Services and Resources in the Library
- Statistics for use JSTOR
- Interviews with Heads of Library/Phonotek, Archive, Print works

Recommendations:

Suggestions:

We suggest that the Conservatoire open a library / Phonotek in the building located on Nutsubidze Street N181. Although jazz students have full access to the library at Griboedov St, it would be more convenient to have some jazz-related library resources in the Nutsubidze St building.

We suggest that the Conservatoire invest in the ability to access electronic databases from outside of the campus (e.g. from students' homes and other locations).

Best Practices (if applicable):

Evaluation

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

7.3 Information Resources

- HEI has created infrastructure for information technologies and its administration and accessibility are ensured
- Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place
- HEI ensures business continuity
- HEI has a functional web-page in Georgian and English languages.

Descriptive summary and analysis of compliance with the standard component requirements

The TSC has an information technology infrastructure, and some electronic services (e.g. email).

The development of an electronic learning management system is currently underway, and will be implemented within a short period of time according to the SER and interviews with staff.

As the Panel learned from the interviews, the TSC uses a new Accounting Program (Orisi) and has an agreement on Documents Turnover with the National Agency of Public Registry. High quality internet access is provided, as well as servicing of the computer network. Storage, exchange and common use space (STOREAGE) has been created at the Conservatoire. A service agreement has been signed with www.tkt.ge, which has led to an increase in public awareness of the creative/performance activities of the Conservatoire. All of the abovementioned confirm that the TSC information technology infrastructure is compliant with the activities of the institution.

IT management is effective and provides registration-accounting, optimal distribution, monitoring and stabilization of computer technologies and PCs at the Conservatoire's disposal. The corporation mail server is connected to the Google Gmail server, where all data is protected at a high level. Members of the Conservatoire community have corporate email addresses ending @tsc.edu.ge.

Over the past four years TSC buildings were equipped with new computers and other equipment (166 computers, 62 printers, 20 projectors, 4 copiers), that are continuously accessible to students and staff.

The TSC has an official website, available in both Georgian and English, that satisfies all the requirements of the Standard. It was noted that PhD theses are not published on the website.

Evidences/indicators

- Information Technology Policy
- Internet service contract
- Domain Names Contract
- Web site hosting and service
- Documents turnover contract
- Electronic services and management
- Training Program Contract
- TSC Web Catalogue Service
- Interviews with representatives of IT Department

Recommendations:

We recommend that the Conservatoire push ahead with its plans to develop an electronic learning management system: this system should be implemented as soon as possible.

Suggestions:

We suggest that PhD theses be published on the Conservatoire website.

Best Practices (if applicable):

Evaluation

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

7.4 Financial Resources

- Allocation of financial resources described in the budget of HEI is economically achievable
- Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans
- HEI financial resources are focused on effective implementation of core activities of the institution
- HEI budget provides funding for scientific research and library functioning and development
- HEI has an effective system of accountability, financial management and control

Descriptive summary and analysis of compliance with the standard component requirements

Funding sources and resources described in the budget of the TSC are in compliance with the activities in the 3-year action plan, and with the main activities of institution generally. Financial resources are performed on the successful implementation of the main activities of the Conservatoire and ensure the functioning and development of teaching, scientific research, and the library.

The current budget (around 4 million GEL) is just about sufficient for the Conservatoire to deliver its core business (learning, teaching, and research-creative activities, including participation in conferences, and publishing articles in international journals, etc.), although it was noted that staff salaries are low in comparison with other institutions. During the interviews, all senior staff made it clear this budget is insufficient for implementing the institution's longer-term goals. The lack of a 7-year Strategic Development Plan is noted earlier (Standard 1.2) and it would be advisable for the institution to develop such a plan, along with an outline financial plan – this could aid in the argument for greater financial resources.

The Head of Administration also functions as the Head of Finance. No concerns were expressed about the effectiveness of this dual role. There is a separate Financial Manager, whose function is to plan for future expenditure.

The TSC's system of accountability, financial management and control is satisfactory. No documentary evidence was supplied by the Conservatoire to confirm that its accounts have been audited by an eligible auditor or audit company. However, since the Conservatoire is a LEPL of the Ministry of Culture, we trust that its accounts have been suitably scrutinized. TSC provided the reports of financial statements during period 2013–2017, but these do not appear to have been published on the Conservatoire's website, and so are not publicly accessible.

Evidences/indicators

- Sources of funding
- TSC Budget
- Dynamics of planned funds according to years
- Financial Reports (2013-2017)
- TSC Budget (Dynamics of funding)
- Ratios between expenditures
- SDP
- Responsibility Redistribution
- Accounting policy
- Interviews with representatives of Financial and Economic Services

Recommendations:

We recommend that the Conservatoire publish its audited financial statements on its website, thus making them publicly accessible.

Suggestions:

We suggest that the Conservatoire develop an outline 7-year financial plan, to accompany the 7-year Strategic Development Plan (see Standard 1.2).

Best Practices (if applicable):

Evaluation

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements