NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programme

Musicology and Composition
(Bachelor's, Master's and Doctoral Educational Programmes)

LEPL - Vano Sarajishvili Tbilisi State Conservatoire

11-14 September 2023

Report Submission Date – 11/12/2023

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL - Vano Sarajishvili Tbilisi State Conservatoire
Identification Code of Institution	203850813
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Helen McVey, Royal Conservatoire of Scotland, UK
Member (Name, Surname, HEI/Organization, Country)	Tamar Dzvelaia (Batumi Arts State Teaching Conservatoire), an expert in the field.
Member (Name, Surname, HEI/Organization, Country)	David Tsintsadze (Shota Rustaveli Theatre and Film Georgia State Conservatoire) an expert in the field
Member (Name, Surname, HEI/Organization, Country)	Ia Natsvlishvili, Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Davit Tepnadze, Georgain Aviation University, Georgia

I. Information on the Cluster of Educational Programme

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6	Programme 7	Programme 8
Name of the educational Programme	Musicology	Musicology	Musicological studies	Composition	Composition	Composition	Music Technology	Music Technology
Level of higher education	BA	MA	PhD	BA	MA	PhD	BA	MA
Qualification to be awarded	Bachelor of Music in Musicology	1. Master of Music (MMus) in Musicology; 2. Master of Music (MMus) in Ethnomusicology; 3. Master of Music (MMus) in Sacred Music	PHD in Musicology	Bachelor of Music in Composition	Master of Music in Composition	Doctor of Composition	Bachelor of Music in Music Technology	Master of Music in Music Technology
Name and code of the detailed field	0215 Music and performing arts	0215 Music and performing arts	0215 Music and performing arts	0215 Music and performing arts	0215 Music and performing arts	0215 Music and performing arts	0215 Music and performing arts	0215 Music and performing arts
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]								

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[1] In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240 ECTS	120 ECTS	35 ECTS	240 ECTS	120 ECTS	35 ECTS	240 ECTS	120 ECTS
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited №299 18/11/2011	Accredited №256 26/06/2012	Accredited №301 18/11/2011	Accredited №300 18/11/2011	Accredited №258 26/06/2012	Accredited №303 18/11/2011	Accredited №708 20/11/2012	Non-accredited Authorization Council decision №63 07/09/2018

II. Accreditation Report Executive Summary

- ### General Information on the Cluster of Education Programme[2]

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

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

Grouping the given Programme in the current cluster is based on content and formal aspects. From the **content point of view**, the programmes are grouped around the area of study. In particular, in terms of the creation of the musical text (composition, music technology) and the study of the musical text from a theoretical, historical and ethnological (musicology) points of view. From a **formal point of view**, the Programmes are grouped according to the higher education levels, that is, vertically. At the same time, the Programmes are grouped horizontally, which allows for a holistic perception of the main features of educational Programme and the interdisciplinary nature between them. This is standard organization according to the specialist nature of study within a Conservatoire context and enables the exchange of knowledge and enhanced learning experiences.

The educational Programmes grouped in the cluster have been implemented in the Conservatoire since its establishment, except for the Bachelor's and Master's Programme in music technology. It should be noted that in 1932 the historical- theoretical department was established in the Conservatoire, and as a result of its division in 1937 the departments of music theory and music history were created; The Department of Composition was established in 1932. In 1946, the Cabinet of Georgian Folklore was founded, and in 1970, the Department of Georgian Folk Musical Creativity was established on its basis.

The Bachelor Programme in Musicology has been accredited since 2011; It will run until December 31, 2023, with the name - *Music Theory*. In this self-evaluation report, and moving forward, it is called "musicology". 60 ECTS credit teacher training Programme is integrated into the presented bachelor's Programme in musicology (https://eqe.ge/media/14110/konservatoria.pdf), which will give the graduate the opportunity to be employed as a teacher in general education institutions.

Until 2011, the **Master's Programme in Musicology** was carried out under the names of four independent programme: a) *Music History*, b) *Music Theory*, c) *Ethnomusicology* and d) *Church music*, and since 2011, it has been functioning under the name of Musicology, in which the mentioned four programme

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[2] When providing general information related to the Programme, it is appropriate to also present the quantitative data analysis of the educational Programme.

are presented as a single one due to their intradisciplinary nature. The master's Programme presented by this self- evaluation report has maintained its structure and provides 3 qualifications within one Programme.

Similar to level II of higher education, the doctoral Programme in **musicological studies** was carried out as four independent doctoral Programme until 2011, and since 2011 it continues to function according to an interdisciplinary model under the name of Musicological Studies. In this self- evaluation report, the name of the Programme has been clarified - Musicological Studies.

Composition programme have been implemented in the Conservatoire since 1932. Within the framework of the Bologna process, in the conditions of the higher education reform implemented since 2005, the Programme of the mentioned field have been implemented at all three levels of higher education withoutany name change. An additional Programme of Music Technology, as well as a 60-credit teacher training educational Programme are integrated into the structure of the BA Programme in Composition presented by this self- evaluation report (Decision No. 909767, 29.09.2020).

The Bachelor's Programme of Music Technology presented for Cluster Accreditation has been functioning in the Conservatoire since 2012, under the umbrella of the BA Programme in Music and Modernity, which included 3 directions – Music Technology, Music Journalism, and Music Management. Currently, the Programme presented within the framework of this self-evaluation report is focused on the direction of music technology and considers the relevant qualifications to be awarded. As for the **Master's Programme in Music Technology** of the same content, the Programme has been operating since 2017 in an authorized mode.

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

- **Overview of the Accreditation Site Visit**

Summary:
1. TSC prepared a Self-Evaluation Report (SER) in English based on the NCEQE Accreditation Standards for Cluster Programme for Higher Education Institutions.
2. The Review Panel, including an international chair, studied the SER and other documentation which was submitted in Georgian (with some documents translated into English).
3. The Review Panel conducted a site visit over three days (11-14 September 2023) and held meetings with staff, students, alumni and employers according to an agreed timetable.

In accordance with the published "Guidelines for Experts" (National Center for Educational Quality Enhancement, Georgia), this report has been authored collaboratively with oversight by the Chair. All

panel members were briefed regarding the appropriate processes, roles and responsibilities. The panel members contributed to the preparatory steps as understood – including the desk-study of the Self-Evaluation Report (SER) and annexed documents. Each panel member was assigned standards, enabling appropriate planning for the site visit. In some instances, shared responsibility was adopted.

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

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

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

The panel are most grateful for the full, transparent and detailed engagement with the process from all students and staff we interviewed. The panel underwent a buildings tour (of the core campus, performance spaces and teaching space for Music Technology) and examined online resources in consultation with staff members.

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

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

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

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

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

Contents \ Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 Musicology, BA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Musicology, MA)	Substantially complies with requirement	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3 (Musicology, PhD)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 4 (Composition, BA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 5 (Composition, MA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 6 (Composition, PhD)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 7 (Music Technology, BA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 8 (Music Technology, MA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

- **Recommendations**

General recommendations of the cluster:

- Develop benchmarks for each learning outcome based on the specific evaluation form from the relevant study courses to measure each learning outcome; conduct the comparison of results of learning outcomes evaluation with benchmarks.
- Develop Programme learning outcome map that identifies the connections of particular study course learning outcomes with Programme learning outcomes to better demonstrate alignment between course outomes and learning outcomes.
- Ensure that academic/scientific and invited staff of the Programme are familiar with the methods of analysis and evaluation of Programme learning outcomes.
- At the beginning of the year, study programme (curricula) and syllabi should be sent to students to get introduced.
- Increase the minimum threshold for participation in international conferences in the requirements of doctoral programme. Participation in three international conferences should be defined as a requirement during three academic years for the future scientist, professional who wants to be employed in the HEI, intends to continue scientific research, work on a post-doctoral project.

recommendation for BA programmes

- Bachelor Thesis Assessment should meet criteria of the Order No. 3 of the Minister of Education and Science of Georgia January 5, 2007

- **Suggestions for the Programme Development**

General suggestions of the cluster:

- Continue to seek out good practice in a range of International contexts to ensure contemporary framing of learning outcomes and how they relate to student learning and assessment.
- Consider mechanisms for monitoring the effectiveness of impact upon labour trends for future;
- Continue to seek out good practice in a range of International contexts to ensure contemporary framing of learning outcomes and how they relate to student learning and assessment.

- Use maximum two-three verbs from Bloom's updated taxonomy denoting a specific action when formulating one learning outcome of the programmes. Concrete method of mesurement of each programme learning outcome should be identified.

- It is desirable to include the Frascati Manual 2015 in the mandatory literature of the syllabus "Academic Writing and Research Methods".

- Encouraging and supporting students to seek external funding will greatly benefit both the

individuals and the programme as a whole.

- Consider ways in which you can continue to engage meaningfully with the full staff body to encourage the sharing of best practice
- There are minor technical and/or typographical or correctional errors in the documentation provided by the HEI, which can be corrected. However, it should be noted that this does not create a problem in the work process.
- At the master's/doctoral level, it is desirable that during research, all papers observe the specifics characterized to the research.
- It is desirable to give more opportunities to the staff to publish and finance scientific works - the mentioned suggestion is related only to the increase of the Conservatoire's finances.
- Conservatoire is an artistic space where it is important to preserve the handwriting of experienced artists, so we think it is desirable to allow the position of assistant professor, which will enrich the staff resource and greatly promote the "different type" of teaching culture.
- It is desirable to create independent communication spaces for students.
- It is desirable to make the spaces necessary for independent work more accessible to students. Students should have literature translated into Georgian. However, it should be said that the aforementioned has been explained as following: the process has started, but due to the lack of personnel, the mentioned translation-digitization may proceed slowly.
- Develop individual budgets for each individual Programme. This will support more effective and efficient financial planning and management of the programmes.
- The administration of the Conservatoire should develop a strategy for fundraising to ensure budget increase for the programme.
- Carry out external collegial evaluations for all programmes from foreign colleagues employed in well-known foreign higher education institutions.
- Develop detailed pre-determined forms of external collegial evaluations.
- Identify the ways in which students can feel incentivised to give quality feedback – through better sharing of how their feedback has led to change or that their views will be respected.
- Monitoring process of the programme should ensure that doctoral students anonymously evaluate the implementation of the scientific-research component and scientific supervision.
- All programmes grouped in cluster periodically to be compared with similar programme of foreign universities as well as to prepare detailed comparative analyses in order bring the programme in compliance with the modern requirements and to apply the best international practices.

suggestion according to the programme:

Programme 2,5 & 8 (Masters level study within the cluster)

- Include a description of the diploma work and evaluation criteria in the presented Master's programme.

Programme 3 (PhD Programme in Musicological Research)

- Add and fill in the field of Doctoral Research Components in the Syllabus of the doctoral Programme in Musicological Research. (for a recommendation, see the syllabus of doctoral Programme in Composition).

Programme 2 (Musicology - MA)

- At the master's level, it is desirable during research to observe the tools specific to the research.

Programme 3 (Musicological Studies PHD)

- At the doctoral level, it is desirable during research to observe the tools specific to the research.

Programme 5 (Composition MA)

- It is desirable to specify basic, even extensive literature in the syllabus **"Modern compositional techniques",** which will help the students to understand what type of literature they may have to work with.
- At the master's level, it is desirable during research to observe the tools specific to the research.

Programme 6 (Composition PHD)

- At the doctoral level, it is desirable during research to observe the tools specific to the research.

Programme 8 (Music Technology MA)

- At the master's level, it is desirable during research to observe the tools specific to the research.

Programme 1 (Musicology BA)

- Church music 1- 2 are not completed. It must be completed.
- It is desirable to provide material and creative encouragement for the staff. The relevant staff should introduce the syllabi to the student at the beginning of the teaching. It is desirable to provide material and creative encouragement for the staff.

Programme 2 (Musicology MA)

- It is desirable to add a church repertoire to the syllabus "Performance of Georgian folk song 1- 2", because the church music has an essential role in the development of the value and

forms of the song in Georgian traditional music. Thus, we think that it is necessary to increase the church music components in the mentioned syllabi. For this, the Programme may require to develop different qualities in its staff or add new staff who will be able to include church hymns in the syllabus in a reasonable proportion.

Programme 3 (Musicological Studies PhD)

- It is desirable that the HEI can hire outstanding doctoral students to the position of assistant professor, which will be a significant support for the staff and will encourage the student, at the same time avoiding the suspension of the status of doctoral students.

Programme 4 (Composition BA)

- It is recommended to specify the basic, even extensive literature in syllabus "**Composition 1- 8**", which will help the students to understand what type of literature they may have to work with and what are the characteristics of growth from semesters 1 to 8.
- It is preferable to indicate the literature along with the repertoire in syllabus "**Basic Guitar Course**".
- The syllabus "**Church music 1- 2**" is incomplete and needs to be completed.
- There are minor errors in the syllabi, which should be corrected. Georgian traditional music ensemble - it is desirable to divide the content into weeks. Studio class - it is desirable that the content of the syllabus is broken, which will make it easier for students to understand the current process in advance. Electro- acoustic portfolio - the table of hours must be completely filled in the syllabus.

Programme 5 (Composition MA)

- It is desirable to provide the staff with material encouragement.

Programme 6 (Composition PhD)

- It is desirable to provide the staff with material encouragement.

Programme 7 (Music Technology BA)

- It is desirable for students to have more practice - at least they should be able to reflect current events in the Conservatoire in their profession. It is desirable to provide the staff with material encouragement.

Programme 8 (Music Technology MA)

- It is desirable that students, together with the staff, can perform real recordings or other studio activities in the Conservatoire more intensively.

Programme 7 (Music Technology BA)

- It is desirable to pay more attention to the mentioned new Programme and to update and re-equip their technical base. Students should also be involved in various field/relevant activities of the Conservatoire.

Programme 8 (Music Technology MA)

- It is desirable to pay more attention to the mentioned new Programme and to update and re-equip their technical base. Students should also be involved in various relevant activities of the Conservatoire

- **Brief Overview of the Best Practices (if applicable)[3]**

  - Based on the self-evaluation report and the site visit, experts concur that a comprehensive approach was used in the design process. Stakeholders, including academic and scientific staff, visiting experts, students, alumni and employers, actively participated in the process and provided valuable input in refining the structure and content of the programme. The programme essentially take into account the needs of both students and the industry.

  - We recognise and commend your highly motivated staff body who have been working hard to embrace and embed student-centred quality assurance mechanisms to support the quality of your work.

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

The panel received further feedback constituting the Argumentative Position of the HEI. The expert panel duly considered the points made and made the following amendments to the previously shared draft which reflects and consolidates the effectiveness of the process.

1. The following recommendation was presented by the expert panel in subclause 1.3: *1. Develop benchmarks for each learning outcome based on the specific evaluation form from the relevant study courses to measure each learning outcome; conduct the comparison of results of learning outcomes evaluation with benchmarks.* Regarding the aforementioned recommendation, we wish to emphasize that subject benchmarks have been formulated for all programs. In accordance with the regulations governing the development of conservatory programs, it's important to note that target marks are distinct from the program description; they constitute a separate document. Therefore, only the documents listed as representative documentation for educational programs within the designated cluster were included as appendices in the self-evaluation report. Additionally, it is important to highlight that the document in question was not specifically

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[3] A practice that is exceptionally effective and that can serve as a benchmark or example for other educational Programme/programme.

requested by the experts during their visit. We would have willingly provided it, as demonstrated in a previous instance when a request was made by the **performing** cluster expert group. While we acknowledge that supplementary documentation is typically submitted during the visit period, we believe it is crucial to present the subject benchmarks as attachments at this stage. There may be room for improvement in the methodology for developing subject benchmarks, and even if that were the case, incorporating the presented recommendation as advice (refer to Appendix No. 1) would still be appropriate.

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

2. The experts articulated the following recommendation within the same subclause: *Use maximum two-three verbs from Bloom's updated taxonomy denoting a specific action when formulating one learning outcome of the programmes. Concrete method of mesurment of each programme learning outcome should be identified.* The expressed viewpoint is geared towards development and is entirely acceptable. However, we hold the belief that it aligns more with the advisory category. This is because, as per our knowledge of existing regulations, standards, and guidelines, there are no explicit recommendations or advice regarding the quantity of verbs. As an illustration, the manual outlining the standards for accrediting higher education programs provides limited guidance on formulating learning outcomes. It states the following: "To assess program learning outcomes, higher education institutions should adhere to the following formula/approaches when formulating them: post-program completion, students will be able to + action verb + articulate what they know, demonstrate their skills, and describe any emotional changes experienced.*"*

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

3. The subsequent recommendation is outlined in subclause 1.3: *Develop Programme learning outcome map that identifies the conections of particular study course learning outcomes with Programme learning outcomes.* It's important to highlight that, for every program, both a) objectives and learning outcomes, and b) curriculum maps have been formulated. The maps for the bachelor's, master's, and doctoral programs in musicology are integrated into the core documentation of the respective programs. However, in the case of the composition and music technology programs, the files are absent due to a technical error. This took place in the context of an executive cluster for NCEQE representatives in the expert group. We believe that the mentioned recommendation should be removed. (see Appendix No. 2) It's worth mentioning that, upon the experts' request for the specified document during their visit, the conservatory promptly arranged for its presentation just as it was done for the NCEQE representatives included in the performing cluster expert group. Consequently, we propose the removal of the aforementioned recommendation (refer to Appendix No. 2).

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

4. The experts provide the following recommendation within the subclause: *6. Include a description of the diploma work and evaluation criteria in the presented Master's programme.* Regarding the mentioned recommendation, we assert that universities are obligated to furnish comprehensive

information regarding any educational and research component, encompassing the development and evaluation criteria for a master's thesis, in the form of a document. However, we firmly believe that the university retains discretion in determining the format of this document. Consequently, it is suitable to categorize this recommendation as advice.

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

5. In subclause 2.4, the experts provide the following recommendation: *8. Appeal Procedure should be written down in a regulation*. It is important to highlight that the appeal procedure in the regulation of the educational process has already received approval from the Academic Council of the Conservatory on September 8, 2023 (https://tsc.edu.ge/%e1%83%93%e1%83%90%e1%83%93%e1%83%92%e1%83%94%e1%83%9c%e1%83%98%e1%83%9a%e1%83%94%e1%83%91%e1%83%90-no-57-2023-%e1%83%a1%e1%83%a1%e1%83%98%e1%83%9e-%e1%83%95%e1%83%90%e1%83%9c/). In light of the aforementioned information, we find it suitable to request the removal of this recommendation.

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

6. In the sub-section 4.3, the experts propose the following recommendation: *9. Conservatoire is an artistic space where it is important to preserve the handwriting of experienced artists, so we think it is desirable to allow the position of assistant professor, which will enrich the staff resource and greatly promote the 'different type' of teaching culture*. While this recommendation holds significance for the institution's developmental trajectory, we posit that it requires further elucidation. It is worth to note, three individuals currently occupy the position of assistant professor in alignment with the existing cluster programs, underscoring the existence of such a role. As is customary, the planning of academic staff is conducted with due consideration to the distinctive features of educational programs and, notably, the student body. Given that a total of 78 individuals with active status are enrolled across the eight programs within the cluster, we posit that the current number of assistant professors appears logical. While we concur with the overarching sentiment expressed by the experts regarding the importance of infusing young generation into the institution and fostering the academic progression of emerging talents, we contend that, given the specific circumstances and institutional features, the recommendation proffered in the present cluster should be reclassified as suggestion.

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

7. In section 5.3, the experts put forth the following recommendation (point 11): "The monitoring process of the program should ensure that doctoral students anonymously evaluate the implementation of the scientific-research component and scientific supervision." While we appreciate this recommendation, it's pertinent to note that in a conservatory setting with a limited student cohort, conducting anonymous quantitative research among students in certain programs may not yield significant insights. For instance, the musicology doctoral program comprises six doctoral students (four with suspended status), while the composition doctoral program consists of two students, both with suspended status. Given this limited cohort size, the Quality Assurance Office deemed a qualitative study in a focus group format more effective.

This decision was made considering two factors: a) In the case of open-ended questions within a quantitative questionnaire, providing justifications might inadvertently reveal the identity of doctoral students to their supervisors, compromising anonymity. b) Through a focus group employing a semi-structured questionnaire, interviewers could delve into specific issues, ensuring objectivity in addressing challenges. Considering these factors, we propose that the aforementioned recommendation be reclassified as suggestion. As the student cohort grows, relevant departments within the conservatory can certainly take this suggestion into consideration for future implementation.

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

Additionally, it would be noted that the university presented the programmes cluster for Accreditation on the 1 May, 2023, and the qualification of the programme was compliant with the Qualification framework of Georgia. However, the formulation of the qualifications has been changed in July, 2023, due to the changes in the Qualification framework of Georgia. The Vano Sarajishvili Tbilisi State Conservatoire has already clarified the issue mentioned above and sent the official letter to the Centre. The qualifications have been changed as follows:

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Programme name	Old cvalification	New cvalicication
BA programme of Musicology	Bachelor of Music in Musicology	Bachelor of Arts (BA) in Musicology
Ma programme of Musicology	Master of Music (MMus) in Musicology	Master of Arts (MA) in Musicology
	Master of Music (MMus) in Ethnomusicology	Master of Arts (MA) in Ethnomusicology
	Master of Music (MMus) in Church Music	Master of Arts (MA) in Church Music
BA programme of Composition	Bachelor of Music in Composition	Bachelor of Arts (BA) in Composition
MA programme of Musicology of Composition	Master of Music in Composition	Master of Arts (MA) in Composition
BA programme of Music Technplogy	Bachelor of Music in Music Technology	Bachelor of Arts (BA) in Music Technology
MA programme of Music Technology	Master of Music in Music Technology	Master of Arts (MA) in Music Technology

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

1. Understand and respect your unique Conservatoire context – and note how much you care about your institution, its reputation and the work of its staff and students.

2. work on internationalisation and openness to collaborating with a range of other institutions worldwide.

3. The quality of the documentation provided, and all other request for relevant information has been of the highest quality

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation[4]
2. Cluster evaluation[5]

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster

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

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

1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

A Programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the Programme. The content and consistent structure of the Programme ensure the achievement of the set goals and expected learning outcomes.

Educational programme grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

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

Cluster and individual evaluation

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

The SER communicates: "The goals of each educational Programme grouped in a cluster are formed in accordance with the standard requirements, take into account the specifics of the field of study and level, and also reflect what type of competences they aim to develop[6]". Through in-depth interviews with a range of stakeholders and through reviewing the website materials of TSC, it is possible to assess that this statement is both true and, furthermore supported by clear statements on the website relating to both society and the labour market. The programme objectives of the cluster are well articulated and make clear through connecting language that the programme is designed to develop the knowledge,

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[6] SER page 16

skills and competencies which will enhance student learning, future study and support and enable sustainable careers in their field of study.

The panel assessed the programme objectives against Article 8. The aim of an Educational Programme, Learning Outcomes and the Compatibility of the Program with Them[7]

The standard is met when:

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

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

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

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

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

The programme leaders and staff who contributed to the invterviews during the site-visit demonstrated an in-depth understanding of both local, societal considerations and the overall development of the field. This was reflected in their understanding of the needs of the labour market locally, and whilst some commentaries were present regarding the limitations of job opportunities locally, this was balanced by and understanding, ambition and benchmarking of programme objectives with international standards, supported by a well-articulated International Strategy. The inclusion of 60 credit teaching within the programmes of study was one example often cited to demonstrate the required competences to address and elevate the development of the field in all programmes within the cluster. There was a rich and in-depth understanding of the complexities of these considerations, reflected in the documents.

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[7] Order №65/N of Minister of Education and Science of Georgia, May 4, 2011

All relevant information pertaining to this accreditation standard were public and accessible.

Description and Analysis - Programme 1 (**Bachelor's Programme in Musicology**)[8]

The purpose of the BA education programme in Musicology is to provide students with general knowledge in musical disciplines from ancient to modern times, as well as to develop a thorough knowledge of music theory, music history, and national traditional music. At the same time, the aim of the BA programme in music is to ensure the development of transferable skills which are important for modern times, such as: a) the ability to justify opinions and conclusions using professional terminology in written and oral form; b) the ability to find, select and use the necessary resources adhering to academic integrity; c) the ability to communicate effectively, efficiently and ethically with different audiences; d) the ability to plan, make decisions, implement and evaluate research, journalistic- critical, cultural- educational or other types of creative and/or practical activities or projects.

It was possible for the expert panel to consider ways in which the above aims are connected to developing the field and society. It was evaluated that at this level of study (BA) that the aims are justified, appropriate and are oriented as transferable skills all required to address this aim.

Through in-depth interviews with a range of stakeholders, including staff and students, the statements regarding the aims and objectives of the programme are clearly established, realistic and achievable. They reflect a range of issues relevant to the development of the field, and it was evident through the interviews that the staff understood the relationship between their programmes, the strengthening of their field and how the labour market both informs these trends and are conseqnetly shaping the future musician, teacher, educator and potential student. It was possible to evaluate the International ambition of the programme, evidences through a range of perspectives. The projects, research and study areas are well aligned with both international benchmarks and expected levels of study.

Description and Analysis - Programme 2 (**Master's Programme in Musicology**)

The goal of the MA programme in musicology is to train a professional musicologist- researcher who, using modern research methods, will be able to analyze and critically evaluate various processes of musical art in the context of national and world music, in the direction of music history/music

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[8] Describe, analyze and evaluate the compliance of each educational Programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational Programme that is different from the common and basic characteristics of the educational programme grouped in the cluster.
Please repeat the description and analysis field according to the number of programme, for example, Programme 2 (name, cycle), Programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

theory/ethnomusicology/church music, based on the interaction of scientific and creative practice, initiate and independently implement research/creative projects.

It was verified that the programme objectives meet the published criteria.

Through in-depth interviews with a range of stakeholders, including staff and students, the statements regarding the aims and objectives of the programme are clearly established, realistic and achievable. They reflect a range of issues relevant to the development of the field, and it was evident through the interviews that the staff understood the relationship between their programmes, the strengthening of their field and how the labour market both informs these trends and are conseqnetly shaping the future musician, teacher, educator and potential student. It was possible to evaluate the International ambition of the programme, evidences through a range of perspectives. The projects, research and study areas are well aligned with both international benchmarks and expected levels of study.

Description and Analysis - Programme 3 (**Doctoral Programme in Musicological Studies**)

The objectives of the Doctoral Programme in Musicological Studies are in line with the Conservatoire's mission, strategic development plan, as well as the Culture Strategy 2025 and the Education and Science Strategy 2022- 2030, and are focused on creating new knowledge and/or developing the existing knowledge through original and modern research.

The aims of the programme are as follows:
● To train highly qualified specialists in various fields of musicology corresponding to modern standards, who will be able to conduct independent scientific activities in a specific discipline and/or interdisciplinary field;
● To educate musicologists who will be able to carry out relevant, applicable, and/or innovative research of current problems in the national musical culture in the direction of music history, music theory, ethnomusicology, church musicology, history and theory of performing arts;
● To create new knowledge based on modern methodology, taking into account the challenges in the field of musicology;
● To prepare academic personnel for higher education schools;
● To support the integration of doctoral students as researchers in the international scientific area in order to make their own contribution to the development of musicology as a field;

Through in-depth interviews with a range of stakeholders, including staff and students, the statements regarding the aims and objectives of the programme are clearly established, realistic and achievable. They reflect a range of issues relevant to the development of the field, and it was evident through the interviews that the staff understood the relationship between their programmes, the strengthening of

their field and how the labour market both informs these trends and are conseqnetly shaping the future musician, teacher, educator and potential student. It was possible to evaluate the International ambition of the programme, evidences through a range of perspectives. The projects, research and study areas are well aligned with both international benchmarks and expected levels of study.

Description and Analysis - Programme 4 (**Bachelor's Programme in Composition**)

The goal of the bachelor's programme in Composition is to produce a skilled composer capable of creating original musical repertoire in a variety of styles for orchestras, opera, bands, and other musical groups. Also, who will be able to arrange existing musical works for new compositions; be able to provide technically correct notes of the works for orchestral, ensemble, choral and solo performers following the appropriate rules, to combine separate voice/instrumental parts, which should ensure accurate performances for the performers.

Through in-depth interviews with a range of stakeholders, including staff and students, it was possible to evaluate that this programme is international in outlook, ambition and offers a range of employment options upon graduation due to the felixibilty of competences gained. The labour market both informs these trends and are logical and relevant. The projects, research and study areas are well aligned with both international benchmarks and expected levels of study.

The objectives of the programme are fully consistent with the Conservatoire's mission and strategic development plan, as well as national policy documents.

Description and Analysis - Programme 5 (**Master's Programme in Composition**)

The purpose of the MA programme in composition is to train a musician, composer with a master's academic degree. Namely, to strengthen students' experience in the direction of composition and develop the skills of artistic creativity; to deepen functional knowledge of musical language and terminology; to develop the autonomy necessary to adapt to a constantly changing environment, independent learning and professional career.

The aims of the programme reflect a range of issues relevant to the development of the field, and it was evident through the interviews that the staff understood the relationship between their programmes, the strengthening of their field and how the labour market both informs these trends and are conseqnetly shaping the future musician, teacher, educator and potential student. The projects, research and study areas are well aligned with both international benchmarks and expected levels of study.

The Master's Programme in Composition demonstrates a good understanding of the needs and trends of emerging labour markets.

Description and Analysis - Programme 6 (**Doctoral Programme in Composition**)

The goal of the PhD programme in Composition is to train a composer with the academic degree of a doctor, equipped with practical and theoretical knowledge, specializing in composition. The doctoral programme envisages the training of highly qualified academic staff for higher musical education institutions and high- class scientific- researchers who are focused on creative practice.

The purpose of the programme is to enable students to develop and/or further enhance their compositional skills; determine and/or choose their compositional directions in accordance with the requirements of the 21st century; to form their own profile and identity as composers by combining creative-scientific skills and composition.

Through in-depth interviews with a range of stakeholders, including staff and students, the statements regarding the aims and objectives of the programme are clearly established, realistic and achievable. They reflect a range of issues relevant to the development of the field, and it was evident through the interviews that the staff understood the relationship between their programmes, the strengthening of their field and how the labour market both informs these trends and are consequently shaping the future musician, teacher, educator and potential student.

Description and Analysis - Programme 7 (**Bachelor's Programme in Music Technology**)

The BA programme in Music Technology provides an interdisciplinary approach to classical teaching of music and modern technology, providing knowledge of the theoretical foundations of the field, musical aesthetics, sound analysis, processing, synthesis and flexible control strategies. Also, the programme intends to train specialists with the skills of computational modeling of musical systems, lifelong knowledge of music, and the ability to quickly adapt to changes in technology and the music industry, the so- called editing, mastering, recording skills, to acquire audio- visual basic knowledge.

The goal of the programme is to provide teaching of highly qualified graduates in the field of music technology, who will be employed in the music industry and/or continue to the next level of education, both in Georgia and abroad, in the following directions: Electroacoustic Composition, Music Production, Music Recording, Audio Engineering, Audio Design, Multimedia and Game Music Design, Hardware/Software Design, Space Sound, Film and Media Sound, Music Business, etc.

Through a range of evaluative measures, including a buildings tour, it was possible to assess the ambition against the delivery of the stated aims fo the programme. The students offered a range of

perspectives within the on-site interviews however the comments offered were largely supported by the provided documentation. The level of study (BA) is aligned with development of the field and it is evident that this programme is an important factor in the overall development of both the music industry and other arts.

Description and Analysis - Programme 8 (**Master's Programme in Music Technology**)

The master's programme presented for accreditation in 2023 is a curriculum developed together with Norwegian colleagues, and it is adapted to the needs and possibilities of the Conservatoire. The aim of the mentioned curriculum is to prepare a graduate who will be able to carry out creative projects in a highly qualified manner based on the strengthening of the necessary skills for artistic research, creative and practical work, in the field of music technology, general musical and multidisciplinary knowledge.

The objectives of the programme are resolutely aligned with industry expectations and are consist with the strategy of the Conservatoire.

Through in-depth interviews with a range of stakeholders, including staff and students, the statements reflect a range of issues relevant to the development of the field, and it was evident through the interviews that the staff understood the relationship between their programmes, the strengthening of their field and how the labour market both informs these trends and are conseqnetly shaping the future musician, teacher, educator and potential student.

Evidences/Indicators

- Educational programmes and syllabi grouped in cluster (Appendix 1);
- Labor market studies (Appendix 25);
- Conservatoire strategic development plan (Appendix 22)
- Results from the site-visit interviews, collated and analysed
- Buildings tour
- Strategic Plan

Recommendations – N/A

Suggestions - Consider mechanisms for monitoring the effectiveness of impact upon labour trends for future enhancements.

General recommendations of the cluster: - N/A

Evaluation [9]

Please, evaluate the compliance of the Programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in Musicology)	☒	☐	☐	☐
Programme 2 (Master's Programme in Musicology)	☒	☐	☐	☐
Programme 3 (Doctoral Programme in Musicological Studies)	☒	☐	☐	☐
Programme 4 Bachelor's Programme in Composition)	☒	☐	☐	☐
Programme 5 (Master's Programme in Composition)	☒	☐	☐	☐
Programme 6 (Doctoral Programme in Composition)	☒	☐	☐	☐
Programme 7 (Bachelor's Programme in Music Technology)	☒	☐	☐	☐
Programme 8 (Master's Programme in Music Technology)	☒	☐	☐	☐

1.2 Programme Learning Outcomes

➢The learning outcomes of the Programme are logically related to the Programme objectives and the specificity of the field of study.

➢ Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the Programme.

Cluster and individual evaluation

The specialist panel of experts was satisfied through further analysis that the statement within the SER was robust and implemented as stated: "The learning outcomes of the programmes presented within this self-evaluation report have been developed by the programme development working groups and

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[9] Evaluation is performed for each Programme separately.

have been established based on Bloom's taxonomy, the requirements of the National Qualifications Framework of Georgia, the subject benchmarks of music, (https://eqe.ge/en/page/parent/787/erovnuli-kvalifikatsiebis- charcho). In order to share best practices, the members of the working groups were also provided with the framework document of the learning outcomes of the first, second and third level higher education programmes developed within the framework of the Association of European Conservatoires (AEC) and the Poliphonia project (https://aec-music.eu/userfiles/ File/aec-polifonia-learning-outcomes-en.pdf)."[10] It is important to note that these frameworks are not static and that good practice in relation to interpretation and implementation of Learning Outcome design is evolving – the cluster must remain engaged with AEC and other platforms to reap the benefit.

The design of the construction of learning outcomes evidences the support of promoting student autonomy in learning, essential in the fields of study within this particulary cluster of programmes. The development of a range of skills, inculcated through the design of the learning outcomes, whilst closely mapped to appropriate regulatory standards, promotes the overall wellbeing of the learner and equips them with the necessary skills and knowledge as stated in the programme aims.

The learning outcomes are assessed to be consistent with the appropriate level of qualification and are based on the sectoral benchmarks (National Qualifications Framework). They are consistent with the relevant aspects of the field of study, labour market demands and international trends. The panel particularly recognises that the working groups were well referenced throughout the site-visit as an important mechanism for realising the ambition of relevant and well- understood learning outcomes. This working process also supported the better socialisation and implementation of sharing learning outcomes with students in a timely and appropratie way to better inform the learning community of expectations and to support students in achieving their goals.

All programmes within the cluster evidenced that the learning outcomes are consistent with the progrmame objectives, include knowledge, skills and inculcate autonomy as defined by the content. The outcomes correspond to the qualification level and are measurable and achievable.

Description and Analysis - Programme 1 (**Bachelor's Programme in Musicology)**

Through interviews with stakeholders, it was possible to verify that the learning outcomes of the programme are consistent with the requirements of the evaluation criteria – measurable, achievable and realistic; correspond to the aims of the programme; and in particular, that the development of the learning outcomes was indeed a collaborative process which was well implemented and socialised across the HEI. This was evidenced through a range of measures, including graduate information and working group minutes.

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Description and Analysis - **Programme 2 (Master's Programme in Musicology)**

Through interviews with stakeholders, it was possible to verify that the learning outcomes of the programme are consistent with the requirements of the evaluation criteria – measurable, achievable and realistic; correspond to the aims of the programme; and in particular, that the development of the learning outcomes was indeed a collaborative process which was well implemented and socialised across the HEI. Furthermore, it was determined that the Master's level was logically connected with the Bachelor's in terms of level and differentiation; and appropriate in terms of content, complexity and difficulty at the appropriate level.

Description and Analysis - Programme 3 (**Doctoral Programme in Musicological Studies**)

The stakeholders inverviewed evidenced a clear understanding of how labour market and employer demands (namely teaching opportunities at HEI level) inform the collaborative process for developing the learning outcomes. It was well evidenced throught the interviews that the teaching team provide information about the learning outcomes to students and other relevant stakeholders.

Description and Analysis - Programme 4 (**Bachelor's Programme in Composition**)

Through interviews with stakeholders, it was possible to verify that the learning outcomes of the programme are consistent with the requirements of the evaluation criteria – measurable, achievable and realistic; correspond to the aims of the programme; and in particular, that the development of the learning outcomes was indeed a collaborative process which was well implemented and socialised across the HEI.

Description and Analysis - Programme 5 (**Master's Programme in Composition**)

Through interviews with stakeholders, it was possible to verify that the learning outcomes of the programme are consistent with the requirements of the evaluation criteria – measurable, achievable and realistic; correspond to the aims of the programme; and in particular, that the development of the learning outcomes was indeed a collaborative process which was well implemented and socialised across the HEI. Furthermore, it was determined that the Master's level was logically connected with the Bachelor's in terms of level and differentiation; and appropriate in terms of content, complexity and difficulty at the appropriate level.

Description and Analysis - Programme 6 (**Doctoral Programme in Composition**)

The stakeholders inverviewed evidenced a clear understanding of how labour market and employer demands (namely teaching opportunities at HEI level) inform the collaborative process for developing the learning outcomes. It was well evidenced throught the interviews that the teaching team provide information about the learning outcomes to students and other relevant stakeholders.

Description and Analysis - Programme 7 (**Bachelor's Programme in Music Technology**)

This programme evidenced a strong emphasis on practical skills and competences and the learning outcomes designed reflect this appropriately, particularly in relation to employability and/or further study at the next level. The learning outcomes were evaluated as consistent with the level of qualification and relevant to the field. Individuals involved in the delivery of the programme had an appropriate level of knowledge reaging implementation.

Description and Analysis - Programme 8 (**Master's Programme in Music Technology**)

Through interviews with stakeholders, it was possible to verify that the learning outcomes of the programme are consistent with the requirements of the evaluation criteria – measurable, achievable and realistic; correspond to the aims of the programme; and in particular, that the development of the learning outcomes was indeed a collaborative process which was well implemented and socialised across the HEI. Furthermore, it was determined that the Master's level was logically connected with the Bachelor's in terms of level and differentiation; and appropriate in terms of content, complexity and difficulty at the appropriate level.

Evidences/Indicators

- Educational programmes and syllabi grouped in a cluster (Appendix 1);
- Curriculum maps (Appendix 1)
- Conservatoire strategic development plan (Appendix 22)
- Subject benchmarks of higher education of music and performing arts (Appendix 23)
- The rule of initiation, elaboration and development of the educational programme (Appendix 3)
- Working Group minutes
- Interview results

General recommendations of the cluster: - N/A

General suggestions of the cluster: Continue to seek out good practice in a range of International contexts to ensure contemporary framing of learning outcomes and how they relate to student learning and assessment.

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

Evaluation

Please, evaluate the compliance of the Programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Programme 1 (name, level)	☒	☐	☐	☐
Programme 2 (name, level)	☒	☐	☐	☐
Programme 3 (name, level)	☒	☐	☐	☐
Programme 4 (name, level)	☒	☐	☐	☐
Programme 5 (name, level)	☒	☐	☐	☐
Programme 6 (name, level)	☒	☐	☐	☐
Programme 7 (name, level)	☒	☐	☐	☐
Programme 8 (name, level)	☒	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

Cluster and individual evaluation

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

The Conservatoire has mechanisms to evaluate Programme learning outcomes that is defined in the regulation "*rules for the initiation, elaboration and development of the educational Programme* " approved by the Academic Council. The mechanisms for evaluating the Programme learning results include both direct and indirect methods. The methods are mostly consistent and transparent, and where inconsistencies were noted, staff were open about working to enhance the student experience.

The Programme development working group is responsible for the development and improvement of the Programme, the head/co-head of the Programme and the quality assurance department are responsible for the implementation of direct and indirect assessment of learning outcomes. Assessment systems are in place, are mostly effective and appropriate for the field of study and level of study.

The Conservatoire conducts the evaluation of the programme learning outcomes on the regular basis: monitoring of students' academic performance-final grades using the Bell-curve principle (Gaussian diagram). As an indirect assessment of learning outcome Conservatoire uses: evaluation of study courses and teaching staff -at the end of each semester; self-evaluations reports on educational/scientific/creative activities of academic staff - annually; survey of graduates and market research (determining the requirements of employers); Student Surveys/Focus Groups; Graduate

Surveys/Focus Groups; Employer Surveys/Focus Groups; Academic Staff Surveys/Focus Groups; Evaluation report on the implementation of the educational Programme and etc.

Qualitative research (focus groups and in-depth interviews) was selected considering the small mumber of students in the educational programme. On the basis of Programme learning outcome assessment results the institution made several changes in all programme to improve them further.

It should be noted that the learning outcomes assessment maps were not found in the accreditation documentation presented by the institution. During the interviews academic personal did not consistently demonstrate that they were aware of Programme learning outcome evaluation mechanisms and they see the conections of learning outcomes of their study courses with the Programme learning outcomes.

Based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit group of experts concluded that institutions has to develop benchmarks for each learning outcome for all programme presented in the cluster as well as conduct the comparison of results of learning outcomes evaluation with benchmarks. Concrete methods of measurement of each Programme learning outcome should be identified. For each Programme, Programme learning outcome maps should be developed that identifies the connections of particular study course learning outcomes with Programme learning outcomes.

It should be noted that in some cases, when formulating one learning outcome, several verbs are used, which makes it difficult to measure the achievement of the learning outcome. In addition, when formulating the learning outcomes, such general verbs as "knows", "understand","has knowledge", "can understand" and etc. are used that makes assessment and measurement of learning outcomes complicated. In order for learning outcomes to be measurable it is necessary to use maximum two-three verbs from Bloom's updated taxonomy denoting a specific action when formulating one learning outcome of the programmes.

Evidences/Indicators

- Educational programme and syllabi
- Academic Council Resolution (No. 41/2021) on the approval of the rules for the initiation, elaboration and development of the educational Programme
- Results of the surveys of personnel, students, alumni and employers
- Market research document
- Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- Self-evaluation report provided by the institution.

General recommendations of the cluster:

- Develop benchmarks for each learning outcome based on the specific evaluation form from the relevant study courses to measure each learning outcome; conduct the comparison of results of learning outcomes evaluation with benchmarks.
- Develop Programme learning outcome map that identifies the connections of particular study course learning outcomes with Programme learning outcomes to better demonstrate alignment between course outomes and learning outcomes.
- Ensure that academic/scientific and invited staff of the Programme are familiar with the methods of analysis and evaluation of Programme learning outcomes.

General suggestions of the cluster:

- Use maximum two-three verbs from Bloom's updated taxonomy denoting a specific action when formulating one learning outcome of the programmes. Concrete method of mesurement of each programme learning outcome should be identified.

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Musicology, BA)	☐	☒	☐	☐
Programme 2 (Musicology, MA)	☐	☒	☐	☐
Programme 3 (Musicology, PhD)	☐	☒	☐	☐
Programme 4 (Composition, BA)	☐	☒	☐	☐
Programme 5 (Composition, MA)	☐	☒	☐	☐
Programme 6 (Composition, PhD)	☐	☒	☐	☐
Programme 7 (Music Technology, BA)	☐	☒	☐	☐
Programme 8 (Music Technology, MA)	☐	☒	☐	☐

1.4. Structure and Content of Educational Programme

➢ The Programme is designed according to HEI's methodology for planning, designing and developing of an education Programme.

➢ The Programme structure is consistent and logical. Content and structure ensure the achievement of the Programme learning outcomes. The qualification to be awarded is corresponding to the content and learning outcomes of the Programme.

Cluster and individual assessment

Assessment and analysis of compliance with the requirements of the component of the standard of the educational programme grouped in the cluster (composition B, M, D; musicology B, M, musicological studies D; music technology B, M).

The programme included in the cluster follow the normative document of the Conservatoire, namely the "Methodology of planning, development and approval of educational programme". The given programmes are structured according to the level of study and comply with the regulations established by the legislation of Georgia, which uses the European Credit Transfer and Accumulation System (ECTS). Information is clear and publicly available to stakeholders.

The content of the programmes within the cluster are essentially designed to meet specified qualifications and achieve desired learning outcomes. Programmes are comprehensively structured, with significant emphasis on logical structure. Learning outcomes for undergraduate, graduate and doctoral programmes, with courses tailored to the level of study required. Concentrations of the major field of study are clearly embedded in the programme design of all programmes within the cluster.

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

According to the self-evaluation report, when updating the programme, the modern achievements of the field and the results of the latest research (periodic updating of the literature and research issues) were taken into account in the courses of study. The structure and content of the programmes have been improved using foreign analogues and take into account the trends in the International space. As mentioned by HEI representatives during the interviews, research on international equivalents was conducted, and several foreign institutions were referenced in the Programme description. To foster the internationalization of the Programme, the HEI has engaged in meetings with prominent European higher education institutions, as evidenced by signed memorandums and working visits of academic and guest staff (workshops, master classes, concerts, conferences, festivals, symposia) to higher music schools operating abroad.

Based on the self-evaluation report and the site visit, experts concur that a comprehensive approach was used in the design process. Stakeholders, including academic and scientific staff, visiting experts, students, alumni and employers, actively participated in the process and provided valuable input in refining the structure and content of the programme. The programme essentially take into account the needs of both students and the industry.

In designing the syllabi, there is a commitment to regularly update the textbooks used. In the educational process, depending on the specificic subject, the curriculum incorporates literature that spans from ancient musical materials to contemporary works. In several syllabi the core literature includes foreign language literature (master's degree, doctorate) along with Georgian-language publications. Lecturers and students noted at the interview that a foreign language (English) is taught at the undergraduate level, and depending on their readiness, two levels of relevant study courses are offered to students. Accordingly, the teachers and students demonstrated the high proficiency of the English language at the interviews during the visit. Thus, students are highly capable of studying foreign language literature.

At the interviews, it appeared that the majority of teachers do not provide the students with syllabi, and in many cases, the study courses do not meet the students' expectations however this view was mixed and inconclusive. The Quality Assurance Team and the Heads of the programme have clarified that for the new academic year, all syllabi are well-developed (and we, experts agree with that); and the interests of all students regardless of study courses, components, assessment and other needs will be met. As it turned out, the syllabi have not yet been uploded on the electronic portal, ini.ge nor is the student feedback field active; that's why teachers have to communicate with students via e-mail and provide them with electronic material necessary for the educational process.

Description and Analysis - Programme 1 (Bachelor's Programme in Musicology)

The study Programme is designed according to the rules established by the legislation of Georgia and in accordance with the European Credit Transfer and Accumulation System (ECTS) and provides for 8 semesters of teaching - 240 credits. Out of which 146 ECTS credits are allocated to teaching and research components with mandatory status; 14 ECTS credits are assigned to the faculty mandatory disciplines;14 ECTS credits are assigned to optional and free credits; 60 ECTS-credit minor programme in Music Teacher and/or Music Technology.

The incorporation of minor programme is a novelty in the programme. Undergraduate students have the opportunity to choose an additional Programme, which is a prerequisite for entering the profession and employment, in parallel with the mastering of the major Programme (180 credits). Such programmes include Music Teacher Training Programme and Music Technology. Also, the study courses are divided into basic and additional musical subjects of the specialty, as well as general education courses and elective courses. Students have the opportunity to use a variety of learning resources.

To select a minor programme, the student should contact the Head of the Programme for consultation, after which s/he applies to the Dean of the faculty to confirm the selected choice. The choice of an additional Programme must be made no later than the beginning of the 3rd academic year. The student should contact the academic staff of the Programme for individual counseling in the 6th and 7th semesters of studies, considering the intended issue and specificity of the bachelor's thesis (If necessary, can benefit from the consultation of more than one academic staff representing different fields). And in the eighth semester, he completes his/her Bachelor's thesis under the supervision of his/her supervisor. Apart from the workload students have during lecture hours, their independent activities in their free time, which include extended work hours, are of paramount importance; As a result, lectures schedules are designed to allow students ample time for individual work.

Prerequisites for admission to the musicology undergraduate educational Programme: a) Full General Education Certificate (Atestate); b) upon successful passing of creative tours and Unified National Exams. The objective of the Programme is to: equip students with general knowledge in musical disciplines from ancient to modern times, taking into account existing knowledge and current processes in adjacent humanitarian fields; provide students with a thorough knowledge of music theory, music history, national folk and church music and prepare a Bachelor of Musical Art in Musicology.

The teaching sequence, inter-subject connections are logically structured. The methodology originates from the rich national traditions, the HEI 's years of experience and modern challenges are added to it. The Programme has been partially amended, so as not to lose previous successful practices. The core courses incorporate 21st century musicological studies, the latest teaching materials and methodological textbooks. A very interesting and diverse range of elective courses are available to students.

The Conservatoire is working on the diversity of optional and additional courses, which will provide the student with a wide area of employment and, at the same time, will contribute to the improvement of the educational Programme.

Description and Analysis - Programme 2 (Master's Programme in **Musicology**)

Master's Programme in Musicology includes 120 ECTS credits and the following modules: Music theory, Music history, Church musicology, Ethnomusicology.

The Programme is structured as follows:

● All mandatory academic courses (40 credits);
● Module mandatory teaching courses: Modules « Music History, »Music Theory », « Church Musicology- » 60 credits out of which 30 credits is allocated to the Master's thesis; 64 credits are allocated to the module " Ethnomusicology" out of which 30 credits are assigned to the Master's Thesis;
● Elective education courses: 20 credits for modules: Music History, Music Theory, Church musicology; 16 credits -for " Ethnomusicology".

The student can choose the desired study courses both from the optional study courses provided by the Programme, as well as from the mandatory disciplines of the adjacent module or from the study courses of another master's Programme.

The goal of the programme is to prepare a professional musicologist-researcher who can analyze and critically evaluate various processes of musical art in the context of national and world music, based on the interaction of scientific and creative practice, using modern research methods in the direction of music history/music theory/ethnomusicology/church music. who can initiate and independently implement research/creative projects.

The programme takes into account the professional specialization of students, which, on the one hand, leads to the deepening of the knowledge acquired in the Bachelor's Degree, and on the other hand, to a significant increase in the share of the scientific-research and creative component in the educational process, perfecting the student's scientific research skills.

After completing the Programme, the graduate can be employed in the fields of education, culture, science, media, creative industry, public, non-governmental or private sector; can independently carry out scientific research, educational, cultural and other projects. Assessment rubrics are varied and tailored to the specifics of the subjects being studied. During the interview with the students, it was reported that it is important to introduce the syllabus to learn the content, the expectations and know the assessment of the Programme and the subjects to be studied and, accordingly, get the education they need. Students can get introduced to the Programme both on the website of the HEI and through personal communication with the Heads of the Programme and lecturers, such as telephone consultations and e-mail cooperation.

Master's research is an important component of the Programme. Having looked at the complete versions and theses of the defended Master's Theses, as well as taking into account the high qualification of the supervisors of the diploma work, we conclude that the themes of these diploma works are topical and the research is in line with the requirements of the Master's Thesis. Most of the theses can be used as a learning resource, especially when there is a dearth of books published or translated in the native language in the given field.

The main modification has been applied to academic disciplines. In the list of optional subjects, there are the following courses: Musical Forms of the Baroque era; History of Byzantine Music; History of Electro-Acoustic Music; History of Musical Theater of the 20th century; Basics of Traditional Choreographic Art, etc. As a result of studying the syllabi and interviewing the students, it was revealed that the given subjects are in complete harmony with the main study Programme and will give the student comprehensive knowledge to master the specialty.**Description and Analysis - Programme 3 (Musicological Research, Doctoral Programme)**

PhD Programme "Musicological Research" includes 35 credits of training courses.   In contrast to the current doctoral Programme accredited in 2011, the study components of which included: academic-pedagogical practice, traditional and modern methods of pedagogy, alternative special training courses and special courses for the preparation of a dissertation. The updated doctoral curriculum is focused on the development of targeted outcomes and includes the following study disciplines with minimum contact hours: a) teaching methods; b) research methods; c) management science. Doctoral student's seminars and professor's assistance are part of the training component.

A novelty in the amended Programme is removing elective courses and introducing counseling hours instead. "Practice has shown that a doctoral student with different experience faces different needs. Accordingly, more flexibility, individually tailored training topics within consultation hours and lecturers will provide a student-oriented learning and research process and will support the implementation of research activities."

The research component of the Programme includes 3 colloquiums, which means periodic monitoring and formative assessment of the student's work. Assessment of the colloquiums is conditional, provides information about the progress of the doctoral student and his/her opportunity to move to the next stage of research.

The research component, in addition to the completion and defense of the dissertation, obligatorily provides mandatory elements of internationalization, such as: Publication of at least two scientific articles in an impact factor, or peer-reviewed in an electronic or printed journal (as evidenced by a relevant international classifier or another international document), or in the relevant international scientific journal published abroad, or in the materials of an international conference published abroad (so called Proceedings), one of which is indexed in EBSCO, Scopus, Web of Science, ERIH PLUS, Index Copernicus or other scientific databases. participation in at least one international scientific conference (presenting a report in a foreign language).

Enrollment in the doctoral Programme is based on the evaluation of the research project application, article/abstract, presentation and interview; To be admitted to the Programme, it is necessary to have a master's degree or an equivalent academic degree in Musicology or a related field (with the field of study classifier 0215.1.8 - 0215.1.18. Fields of study defined by codes).

The objectives of the doctoral Programme in Musicological studies correspond to the strategy of the main educational unit of the Conservatoire, the faculty of Musicology and is focused on creating new knowledge and/or developing existing knowledge by conducting original and cutting-edge research. A student presents a short overview of the proposed research question for a doctoral thesis at the entrance examination and after the selection of the supervisor, the research question is modified according to relevance.

Description and Analysis - Programme 4 (Bachelor's Programme in **Composition**)

The undergraduate Programme Composition consists of 240 ECTS credits, out of which 105 ECTS is allocated to compulsory components, 68 ECTS credits - to theoretical music compulsory courses, 7

ECTS credits are assigned to the compulsory study disciplines of the Conservatoire, and 60 credits - for free and optional disciplines; or a student can choose or you can choose 60 ECTS credit additional Programme "Music Technology" BA or 60 ECTS credit Teacher Training Programme.

The structure of the Programme is consistent and logical, with each course defining learning material and learning outcomes progressing from simple to complex and, if necessary, determined by the relevant prerequisites.

The incorporation of minor programme is a novelty in the programme. Undergraduate students have the opportunity to choose an additional Programme, which is a prerequisite for entering the profession and employment, in parallel with the mastering of the major Programme (180 credits). Such programmes include Music Teacher Training Programme and Music Technology. Also, the study courses are divided into basic and additional musical subjects of the specialty, as well as general education courses and elective courses. Students have the opportunity to use a variety of learning resources.

After completion of the Programme, the Bachelor can be employed as a composer in musical and drama theaters, film studios, radio and television. A person holding the Bachelor's degree can be employed in creative, cultural and educational organizations.

The Programme offers students additional programme in teaching and music technology, which further expands students' employment prospects and opportunities o continue their education.

The 60-credit educational Programme of Teacher Training integrated into the Bachelor's educational Programme of Composition provides the opportunity for the graduate to be employed as a teacher in the secondary level of music education with the relevant specialty; and as a teacher of music in a secondary school.

Description and Analysis - Programme 5 (Master's Programme in Composition)

The Master's Programme in Composition consists of 120 ECTS credits, of which 70 credits is assigned to mandatory study components, 20 credits for optional subjects, and 30 credits for the master's project, which in turn includes a creative project and a thesis.

Unlike the current MA Programme Composition, which was accredited in 2012, the modified curriculum focuses more on the applied aspects, which is reflected in practice-based courses. Also, the fact that two specific research methods courses are taught within the Master's Programme should be taken into account: 1) research methodology, the purpose of which is to introduce the master's student to social research methods, and sectoral research methods and to recall the important aspects of academic writing that will be identified in the future when writing a thesis; 2) artistic research methodology, the purpose of which is to introduce the Master's student to the current and modern research method for the field - research through art. Based on the knowledge gained from the mentioned courses, the Master's student will be able to choose and then formulate the research methodology that will be the most organic for the object of his/her research.

Students, especially at the master's and doctoral levels, need to keep up with the latest advancements in their fields. Therefore, the international annual symposium, student conferences, etc., organized by the Research Center for Polyphony, are held in the Conservatoire. Students and lecturers actively cooperate and participate in international or national conferences held in similar educational institutions in Georgia, and also they closely cooperate with music higher education institutions of foreign countries.

Persons holding a Bachelor's academic degree and a higher academic musical education will be admitted to the Master's Programme in Composition. Persons who won the competition in the creative tour will be enrolled in the Programme.   .
The purpose of the Programme is to prepare a musician, composer with an academic degree, namely:
- to enhance compositional experience and develop artistic creativity skills;
- to broaden functional knowledge of musical language and terminology;
- to adapt to a constantly changing environment and learn independently and develop the autonomy necessary for a professional career.

A graduate can be employed as a composer in musical and drama theaters, film studios; work in creative and cultural-educational organizations.

Description and Analysis - Programme 6 (Doctoral Programme in Composition)

The PhD Programme in Composition includes 35 ECTS credits of training courses. In contrast to the current doctoral Programme accredited in 2011, the study components of which included: academic-pedagogical practice, traditional and modern methods of pedagogy, alternative special training courses and special courses for the preparation of a dissertation, the updated doctoral curriculum is focused on the development of targeted outcomes and includes the following study disciplines with minimum contact hours: a) teaching methods; b) research methods; c) management science. Doctoral student's seminars and professor's assistance are part of the training component.

A novelty in the amended Programme is removing elective courses and introducing counseling hours instead. "Practice has shown that a doctoral student with different experience faces different needs. Accordingly, more flexibility, individually tailored training topics within consultation hours and lecturers will provide a student-oriented learning and research process and will support the implementation of research activities."-is read in the self-evaluation report.

The research components of the Programme remain unchanged and include 3 colloquiums, the aim of which s to conduct periodic monitoring and formative evaluation of the work produced by the student. Assessment within colloquiums is conditional, provides information about the progress of the doctoral student and the opportunity to move to the next stage of research.

Students, especially at the master's and doctoral levels, need to keep up with the latest advancements in their fields. Therefore, the international annual symposium, student conferences, etc., organized by the Research Center for Polyphony, are held in the Conservatoire. Students and lecturers actively cooperate

and participate in international or national conferences held in similar educational institutions in Georgia, and also they closely cooperate with music higher education institutions of foreign countries.

In addition to the activities provided by the research component, the doctoral educational Programme includes mandatory elements of internationalization, such as: holding at least one author concert; communication and feedback/reflection with the professional community at the national and/or international level; also, the publication of at least one scientific article in a highly rated or refereed/reviewed journal; participation in at least one international scientific conference.
Individuals who hold a Master's degree or equivalent academic degree in composition or a related field are eligible to continue their study in the Programme.

Additionally, the applicant must have an interview with the sectoral committee. The interview with the sectoral committee involves the presentation of the applicant's creativity and the submission of a research application. The goal of the doctoral educational programme is to prepare a composer with a doctor's academic degree, equipped with practical and theoretical knowledge, specializing in composition. The doctoral Programme aims to train highly qualified academic staff and high-class scientific-researcher focused on creative practice for higher musical educational institutions.

The compositional and scientific-creative skills, qualification and competence obtained as a result of the Programme will give the graduate the opportunity to independently conduct creative-scientific work, nd teach lecture courses.

Description and Analysis - Programme 7 (Bachelor's Programme in **Music Technology)**

The Bachelor's Programme in Music Technology presented as part of cluster accreditation, has been in operation at the Conservatoire since 2012 under the umbrella of the BA Programme in Music and Modernity which included 3 branches - Music Technology, Music Journalism and Music Management. The Programme submitted for accreditation is focused on the music technology and takes into account the relevant qualification to be awarded.

The Bachelor's Programme in Music Technology consists of 240 ECTS credits, out of which 120 ECTS is allocated to the core subjects of the specialty, including field practice and a Bachelor's project, 56 ECTS credits is allocated to the compulsory study courses in the theory of music, 11 ECTS credits -to the compulsory study disciplines of the Conservatoire, and 43 credits is allocated to free and elective courses.

The incorporation of minor programme is a novelty in the programme. Undergraduate students have the opportunity to choose an additional Programme, which is a prerequisite for entering the profession and employment, in parallel with the mastering of the major Programme (180 credits). Such programmes include Music Teacher Training Programme and Music Technology. Also, the study courses are divided into basic and additional musical subjects of the specialty, as well as general education courses and elective courses. Students have the opportunity to use a variety of learning resources.

The Programme adopts the interdisciplinary approaches of classical music education and modern technologies, which provide students with knowledge of the theoretical foundations of the field, musical aesthetics, sound analysis, audio-processing, synthesis, and flexible strategies of control. Also, to prepare specialists with the skills of computational modeling of musical systems, lifelong cognition of music, and the ability to quickly adapt to changes in technology and the music industry.

The purpose of the Programme is to prepare highly qualified graduates in the field of music technology, who will be able to find employment in the music industry and/or continue their studies to the next level, both in Georgia and abroad, in the following areas: Electroacoustic Composition, Music Production, Music Recording, Audio Engineering, Audio Design, Multimedia and Game Music Design, Hardware/Software Design, Film and Media Dubbing, Music Business, etc.   .

Description and Analysis - Programme 8 (Master's Programme in Technology of Music)

The Master's Programme in Music Technology comprises 120 ECTS credits, out of which 77 credits are assigned to compulsory study components, 13 credits to elective disciplines, and 30 credits to a Master's project based on the principles of Artistic Research.

In contrast to the current Master's Programme in Music Technology, the modified curriculum is significantly focused on applied aspects, which is reflected in practice-based training courses, e.g. Project stage 1, 2 and 3. Also, it is important to mention the addition of artistic research methodology to the study course, the purpose of which is to introduce the Master's students to the topical and modern research method of the field - research through art. The mentioned Programme has been implemented since 2017 in an authorized mode.

Students, especially at the master's and doctoral levels, need to keep up with the latest advancements in their fields. Therefore, the international annual symposium, student conferences, etc., organized by the Research Center for Polyphony, are held in the Conservatoire. Students and lecturers actively cooperate and participate in international or national conferences held in similar educational institutions in Georgia, and also they closely cooperate with music higher education institutions of foreign countries.

It is worth noting that the content of the above-mentioned programme presented in the self-evaluation report and the qualifications awarded to them underwent a change, which corresponds to the sectoral benchmarks of music and the National Qualifications Framework and classifier of fields of study approved by the order of the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019 No. 69/N.

Evidences/Indicators

- Academic programme

- Strategic Development Plan
- Self-Evaluation Report
- Course syllabi
- Hourly workload map
- Minutes of the department meetings
- Interviews with the Head of the Programme, academic and visiting staff

General recommendations of the cluster:

- At the beginning of the year, study programme (curricula) and syllabi should be sent to students to get introduced.
- Increase the minimum threshold for participation in international conferences in the requirements of doctoral programme. Participation in three international conferences should be defined as a requirement during three academic years for the future scientist, professional who wants to be employed in the HEI, intends to continue scientific research, work on a post-doctoral project.

Recommendations and suggestion according to the programme:

Programme 2,5 & 8 (Masters level study within the cluster)

Suggestion(s): Include a description of the diploma work and evaluation criteria in the presented Master's programme.

Programme 3 (PhD Programme in Musicological Research)

Recommendation(s): -

Suggestion(s): Add and fill in the field of Doctoral Research Components in the Syllabus of the doctoral Programme in Musicological Research. (for a recommendation, see the syllabus of doctoral Programme in Composition).

Evaluation

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

Component 1.4 Structure and Content of Education Programme	Complies with the requirements.	Substantially complies with the requirements	Partially complies with requirements	Does not comply with the requirements
Programme 1 (Musicology, **Bachelor**)	☐	☒	☐	☐
Programme 2 (Musicology, **Master**)	☐	☒	☐	☐

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Programme 3 (Musicological Research, Ph.D	☐	☒	☐	☐
Programme 4 (Composition, Bachelor)	☐	☒	☐	☐
Programme 5 (Composition, Master)	☐	☒	☐	☐
Programme 6 (Composition, PhD)	☐	☒	☐	☐
Programme 7 (Music Technology, Bachelor)	☐	☒	☐	☐
Programme 8 (Music Technology, Master)	☐	☒	☐	☐

1.5 Study Course/Subject

➤ The content of the academic course/subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
➤ Study course/the content of the subject of the core specialty and its learning outcome ensure the achievement of the Programme learning outcome.
➤ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the Programme.

Cluster and individual assessment

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

The content of the teaching courses of the programme grouped in the cluster is closely related to the objectives of the programme and ensures the achievement of the learning outcomes of the programme. The mentioned information is visually demonstrated in the maps, where the importance of each training course in relation to the learning outcomes of the Programme is identified.

The distribution of credits between training courses is well provided, taking into account the uniqueness of each course and its role within the curriculum framework. The balance between contact hours and independent study hours is carefully defined in almost all courses, adapted to the level of teaching and the unique characteristics of the course itself. The distribution of contact hours, in accordance with the desired learning outcomes, accurately reflects the depth and scope of the course content. At the undergraduate level, few courses are awarded a modest 2-3 credits, limiting the time available for independent study. However, it is essential to recognize that these courses are essentially practical in nature, based on a 'learning by doing' pedagogy, and their assessments primarily assess the knowledge and experience gained by students in interactive workshops.

According to the self-evaluation report, the syllabi of the training courses are drawn up according to the rules adopted by the Conservatoire and include complete information about the status of the training course, format, objectives, results, content and evaluation, mandatory and supporting literature. The mandatory literature specified in the syllabi, which is periodically updated taking into account modern research in the field, corresponds to the learning outcomes of the course and also ensures the achievement of the learning outcomes of the Programme. The accreditation team has identified some minor, possibly technical, inaccuracies, which will be reported to you in the suggestions.

To assess learning outcomes, it is crucial for programme to have an effective and transparent assessment system, which is very well demonstrated in the syllabi. The syllabi provide specific details regarding the structure and format of the midterm and final exams (how many topics are covered; whether the exams are oral/written, etc.). Evaluation rubrics are varied and take into account the specifics of individual courses.

Department representatives noted that the staff and quality assurance team jointly reviewed the syllabi to enhance the assessment process. Assessment components, forms, methods and criteria have been tailored to each course. Consequently, a consistent and efficient evaluation process is ensured.

Most syllabi have prerequisites, clearly defined prerequisite subjects that are required for the course. Many courses mention a number of active learning strategies, such as lectures, group work, discussions and practical lessons, as part of the content of many syllabi, concrete implementation of these methods is specified, seminar activities are included. The list of lecture topics provided is expanded and detailed by hourly load, with reference to the literature pages. Much of the required reading material provided in the courses was published in the 20th century, potentially failing to cover the latest developments in the relevant field therefore constant updating of the literature is observed in each syllabus. In addition, the footnotes provide an abundance of up-to-date research articles and online resources. Experts agree on the importance of foundational and classical texts that form the basis of course material, however, syllabi need to be constantly updated with books published in the 21st century, ensuring that students are provided with the latest and most relevant insights. In addition, the curriculum should be enhanced by the research of influential foreign figures in the field, available in translation or in their original language.

It should be noted that the feedback from the on-site interviews reveals a more positive learning environment than can be seen from the syllabi alone. Supervisors use a multi-faceted teaching methodology and ensure that students are well informed about the specifics of the exam, which is accordingly integrated into the syllabus. Literature and other resources are listed on the associated syllabi for the programmes within the cluster. The credit allocations, associated hours and the approrpriateness of such were found to be adequate.

Description and Analysis - Programme 1(Bachelor's Programme in Musicology)

In the Programme of Musicology, the main direction of study is the acquisition of knowledge, which can be achieved through the compulsory educational professional-creative block known as the module in Musicology. This module combines training courses that are well-tailored to the unique characteristics of each relevant profile or specialty. The mentioned main module covers eight semesters and is an integral component of the curriculum. The module covers four different qualifications: Music history, theory, folk and church music, according to the 6th level of the educational level, the subjects are spread over several semesters to obtain in-depth knowledge in each. The Programme includes a Bachelor's thesis in the final semester, which is preceded by a study discipline in research methods. Also, students have the opportunity to have preliminary consultations with prospective supervisors, which will help to select a topic and plan preparatory work.

It should be mentioned the issue of integration of additional programmes, which is new for the mentioned Programme and presents other employment opportunities. (Music Teacher Training and Music Technology educational programme). The mentioned music teacher training Programme gives the student the opportunity after completing the bachelor's degree to get the number of credits necessary for the qualification of a general education school teacher, the relevant knowledge-skills and practical experience. After noting the appropriate entry in the certificate of completion of the given course or the diploma, which must be accompanied by a certificate of competence in the subject, the documentation will be sent by the employing school to the National Professional Development Center and the senior teacher status will be confirmed as soon as possible. A music technology course presents another area of employment to graduates who can find employment in the music industry. They will study music production, recording, audio engineering, audio design, film and media dubbing, etc.

The structure, content, purpose and outcomes of the Programme are logically linked. The number of credits is sufficient for the full acquisition of the given courses. The grading system is relevant to the courses being studied. Assessment rubrics are varied and tailored to the topics covered in each course and ultimately to the purpose of teaching the subject.

Description and Analysis - Programme 2 (Master's Programme in Musicology)

The Master's Programme in Musicology includes three qualifications to be awarded: Master of Music (MMus) in Musicology; Master of Music (MMus) in Ethnomusicology; Master of Music (MMus) in Church Music. The training courses and syllabi of the mentioned Programme in the training and research components are given with 2,3,4,5 credits, which is logical and corresponds to the workload of the students. These courses, depending on the content of the syllabus, provide in-depth knowledge within the programme. As a result of the student survey, according to the developed recommendations, the list of optional subjects and credits were distributed so that the student can choose no more than 7-8 study disciplines.

The assessment system usually includes two intermediate and final exams within 100 points. Assessment rubrics are detailed in context with the topics to be studied. The given assessment scheme allows the student to accurately determine his own knowledge level and areas for improvement. The syllabus description includes the teaching methodology and a list of potential employment opportunities. The procedure for creating, submitting, evaluating, and signing a Master's thesis is given in the relevant document, which has also been presented to the accreditation commission.

Description and Analysis - Programme 3 (Doctoral Programme in Musicological Research)

An important amendment in this doctoral Programme is to minimize the accumulation of credits (35 credits in total) and strengthen the research components. Common study courses are represented by three disciplines: მეცნიერების მენეჯმენტი / Science Managament; კვლევის მეთოდები / Research

methods; სწავლების მეთოდები / Teaching Methods. Within the framework of the new doctoral regulations, students are given the opportunity to receive a variety of consultations, both with their own supervisors, as well as with various academic and visiting staff of the Conservatoire for their research needs.

The grading rubrics for the given lecture courses, seminar, colloquium and professor's assistance are detailed in each syllabus. The regulations for defending the doctoral topic, assessment, etc. are given in the relevant document and has also been presented in the accreditation documentation.

Description and Analysis - Programme 4 (Bachelor's Programme in Composition)

The standard duration of undergraduate Programme is 4 years or 8 semesters. The curriculum is divided as follows: 240 ECTS; Compulsory subjects of the specialty - 105 ECTS credits; General musical training courses - 68 ECTS credits; Faculty disciplines - 7 ECTS credits; Elective and free credits/ additional programmes - 60 ECTS credits; Awarded qualification - Bachelor of Music (BMus) in Composition. The syllabi are equally full with practical and theoretical activities. Similar to the undergraduate Programme in Musicology, the BA in Composition similarly has additional 60-credit programmes built into it. The grading system and rubrics are detailed like in other programme. It is worth noting the joint efforts of the quality service, Programme Heads, academic and invited staff in the process of developing programme, systematizing syllabi, and creating established, clear rubrics for evaluation. The components defined by the curriculum ensure the achievement of the competencies defined by the qualification.
The inclusion of additional programme within the curriculum offers employment opportunities in various areas, similar to the undergraduate Programme in Musicology.

Description and Analysis - Programme 5 (Master's Programme in Composition)

Master's Programme in Composition which was accredited in 2012, has been significantly revised. In particular, in parallel with the traditional training courses of the specialty class, taking into account modern trends, the Programme envisages the teaching of such specific courses as: Multimedia composition, musical decoration of plays and films. Also, the Programme includes two compulsory courses in research methods, one of which is the methodology of artistic research. The second discipline studying research methods provides for the teaching of social research methods, sectoral research methods and important issues necessary for the development of a project/qualification paper. In the final semester, a Master's project is provided, one part of which is a practical creative activity (the Master's student must create a composition), and the other part is a writing component related to this creative activity.

Awarded qualification, Master of Music (MMus) in Composition / 120 ECTS.
A graduate of the Programme can pursue employment as a music arranger, composer's assistant, stage, film, theater, video game, television and radio composer, artistic director, conductor, orchestrator,

proofreader, transcriber, and other positions. Furthermmore, in state and non-governmental organizations in the field of culture.

Description and Analysis - Programme 6 (Doctoral Programme in Composition)

The enrollment procedure in the doctorate Programme in Composition, the number of credits to be acquired, the process for completing the doctoral thesis, and the conditions for defense. Basic training courses and training consultations with the selected supervisor/s and also, if necessary, consultations with the academic and visiting staff of the HEI depending on the research question, are unchanged. The evaluation system and rubrics are also identical, taking into account the specifics of the Programme. Qualification to be awarded - Doctor of Composition. The number of credits to be consumed is 35 ETSC.

The research component of the doctoral Programme in Composition involves performance/creative practice and a dissertation, the volume of which should not be less than 70 pages (A4); The doctoral educational Programme, within the framework of the completion and defense of the thesis, obligatorily provides for:
- holding at least one author concert;
- communication and feedback/reflection with the professional community at the national and/or international level;
- publication of at least one scientific article in a highly rated or refereed/reviewed journal;
- participation in at least one international scientific conference.

The compositional and scientific-creative skills, qualification and competence obtained as a result of the Programme completion will give the graduate the opportunity to independently conduct creative-scientific work, and teach lecture courses.

A dissertation is evaluated in the same or in the following semester in which the Doctoral student completes the work on it. Herewith, the dissertation is evaluated once, with a final evaluation. The Dissertation defense is held publicly at the Dissertation Commission session.

The assessment is conducted in a confidential way by the members of the commission of the PhD Defense based on the 100-point scale. For the final evaluation of the dissertation, the Dissertation Defense Committee calculates an arithmetic average of points (the sum of received points divided by the number of members of the commission).

The Chair of the Dissertation Commission informs the Doctoral student on the Commission's conclusion (evaluation) verbally. The noted decision is considered final and cannot be appealed further.

Description and Analysis - Programme 7 (Bachelor's Programme in Music Technology)

Programme qualification to be awarded: Bachelor of Music (BMus) in Music Technology. Credits in the Programme are distributed as follows: 120 ECTS -are allocated to the core subjects of the specialty, including field practice 10 ECTS and bachelor's project 10 ECTS credits; 56 ECTS - subjects supporting the specialty; 11 ECTS - mandatory faculty subjects; 43 ECTS - free and optional subjects;

(240 ECTS). The standard duration of undergraduate Programme is 4 years or 8 semesters. .
The programme adopts the interdisciplinary approaches of classical music education and modern technologies, which provide students with knowledge of the theoretical foundations of the field, musical aesthetics, sound analysis, audio-processing, synthesis, and flexible strategies of control. Also, to prepare specialists with the skills of computational modeling of musical systems, lifelong cognition of music, and the ability to quickly adapt to changes in technology and the music industry.

The aim of the programme is to prepare highly qualified graduates in the field of music technology, who will be able to be employed in the music industry and/or continue to the next level of education, both in Georgia and abroad, in the following directions: Electroacoustic Composition, Music Production, Music Recording, Audio Engineering, Audio Design, Multimedia and Game Music Design, Hardware/Software Design, Film and Media Dubbing, Music Business, etc. The structure of the Programme has been modified and the volume of practical skills development courses has been increased. The following forms of teaching are applied in the academic process: lectures and practical classes/seminars; studio-rehearsal classes, including for the implementation of creative projects (conferences, concerts, competitions, festivals); Teaching in a professional environment - small and large halls of the Conservatoire, recording studio (eg: LENO Records); TAFU TV, Patriarchal TV "Ertsulovneba", public broadcaster, electronic music clubs (eg: Bassiani). professional master classes;

Description and Analysis - Programme 8 (Master's Programme in Music Technology)

Master's Programme in Music Technology comprises a total of 120 ECTS: 77 credits are destined to compulsory training; Master project (artistic research) - 30 credits; Optional subjects - 13 credits. The Conservatoire has the necessary material-technical base for scientific-research and creative/practical work to implement the Master's Programme in Music Technology. A resource list is provided in the Programme description of Bachelor of Music Technology. One of the precondition for the Programme admission is the English language knowledge at the B2 level. Students should be able to study the language at the undergraduate level, according to the given language study syllabus. During the interview with the students, a high rate of language proficiency was demonstrated, however, it was noted that it is the result of the knowledge gained with private tuition while getting ready for the Unified Nation Exams. During interviews with students, it has become clear that the Programme of language courses at the undergraduate level needs to be refined and adapted to the content of the Programme so that students learn the textual tasks needed to process musical material, which will enable them to tackle reading and translating originals articles, papers, and textbooks effectively.

Evidences/Indicators

- Cluster programme
- Syllabi
- Self-Evaluation Report
- Maps

Evaluation

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

Component 1.5 Study Course/Subject	Complies with the requirements	Substantially complies with the requirements	Partially complies with the requirements	Does not comply with the requirements
Programme 1 (Musicology, Bachelor)	☒	☐	☐	☐
Programme 2 (Musicology, Master)	☒	☐	☐	☐
Programme 3 (Musicological Research, Ph.D	☒	☐	☐	☐
Programme 4 (Composition, Bachelor)	☒	☐	☐	☐
Programme 5 (Composition, Master)	☒	☐	☐	☐
Programme 6 (Composition, PhD)	☒	☐	☐	☐
Programme 7 (Music Technology, Bachelor)	☒	☐	☐	☐
Programme 8 (Music Technology, Master)	☒	☐	☐	☐

Compliance of the programme with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Musicology, Bachelor)	☐	☒	☐	☐
Programme 2 (Musicology, Master)	☐	☒	☐	☐
Programme 3 (Musicological Research, Ph.D	☐	☒	☐	☐
Programme 4 (Composition, Bachelor)	☐	☒	☐	☐
Programme 5 (Composition, Master)	☐	☒	☐	☐
Programme 6 (Composition, PhD)	☐	☒	☐	☐

Programme 7 (Music Technology, Bachelor)	☐	☒	☐	☐
Programme 8 (Music Technology, Master)	☐	☒	☐	☐

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

The Conservatoire has an appropriate, transparent, fair, public and accessible requirements and procedures for the admission to the Programme which ensure the engagement of individuals with relevant knowledge and skills in the Programme to achieve learning outcomes. The admission criteria of the programme grouped in the cluster are regulated by both the legislation of Georgia and by the subject benchmarks. Admission criteria are fair, public, and transparent, ensuring the engagement of individuals with relevant knowledge and skills in the Programme to achieve learning outcomes. This is especially important for practice- based programme which need to admit candidates with specific skills. Like other artistic fields, these programmes are characterized by a creative tour that precedes the Unified National and Master's Examinations. The creative tour is a mandatory requirement for international and national mobility as well. Information about the prerequisites for admission to educational programme is published on the conservatory website, information is also distributed through social networks.

Additional information is provided to applicants during open days and informational meetings. Information about the time, schedule, format, evaluation and other specifics of the creative competition is published in advance and is clear, fair and available to all interested entrants. In addition, the Conservatoire holds consultations for candidates to ensure that they are well aware of all the details before the process begins. Besides, to ensure transparency, the results of the creative competition are published on the Conservatoire's website, evidencing open and transparent information is available to the public. The entire process of the creative competition is recorded so that the entrant can appeal if he/she is not satisfied with the mark.

During the interview with the Heads of the Programme, it was discussed that the requirements for entrance exams to the Conservatoire have always been high and only the best students were accepted, since they had to take the exams in competitive conditions. These requirements are for the examinations of both the speciality and theoretical disciplines, so the eligible contingent should have equal knowledge

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in theoretical and practical disciplines. The Heads of the Programme confirmed that in the last few years, the procedure for admitting students in the direction of the theoretical exam has been simplified, which was necessary due to a) the low number of applications, which is explained by several factors. Unpromising employment, low wages, difficulty of the profession, etc. b) Abolition of music schools led to inferior education of students. A music school cannot provide a student with the knowledge that will help him/her overcome the challenges of higher music education. After the accreditation, the quality assurance office will plan activities in terms of attracting students and refine the Programme admission preconditions. It will develop appropriate LLL programme.

A citizen of Georgia has the right to enroll in the BA educational Programme if he/she holds Full General Education Certificate (Atestate) or equal document, based on the results of the Unified National Examinations; An additional requirement for entrants to the Programme is an assessment of music-auditory skills prior to the Unified National Exams.

The full description of indicator 2.1 presented in the self- evaluation report according to the programme is clear and acceptable to the expert panel. Moreover, the prerequisites for admission to the programme and subjects are presented in the syllabi.

For example,
Prerequisites for admission to the Bachelor's education Programme in Composition are: a) Full General Education Certificate (Atestate); b) successful passing of creative tours (in specialty and music theory) and Unified National Exams.   .
The goal of the Bachelor's Programme in Composition is to prepare a musician-composer with an academic degree who will be able to:

- comprehense historical musical styles and utilize compositional theories and techniques from various styles and epochs;
- create a musical piece for small and large ensembles, solo performers and orchestra, for theater, film and video industry;
- participate in further educational and professional activities in music-related fields;

For example:
Prerequisites for admission to the Master's Programme:

1. a) Bachelor's academic degree in a field of Music,
   b) Academic degree of Bachelor of Arts, Humanities or Social Sciences with additional specialization in music;
2. internal Conservatoire exam in specialty;
3. General Master's Examination;

English language proficiency at B1 level confirmed by the exam or with the relevant document.

More specifically:
Prerequisites for admission to the Master's Programme in Music Technology are:

- Bachelor's academic degree.
- English language proficiency at B2 level confirmed by interview or relevant internationally recognized certificate.
- General Master's Examinations;
- Creative tour of Conservatoire. The Creative Tour tests the specific knowledge and musical skills that are essential for entry into the Music Technology Master's Programme and without which the student will not be able to achieve the learning outcomes. The creative tour involves a) the presentation of a verbal description of the creative project, b) a portfolio of the applicant's past creative activities.

Exam conditions and assessment criteria are detailed in the admission requirements. The goal of the Master's Programme in Music Technology is to provide highly qualified graduates in the field of music technology, who will be able to find employment in the music industry and/or continue their studies at the next level, both in Georgia and abroad; More specifically, through the assimilation and mastery of creative-practical components the Programme aims to offer students the following:

highly skilled execution of a creative project within the field of music technology.

deepening of sectoral, general musical and multidisciplinary knowledge in the field of music technology; strengthening the skills necessary for artistic research, creative and practical work;

Evidences/Indicators

- o Syllabi for the cluster of programmes
- o TSC website information
- o Self-evaluation report
- o Interviews during site-visit

General recommendations of the cluster: -N/A

General suggestions of the cluster: -N/A

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

Evaluation

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

Component 2.1 Programme admission preconditions	Complies with the requirements	Substantially complies with the requirements	Partially complies with the requirements	Does not comply with the requirements
Programme 1 (title, level)	☒	☐	☐	☐
Programme 2 (title, level)	☒	☐	☐	☐

Programme 3 (title, level)	☒	☐	☐	☐
Programme 4 (title, level)	☒	☐	☐	☐
Programme 5 (title, level)	☒	☐	☐	☐
Programme 6 (title, level)	☒	☐	☐	☐
Programme 7 (title, level)	☒	☐	☐	☐
Programme 8 (title, level)	☒	☐	☐	☐

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

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

Cluster assessment

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

Scientific and creative research and the creation of a creative artistic product are an inseparable part of the learning process in music and the performing arts, and they are relevant to all areas of study. The programme ensure the development of students' practical and research skills in various ways. Compulsory modules of the main directions of the teaching programme are focused on the acquisition of the knowledge and skills necessary for the profession. Students of all three levels (i.e. Bachelor's, Master's, PhD) have the opportunity to participate in various master classes, workshops and student conferences, which are organized and planned according to the learning outcomes of the respective programme. The progress of artistic creation and research is supervised and evaluated from BA to PhD level. Scientific and creative standards and methodologies are grouped under the cluster umbrella on each curriculum. There are established methods of evaluating artistic creative products and research results.

The self-evaluation report and the related documents, as well as the information obtained during the site visit, confirm the significant level of creative production and research activity carried out by the academic staff. Teachers participate in local and international conferences and publish their papers related to course and curriculum content.

During the site interviews, the expert panel learned that articles by PhD students are published in journals with the help and support of the Conservatoire. MA and PhD students are encouraged to submit grant proposals and participate in the ERASMUS+ mobility programme, many students take advantage of these opportunities.

Within the educational process, students are directly involved in various creative productions and projects, as well as in various individual or group research projects, from the very first year. BA, MA and PhD programme include courses in academic writing. The syllabus "Academic Writing and Research Methods" offers a solid foundation for research and relevant knowledge of methodology. It

would be useful to include the Frascati Manual 2015 in the mandatory literature of the syllabus "Academic Writing and Research Methods".

The self-evaluation report and the interviews conducted during the site visit confirmed that the theoretical and practical teaching components are organized in accordance with the educational level and the defined learning outcomes of the programme. The process takes place through group and individual work, studio work, daily teaching, practical-creative classes and rehearsals. Students participate in the creation of art products and develop professional skills through both theoretical lectures and practical training.

Signed memorandums, planned workshops, master classes, seminars, concerts outside the country, in various leading musical institutions such as the Norwegian Academy of Music, Brussels Conservatory, etc. confirm the promotion of students' diverse educational process which implies mobility to the world's leading educational institutions, as well as professors' constant training, connections and accumulation of experience. The institution plans to maintain and deepen the existing links and also talks about the need to establish new contacts.

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

Evidences/Indicators

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

General recommendations of the cluster: - N/A

General suggestions of the cluster:

It is desirable to include the Frascati Manual 2015 in the mandatory literature of the syllabus "Academic Writing and Research Methods".

Recommendations and suggestions according to the programme (if any): - N/A

Evaluation

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

Component 2.2.The Development of practical, scientific/research/creative/performing and transferable skills	Complies with the requirements	Substantially complies with the requirements	Partially complies with the requirements	Does not comply with the requirements
Programme 1 (title, level)	☒	☐	☐	☐
Programme 2 (title, level)	☒	☐	☐	☐
Programme 3 (title, level)	☒	☐	☐	☐
Programme 4 (title, level)	☒	☐	☐	☐
Programme 5 (title, level)	☒	☐	☐	☐
Programme 6 (title, level)	☒	☐	☐	☐
Programme 7 (title, level)	☒	☐	☐	☐
Programme 8 (title, level)	☒	☐	☐	☐

2.3. Teaching and Learning Methods

The Programme is implemented by using student-centered teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes and ensure their achievement.

Cluster and individual evaluation

Cluster assessment

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

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

The range of teaching methods used in the programme is wide and mostly traditional. Lectures and seminars equip students with knowledge and facilitate interactive discussions, while practical work, both individual and group, promotes hands- on learning and collaboration. E- learning is mentioned among the methods as an electronic learning resource, but it would be good for the Programme to add innovative types: a) Flipped classroom method: 1) Pre- recorded video lectures. Students can watch these lectures at their own pace before coming to class and then use class time to discuss them; 2) Online discussions: The use of online discussion forums or platforms will facilitate discussions before classes. Students can share their thoughts, questions and comments on the assigned readings and video lectures; The teaching activities related to the learning methods presented in the syllabi include

problem- based learning, cooperative learning, heuristics, case studies, brainstorming, role- playing and situational games.   These activities encourage critical thinking, creativity and active engagement, making the learning process diverse.

On moving to the MA level, the priority focus of the programme shifts to the development of research, critical and analytical skills.   This focus aligns with higher education expectations and prepares students for advanced academic and creative activity. In addition, the variety of classes and components, such as coursework, graduation projects, and theoretical and creative project presentations, reveal a variety of assessment   approaches.   .
The emphasis on intensive seminar training and practice is important for doctoral students.   These methods allow them to immerse themselves in practical experience and apply theoretical knowledge to the real world. The combination of inductive and deductive teaching methods, especially in specific disciplines, offers a multifaceted approach to problem solving and research.   The use of group work among doctoral students promotes collaboration and peer- teaching, creating a supportive and encouraging environment for intellectual and creative growth.

The PhD Programme should promote international cooperation, encourage doctoral students to actively participate in international exchange programmes. The institution and students successfully manage all these. The interview revealed that two doctors continued their research within a post- doctoral Programme abroad, which was financed by the Rustaveli Foundation, namely in Leeds and Goethe universities. The Programme should actively support doctoral students to receive doctoral grants, which are available in cooperation with the above- mentioned Rustaveli Foundation or various authoritative international organizations. Encouraging and supporting students to seek external funding will greatly benefit both the individuals and the programme as a whole.

 Evidences/Indicators

- o   SER;
- o   Syllabi;
- o   Interview results;
- o   Programme materials.

General recommendations of the cluster: N/A

General suggestions of the cluster: Encouraging and supporting students to seek external funding will greatly benefit both the individuals and the programme as a whole.

Recommendations and suggestions according to the programme (if any): - N/A

Evaluation

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

Component 2.3. Teaching and Learning Methods	Complies with the requirements	Substantially complies with the requirements	Partially complies with the requirements	Does not comply with the requirements
Programme 1 (title, level)	☒	☐	☐	☐
Programme 2 (title, level)	☒	☐	☐	☐
Programme 3 (title, level)	☒	☐	☐	☐
Programme 4 (title, level)	☒	☐	☐	☐
Programme 5 (title, level)	☒	☐	☐	☐
Programme 6 (title, level)	☒	☐	☐	☐
Programme 7 (title, level)	☒	☐	☐	☐
Programme 8 (title, level)	☒	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

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

The student evaluation scheme presented in the educational programme is realistic and achievable as evidenced in the self-evaluation report (SER), Programme and syllabi and interviews at site visit. The evaluation system is based on requirements of Georgian legislation. Within the framework of each course, individual methods, forms and components of student evaluation are presented and written out in every syllabus and assessment of course objectives and learning outcomes achieved through specific and measurable criteria and rubrics.

The evaluation system, methods and forms operating within the conservatory are based on the Order No. 3 of the Minister of Education and Science of Georgia dated January 5, 2007 and provides for the following scheme:

a) five types of positive evaluation:

A.A) (A) Friadi - 91-100 evaluation points;

A.B) (B) Very good – 81-90 points of the maximum assessment;

A.C) (C) good – 71-80 points of the maximum assessment;

A. D) (D) Satisfactory - 61-70 points of the maximum assessment;

A.E) (E) Sufficient – 51-60 points of the maximum assessment.

b) two types of negative assessment:

BA) (FX) failed - 41-50 points of the maximum assessment, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

BB) (F) Failed – 40 points of the maximum assessment and less, which means that the work done by the student is not enough and he has to study the subject again.

A prerequisite for admission to the final exam is overcoming the competence threshold with intermediate assessments. Minimum competency thresholds are outlined in the course/component syllabi. A prerequisite for granting credit is to score at least 51 points out of 100 and pass the minimum competency threshold for midterm assessments and the final exam.

Bachelor and Master Thesis's are evaluation criteria are written down in "Writing and defense guidelines for bachelor's and masters' thesis". Master Thesis is evaluated with a single (final assessment) but same principle is used for bachelors' thesis. While the Order No. 3 of the Minister of Education and Science of Georgia dated January 5, 2007 indicates: Assessment of the level of student learning results in each component of the programme should include mid-term and final assessment.

At the doctoral level, the evaluation of the dissertation thesis and the final concert performance is carried out according to the following scheme:

● Excellent– (summa cum laude).

● Very good (magna cum laude) - a result that exceeds the requirements in every way.

● Good (cum laude) - a result that exceeds the set requirements

● Average (bene) - a result that meets the set requirements in every way.

● Satisfactory (rite) - the result, which, despite the shortcomings, still meets the requirements.

● Unsatisfactory (insu cient) - a result that does not meet the requirements due to significant deficiencies.

● Completely unsatisfactory (sub omni canone) - a result that does not completely meet the requirements.

In the learning component of the educational Programme, the evaluation of the level of achievement of learning outcomes by the student includes following assessment forms - Midterm (one-off or multiple) and final examination, the sum of which is the final mark (100 points).

Out of the total score (100 points), a certain share is assigned for each form and component of evaluation in the final evaluation, which is reflected in the specific syllabus and notified to the student at the beginning of the academic semester. The student can earn the credit only in case of getting positive grades.

Evaluation components: transparent evaluation components and criteria are used in the assessment of student knowledge, which ensures the awareness of the student about the achieved results, shortcomings and ways of improvement. The assessment criteria and components at the conservatory are in accordance with the norms established by the Georgian legislation and it is multi-component. Assessment forms and criteria are detailed in the syllabi of the training courses/components. As majority of interviewers said this was one of the biggest improvements after the last accreditation process. Students are receiving feedback about their progress from teaching staff on every level of their studies.

In most cases, the syllabi provided by the teachers and lecturers specify two mid-term evaluations and an exam. Students are also evaluated by activities performed during lectures and seminars. The diverse assessment rubrics presented in the syllabuses are tailored to the specifics of the subject and allow the student to demonstrate his or her abilities.

Similarly, the mid-term, formative and final exams are aligned interms of content. In the main case, the lecturers-teachers have two mid-term evaluations and an exam specified in the syllabi. Students are also evaluated by activities performed during lectures and seminars. The diverse assessment rubrics presented in the syllabi are tailored to the specifics of the subject and give students the opportunity to demonstrate their abilities. The feedback given in the process of mid-term evaluations is a prerequisite for successfully passing the exam.

During interviews students confirmed that their assessment is based on objectivity and transparency. And in case of questions or misunderstandings, they have opportunity to look through their quiz or exam papers get answers from professors/academic staff and appeal evaluation if needed. But this process is not written down in any regulation.

Evidences/Indicators

- o Self-evaluation report
- o The regulation of the educational process
- o Writing and defense guidelines for bachelor's and masters' thesis
- o The Doctoral Studies and the Dissertation Board provision
- o Programme and Syllabi
- o Interview results

If necessary, description and analysis according to the education programme

Description and Analysis - Programme 3 (Musicology, PhD) and Programme 6 (Composition, PhD)

Dissertation thesis defense is and public event and is conducted according to regulation "The Doctoral Studies and the Dissertation Board provision". Assessment criteria is written down in the same regulation, is transparent and objective.

Before the defense of thesis student has multiple consultation meetings with his/her supervisor according to plan and gets recommendations for improvement. Supervisor is responsible for a doctoral

student academic and research ethics and prepares report after checking thesis on plagiarism prevention software.

Evidences/Indicators

Recommendations and suggestions according to the programme:

Programme 1 (Musicology, Bachelor)

   Recommendation(s):
Bachelor Thesis Assessment should meet criteria of the Order No. 3 of the Minister of Education and Science of Georgia January 5, 2007

   Suggestion(s):

Programme 4 (Composition, Bachelor))

   Recommendation(s):

   Bachelor Thesis Assessment should meet criteria of Order No. 3 of the Minister of Education and Science of Georgia January 5, 2007

   Suggestion(s):

Programme 7 (Music Technology, Bachelor)

   Recommendation(s):

   Bachelor Thesis Assessment should meet criteria of Order No. 3 of the Minister of Education and Science of Georgia January 5, 2007

   Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

| Component 2.4 - Student | **Complies with** | **Substantially** | **Partially complies** | **Does not comply** |

evaluation	requirements	complies with requirements	with requirements	with requirements
Programme 1 (Musicology, BA)	☐	☒	☐	☐
Programme 2 (Musicology, MA)	☒	☐	☐	☐
Programme 3 (Musicology, PhD)	☒	☐	☐	☐
Programme 4 (Composition, BA)	☐	☒	☐	☐
Programme 5 (Composition, MA)	☒	☐	☐	☐
Programme 6 (Composition, PhD)	☒	☐	☐	☐
Programme 7 (Music Technology, BA)	☐	☒	☐	☐
Programme 8 (Music Technology, MA)	☒	☐	☐	☐

Compliance of the programme with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Musicology, BA)	☒	☐	☐	☐
Programme 2 (Musicology, MA)	☒	☐	☐	☐
Programme 3 (Musicology, PhD)	☒	☐	☐	☐
Programme 4 (Composition, BA)	☒	☐	☐	☐
Programme 5 (Composition, MA)	☒	☐	☐	☐
Programme 6 (Composition, PhD)	☒	☐	☐	☐
Programme 7 (Music Technology, BA)	☒	☐	☐	☐
Programme 8 (Music Technology, MA)	☒	☐	☐	☐

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the learning process, improvement of academic achievement, and career development from the people involved in the Programme and/or structural units of the

HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the Programme.

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

Conservatory has various students' services implemented focused on students' development and support activities. Students are involved in HEI everyday life. From self- evaluation report and site visit we have got information that student and graduate were involved in programme development and self-evaluation group members. During interview students noted that they were involved in programme evaluation process in different ways, like: evaluation of academic/ invited staff, programme structure, administration etc. Evaluation team was able to check the electronic platform (LMS) where students are getting these questionaries to assess their professors/ academic staff and once process is finished Quality Assurance Service and academic staff are getting feedback. LMS is equipped with other possibilities like booking system of auditoriums for private training. Students are registering on the classes, getting schedule for the semester, checking their study progress and using it as a communication tool with administration or teaching staff.

To help with integration process at the HEI at the beginning of their student life at Conservatory students have orientation meeting where they are getting acquaint with Conservatoire regulations and programme. For easy communication every student has his/her personal corporate e-mail on Gmail, where they are receiving information about different events related with learning process and extracurricular activities.

Beside the academic processes students have opportunity to participate in different projects, sport activities, excursions.

Students have opportunity to participate in different exchange programmes with partner HEIs not only within the Erasmus+ exchange programme but based on the agreements between Conservatory and other HEI. Exchange programmes considers learning or/and research component. Our group had opportunity to interview students and graduates who were learning abroad within the exchange programmes.

If necessary, description and analysis according to the education programme

Description and Analysis - Programme 1 (Name and Level)

Evidences/Indicators

- Self-evaluation report;

- Learning Management System;

- Memorandums;

- Interview results;

Evaluation

Please, evaluate the compliance of the programme with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	☒	☐	☐	☐
Programme 2 (name, level)	☒	☐	☐	☐
Programme 3 (name, level)	☒	☐	☐	☐
Programme 4 (name, level)	☒	☐	☐	☐
Programme 5 (name, level)	☒	☐	☐	☐
Programme 6 (name, level)	☒	☐	☐	☐
Programme 7 (name, level)	☒	☐	☐	☐
Programme 8 (name, level)	☒	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

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

Description and Analysis - Programme 2 (Musicology, MA), Programme 3 (Musicology, PhD), Programme 5 (Composition, MA), Programme 6 (Composition, PhD) and Programme 8 (Music Technology, MA)

The Conservatoire has developed Regulations on the Preparation and Defense of the Master's and Doctoral Thesis, regulations that regulates all the details of the preparation and defense of the theses. The rules also describes functions and duties of the thesis supervisor. Each postgraduate and doctoral student is assigned qualified supervisor who has scientific-research experience relevant to the research topic. During working process student are allowed to change supervisor, appoint co-supervisor, get consultations from supervisor and academic staff. Consultation hours are written down in relevant regulations. During this process students are advised about research topic, methodology, requirements and specifics of writing a thesis and presentation preparation.

The supervisor of the master's and doctoral thesis (co-supervisor, if necessary) can be an academic staff member of the Conservatory - a professor or an associate professor from program academic staff, as well as from other faculty. The thesis supervisor can also be a guest lecturer from another university or other institution with relevant competence and expertise.

Data related to the supervision of master's/doctoral students Programme 2 (Musicology, MA) Programme 3 (Musicology, PhD)	
Number of master's/doctoral theses supervisors	17
//Number of doctoral thesis supervisors	14
Number of master's students	4
//Number of doctoral students	2
Ratio - supervisors of master's theses/master's students	17/4
Ratio - supervisors of doctoral theses/doctoral students	14/2

Data related to the supervision of master's/doctoral students Programme 5 (Composition, MA), Programme 6 (Composition, PhD)	
Number of master's/doctoral theses supervisors	11
//Number of doctoral thesis supervisors	9
Number of master's students	3
//Number of doctoral students	0
Ratio - supervisors of master's theses/master's students	11/3
Ratio - supervisors of doctoral theses/doctoral students	-

Data related to the supervision of master's/doctoral students Programme 8 (Music Technology, MA)	
Number of master's/doctoral theses supervisors	3
//Number of doctoral thesis supervisors	-
Number of master's students	0
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	-
Ratio - supervisors of doctoral theses/doctoral students	-

Evidences/Indicators

- o   Self-evaluation report
- o   Interview results
- o   Regulations on the Preparation and Defense of the Master's and Doctoral Thesis

General recommendations of the cluster: - N/A

General suggestions of the cluster: - N/A

Recommendations and suggestions according to the programmes:

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 2 (Musicology, MA)	☒	☐	☐	☐
Programme 3 (Musicology, PhD)	☒	☐	☐	☐
Programme 5 (Composition, MA)	☒	☐	☐	☐
Programme 6 (Composition, PhD)	☒	☐	☐	☐
Programme 8 (Music Technology, MA)	☒	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Musicology, BA)	☒	☐	☐	☐
Programme 2 (Musicology, MA)	☒	☐	☐	☐
Programme 3 (Musicology, PhD)	☒	☐	☐	☐
Programme 4 (Composition, BA)	☒	☐	☐	☐
Programme 5 (Composition, MA)	☒	☐	☐	☐
Programme 6 (Composition, PhD)	☒	☐	☐	☐
Programme 7 (Music Technology, BA)	☒	☐	☐	☐
Programme 8 (Music Technology, MA)	☒	☐	☐	☐

4. Providing Teaching Resources

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

4.1 Human Resources

➢ Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the Programme learning outcomes.

➢ The number and workload of Programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure Programme sustainability.

➢ The Head of the Programme possesses necessary knowledge and experience required for Programme elaboration, and also the appropriate competences in the field of study of the Programme. He/she is personally involved in Programme implementation.

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

Cluster and individual evaluation

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

The SER documentation states "*Educational programme grouped in a cluster are implemented by competent, experienced academic staff with suitable qualifications who themselves possess the necessary competencies to produce relevant learning outcomes*[11]". During the site visit, the panel of experts sought to verify this statement through engaging in a range of lines of enquiry and were satisfied that the persons teaching on the programme demonstrated their competences. This was verified through reviewing a selection of staff qualifications. This was further exemplified in Annex 5.

The number and workload of staff to ensure the sustainale running of the Programme was disclosed through a range of qualitative indicators including the disclosure of the methodology for determining the number of academic/invited staff.

Through a range of interviews with selected students on all programmes of study within the cluster, the panel of experts noted that the student body were of the opinion that human resource was well organised to best support the teaching requirements of the courses of study, including support and administrative staff. It was clear that the skill level across all the staff community was appropriate and supportive of the corporate aims of the organisation.

Examples of good practice include the highly proactive and supportive Department of International Relations, who, within the framework of the Erasmus+ project ensure the smooth international cooperation across a range of study areas. The Learning Process Management Department also offers support and this is enhanced byu the e-booking system to facilitate the delivery of student services.

The academic staff of educational programmes is actively involved in various working groups of the Conservatoire and in the decision-making process (Faculty Council, Academic Council, Dissertation Council, etc.). In addition, the mentioned staff participates in various sectoral boards created by the sub-departmental institutions of the Ministry of Culture, Sports and Youth of Georgia and the Ministry of Education and Sciences of Georgia and engages in expert activities.

Description and Analysis - Programme 1 (Name and Level)

Programme 1(Musicology,BA))[12]

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[11] SER page 76

[12] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.

Number of the staff involved in the Programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[13]	Including the staff holding PhD degree in the sectoral direction[14]	Among them, the affiliated academic staff
Total number of academic staff	34			
- Professor	6			5
- Associate Professor	9			7
- Assistant-Professor	1			1
- Assistant	0			0
Invited Staff	18			–
Scientific Staff	0	0	0	–

The staffing allocations for the programme are assessed as appropriate in terms of qualifications, motivation and expertise. This is further supported by the volume of publications and presentations. In particular, the volume of presentations at International Conferences is impressive – 142 over the last five years. Within the context of a small student cohort of 7, this suggests competent and active staff are engaged in the delivery of the programme. The quantative indicators reviewed support this.

There is no staff turnover, workload planning was verified and staff confirmed that the workloads for staff enabled the implementation of the programme as planned. The Head of Programme is personally inovled in programme development including assessment and a rang eof other learning and teaching activities.

Description and Analysis - Programme 2 (Name and Level)

Programme 2 (Musicology, MA)[15]				
Number of the staff involved in the Programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[16]	Including the staff holding PhD degree in the sectoral direction[17]	Among them, the affiliated academic staff
Total number of academic staff	24			9
- Professor	4			3
- Associate Professor	10			6

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[13] Staff implementing the relevant components of the main field of study

[14] Staff with relevant doctoral degrees implementing the components of the main field of study

[15] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.

[16] Staff implementing the relevant components of the main field of study

[17] Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant-Professor	0			0
- Assistant	0			0
Invited Staff	10			_
Scientific Staff	0			_

From the data provided, it was noted that there are 14 Supervisors for Master's thesis, supported by active staff/student ratios. It was noted that one ratio of 3.43 of the academic/scientific/invited staff to the number of students seemed high however this is relative to a small, specialist cohort of 7 students within a Conservatoire context. The statistics show a healthy workforce, appropriately skilled and motivated to support student learning.

There is no staff turnover, workload planning was verified and staff confirmed that the workloads for staff enabled the implementation of the programme as planned. The Head of Programme is personally involved in programme development including assessment and a range of other learning and teaching activities.

Description and Analysis - Programme 3 (Name and Level)

Programme 3 (Musicology , PhD[18]				
Number of the staff involved in the Programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[19]	Including the staff holding PhD degree in the sectoral direction[20]	Among them, the affiliated academic staff
Total number of academic staff	13			6
- Professor	4			3
- Associate Professor	8			3
- Assistant-Professor	0			0
- Assistant	0			0
Invited Staff	1			_
Scientific Staff	0			_

Given the small and specialist nature of this programme of study, the ratio of the number of affiliate academic staff to the number of students currently enrolled on the programme is 1.00. The academic staff turnover rate is 0 (5 year period) however there was 1 new invited staff member which is appropriate to the scale of the study

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[18] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.
[19] Staff implementing the relevant components of the main field of study
[20] Staff with relevant doctoral degrees implementing the components of the main field of study

programme. During the stite-visit, we were able to ascertain that the staff on the programme were qualified, motivated and active in their output. It was noted that 293 scientific/research outputs across the last five years were logged; and that the breakdown of these outputs included 64 publications in international journals.

The Head of Programme is engaged with programme assessment and delivery and is qualified in the appropriate field of specialism. The balance between affiliated academic staff and invited staff is appropriate to ensure the sustainability of the programme; again notig the context of a small cohort of students.

Description and Analysis - Programme 4 (Name and Level)

Programme 4 (Composition, BA)[21]

Number of the staff involved in the Programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[22]	Including the staff holding PhD degree in the sectoral direction[23]	Among them, the affiliated academic staff
Total number of academic staff	**55**			**12**
- Professor	6			5
- Associate Professor	12			6
- Assistant-Professor	2			1
- Assistant	0			0
Invited Staff	35			_
Scientific Staff	0			_

The ratio of staff to students in some areas seems high however this is due to the specialism of composition and how this is appropriate to seek a range of pedagogies and approaches. The invited staff number of 35 is in line with sectoral norms in European Conservatoire settings. Again, we note no staff turnover however there is an overall increase in new academic and new invited staff to complement the human resource on the programme.

104 presentations were made at international conferences (5-year period) which is a strong indicator of a vibrant and active workforce. During the stie-visit, workload planning approaches were verified and staff confirmed that the workloads for staff enabled the implementation of the programme as planned. The Head of Programme is personally involved in programme development including assessment and a range of other learning and teaching activities.

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[21] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.
[22] Staff implementing the relevant components of the main field of study
[23] Staff with relevant doctoral degrees implementing the components of the main field of study

Description and Analysis – Programme 5 (Name and Level)

Programme 5 (Composition, MA)[24]				
Number of the staff involved in the Programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[25]	Including the staff holding PhD degree in the sectoral direction[26]	Among them, the affiliated academic staff
Total number of academic staff	24			7
- Professor	4			3
- Associate Professor	8			4
- Assistant-Professor	1			0
- Assistant	0			0
Invited Staff	11			–
Scientific Staff	0			–

The ratio of staff to students in some areas seems high however this is due to the specialism of composition and how this is appropriate to seek a range of pedagogies and approaches. The invited staff number of 35 is in line with sectoral norms in European Conservatoire settings. Again, we note no staff turnover however there is an overall increase in new academic and new invited staff to complement the human resource on the programme.

104 presentations were made at international conferences (5-year period) which is a strong indicator of a vibrant and active workforce. During the stie-visit, workload planning approaches were verified and staff confirmed that the workloads for staff enabled the implementation of the programme as planned. The Head of Programme is personally involved in programme development including assessment and a range of other learning and teaching activities.

Description and Analysis – Programme 6 (Name and Level)

Programme 6 (Composition, PhD))[27]

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[24] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.
[25] Staff implementing the relevant components of the main field of study
[26] Staff with relevant doctoral degrees implementing the components of the main field of study
[27] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.

Number of the staff involved in the Programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[28]	Including the staff holding PhD degree in the sectoral direction[29]	Among them, the affiliated academic staff
Total number of academic staff	**8**			**6**
- Professor	3			3
- Associate Professor	5			3
- Assistant-Professor	0			0
- Assistant	0			0
Invited Staff	1			–
Scientific Staff	0			–

It was noted that there are 8 supervisors available for the 2 PhD students, 0% staff turnover and an impressive research profile/output across the human resource. During the site-visit, workload planning approaches were verified and staff confirmed that the workloads for staff enabled the implementation of the programme as planned. The Head of Programme is personally involved in programme development including assessment and a range of other learning and teaching activities.

The programme is small and highly specialist – the panel noted that this ws however a viable and sustainable programme of study given the quality of the staff in terms of their qualifications and competencies.

Description and Analysis - Programme 7 (Name and Level)

Programme 7 (Music Technology, BA)[30]				
Number of the staff involved in the Programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[31]	Including the staff holding PhD degree in the sectoral direction[32]	Among them, the affiliated academic staff
Total number of academic staff	9			5
- Professor	2			2

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[28] Staff implementing the relevant components of the main field of study
[29] Staff with relevant doctoral degrees implementing the components of the main field of study
[30] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.
[31] Staff implementing the relevant components of the main field of study
[32] Staff with relevant doctoral degrees implementing the components of the main field of study

- Associate Professor	6			3
- Assistant-Professor	1			0
- Assistant	0			0
Invited Staff	23			–
Scientific Staff	0			–

This programme is appropriately supported within it's own pedagogic context. Whilst the ratio numbers stated within the statistical information provided is much lower, this is due to the nature of how teaching is delivered given the suject specialism and larger cohort numbers (82 students). There was one instance of an invited staff member who left (5-year period) however this was more than matched by 3 new invited staff members joining.

During the site-visit, workload planning approaches were verified and staff confirmed that the workloads for staff enabled the implementation of the programme as planned. The Head of Programme is personally involved in programme development including assessment and a range of other learning and teaching activities. The programme was evaluated to be sustainable with regard to human resource and expertise.

Description and Analysis - Programme 8 (Name and Level)

Programme 8 (Music Technology, MA)[33]				
Number of the staff involved in the Programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[34]	Including the staff holding PhD degree in the sectoral direction[35]	Among them, the affiliated academic staff
Total number of academic staff	**2**			1
- Professor	0			0
- Associate Professor	2			1
- Assistant-Professor	0			0
- Assistant	0			0
Invited Staff	7			–
Scientific Staff	0			–

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[33] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.
[34] Staff implementing the relevant components of the main field of study
[35] Staff with relevant doctoral degrees implementing the components of the main field of study

Given that there is only 1 student currently enrolled on the programme of study, this was evaluated to be sufficient and appropriately staffed given the shared expertise and sequential learning from BA level.

The Head of Programme is personally involved in programme development including assessment and a range of other learning and teaching activities. The programme was evaluated to be sustainable with regard to human resource and expertise.

Evidences/Indicators

- Personal files of the academic/scientific staff (Annex 5);
- Methodology of determining the number of academic, scientific, and invited staff (Appendix 31);
- The number of academic/invited stuff in relation to the number of students enrolled in the programme (quantitative indicator of the same self-assessment (Annex 1);
- The proportion of academic staff in relation to the invited stuff (quantitative indicator of the same self-assessment (Appendix 1);
- The list of the academic staff implementing the programme according to subjects (Annex 3);
- Rule of Affiliation (Annex 32)
- University Statute (Annex 33)
- Workload rule of the academic and invited staff (Annex 12);
- Workbook statistics

General recommendations of the cluster: - N/A

General suggestions of the cluster: Consider ways in which you can continue to engage meaningfully with the full staff body to encourage the sharing of best practice

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	☒	☐	☐	☐
Programme 2 (name, level)	☒	☐	☐	☐
Programme 3 (name, level)	☒	☐	☐	☐

Programme 4 (name, level)	☒	☐	☐	☐
Programme 5 (name, level)	☒	☐	☐	☐
Programme 6 (name, level)	☒	☐	☐	☐
Programme 7 (name, level)	☒	☐	☐	☐
Programme 8 (name, level)	☒	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

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

The students of the educational programme grouped in the cluster are supervised by highly qualified specialists, the academic staff of the relevant Programme. These employees lead an active scientific life, which implies their participation in various research activities, preparation of scientific articles both in and outside the country, and the Conservatoire also holds its own international conferences-symposia. The qualification of the staff involved in the implementation of the Programme is in full compliance with the needs of the supervision of the master's and doctoral students. The cluster has future interests and aspirations for development, which is clearly reflected in the changes made in the educational system as well as in the administrative/staff and technical part.

Since the programme grouped in the cluster includes research activities created by the combination of the past, present and future, the programme reflect both classical and contemporary approaches. It should be noted that the Programme places an important emphasis on the involvement of young personnel in the Programme, which is a prerequisite for the development and sustainability of the Programme in the future.

Description and Analysis – Programme 2 (Musicology - MA)

The Programme has 4 supervisors/co- supervisors, the students of the Programme have the opportunity to pursue their interests in three different qualifications, depending on their choice. These programme are: Master of Music (MMus) in Musicology, Master of Music (MMus) in Ethnomusicology and Master of Music (MMus) in Church Music;

The Programme has a prerequisite for admission, which is defined in the relevant document and is adequate to the Programme. The language of instruction is Georgian. Existing goals and outcomes are logical. The learning

methods of the Programme are relevant. The evaluation system of the Programme is reasonable and transparent. The Programme responds to the relevant requirements and the market, which is confirmed by the documentation about research submitted by the HEI. Students are given the opportunity to participate in various exchange programmes. To implement the Programme, the Conservatoire has technical, infrastructural and human resources.

Programme 2 (Musicology – MA)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[36]	Including, the affiliated academic staff
Total number of supervisors of Master's theses	14	14	9
- Professor	4	4	4
- Associate Professor	10	10	10
- Assistant-Professor	0	0	0
Invited Staff	10	10	_
Scientific Staff	14	-	_

Description and Analysis - Programme 3 (Musicological studies PHD)

The duration of the Programme is 3 years (if necessary, the student can study no more than 2 years additionally (4 semesters). The volume of the educational component of the Programme is 35 credits. The language of instruction is Georgian. The prerequisite for admission is reasonable and logical. The Programme is necessary and important for the development of musicology in the country and it responds to the common values and interests of the Conservatoire. The learning system, objectives and outcomes are described transparently and clearly. The research topics of the Programme belong to the directions of music history, theory, ethnomusicology, church musicology, history and theory of performing arts. The institution has the appropriate technical and material base to ensure the interests of students and staff.

Programme 3 (Musicological studies PHD)[37]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[38]	Among them, the affiliated academic staff
Number of supervisors of Doctoral theses	12	12	12
- Professor	4	12	3
- Associate Professor	8	8	3

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[36] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational Programme.

[37] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.

[38] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational Programme.

- Assistant-Professor	0	0	
Invited Staff	1	-	_
Scientific Staff	12	12	_

Description and Analysis - Programme 5 (Composition MA)

The Programme is headed by competent and appropriately qualified staff. The language of instruction is Georgian. Only students of music studies with a bachelor's degree can be admitted to the Programme, and only after passing an internal creative tour. The goal of the Programme is to bring up composers. The presented goals and outcomes are logical. The educational principles and core values, structure and visions of the Programme are sensibly and transparently presented. An educational space such as the Conservatoire is particularly important for the Programme, as students are given the opportunity to perform their work in real life. The Conservatoire has appropriate infrastructure, technical and material base and appropriate personnel for its students and staff.

Programme 5 (Composition MA)[39]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[40]	Among them, the affiliated academic staff
Total number of supervisors of Master's theses	13	13	3
- Professor	4	13	3
- Associate Professor	8	13	4
- Assistant-Professor	1	1	-
Invited Staff	11	-	_
Scientific Staff	13	13	_

Programme 6 (Composition PHD)[41]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[42]	Among them, the affiliated academic staff
Total number of supervisors of Master's theses	8	8	6
- Professor	3	3	3
- Associate Professor	5	5	3

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[39] Including the supervisors holding PhD degree in the sectoral direction[39]

[40] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational Programme.

[41] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.

[42] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational Programme.

- Assistant-Professor	0	0	-
Invited Staff	1	-	_
Scientific Staff	8	8	_

Description and Analysis - Programme 6 (Composition PhD)

The Programme is headed by competent and appropriately qualified staff. The language of instruction - Georgian. Only those who hold a master's or equivalent academic degree in composition or a related field (with the field of study classifier 0215.1.8 - 0215.1.18) can be admitted to the programme. The goal of the doctoral educational programme is to prepare a composer with a doctor's academic degree, equipped with practical and theoretical knowledge, specializing in composition. The educational principles and core values, structure and visions of the programme are sensibly and transparently presented. An educational space like the conservatory is particularly important for the programme. The Conservatoire has appropriate infrastructure, technical and material base and appropriate personnel for its students and staff.

Programme 8 (Music Technology MA)[43]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[44]	Among them, the affiliated academic staff
Total number of supervisors of Master's theses	2	2	1
- Professor			
- Associate Professor	2	2	2
- Assistant-Professor	-	-	-
Invited Staff	7	-	7
Scientific Staff	2	2	_

Description and Analysis - Programme 8 (Music Technology MA)

The Programme is headed by competent and appropriately qualified staff. The awarded qualifications of the Programme is Master of Music in Music Technology. The Programme has a logical admission prerequisite. The objectives and outcomes are reasonable in relation to the curriculum, the market and the Programme syllabi. Teaching methods are exclusive and different from other standard teaching of Conservatoire, which makes sense due to the development of technologies. The features of the Programme are structured and transparently respond to interests. It is worth noting that the Programme needs young, modern people with different material resources, equipped with knowledge relevant to the field, which is ensured by the said direction of the Conservatoire. However, due to the specifics of the field, the Programme constantly requires innovation of the technical base and intensive growth of personnel. Fortunately, for this stage, similar difficulties have been overcome and are adequate for the situation. It must be said that the field is quite young, and, due to its specifics, innovation is an integral part of the Programme.

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[43] In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.

[44] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational Programme.

Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results
- o SER;
- o CVs and personal documentation of heads of programmes grouped in the cluster;
- o the rule of supervision of master's/doctoral theses of the Conservatoire;
- o Cluster self-evaluation report;
- o The professional activity of the personnel involved in the cluster programmes;
- o Meetings with administrative staff;
- o Interviews held within the accreditation;

General recommendations of the cluster: N/A

General suggestions of the cluster:

- • There are minor technical and/or typographical or correctional errors in the documentation provided by the HEI, which can be corrected. However, it should be noted that this does not create a problem in the work process.
- • At the master's/doctoral level, it is desirable that during research, all papers observe the specifics characterized to the research.

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

Programme 2 (Musicology - MA)

Recommendation(s): N/A

Suggestion(s):

At the master's/doctoral level, it is desirable during research to observe the tools specific to the research.

Programme 3 (Musicological Studies PHD)

Recommendation(s): N/A

Suggestion(s): N/A

At the master's/doctoral level, it is desirable during research to observe the tools specific to the

research.

Programme 5 (Composition MA)

Recommendation(s): N/A

Suggestion(s):

- It is desirable to specify basic, even extensive literature in the syllabus **"Modern compositional techniques",** which will help the students to understand what type of literature they may have to work with.
- At the master's/doctoral level, it is desirable during research to observe the tools specific to the research.

Programme 6 (Composition PHD)

Recommendation(s): N/A

Suggestion(s): N/A

At the master's/doctoral level, it is desirable during research to observe the tools specific to the research.

Programme 8 (Music Technology MA)

Recommendation(s): N/A

Suggestion(s):

At the master's/doctoral level, it is desirable during research to observe the tools specific to the research.

Evaluation

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

Component 4.2 Qualification of the Supervisors of Master's Degree and PhD Students	Complies with the requirements	Substantially complies with the requirements	Partially complies with the requirements	Does not comply with the requirements
Programme 1 (title, level)	☒	☐	☐	☐
Programme 2 (title, level)	☒	☐	☐	☐

	☒	☐	☐	☐
Programme 3 (title, level)	☒	☐	☐	☐
Programme 4 (title, level)	☒	☐	☐	☐
Programme 5 (title, level)	☒	☐	☐	☐
Programme 6 (title, level)	☒	☐	☐	☐
Programme 7 (title, level)	☒	☐	☐	☐
Programme 8 (title, level)	☒	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Cluster and individual evaluation

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

The Conservatoire is an outstanding institution that combines the vast majority of musical disciplines in its educational programme. Both practical and theoretical- scientific teachings, findings and innovations are implemented here. The Conservatoire preserves and develops Georgian and world music. The institution provides symposiums, conferences, field trips and other necessary activities that contribute to the development of society.

According to today's data, the HEI has outstanding staff who have various international experience, both in teaching and research. The Conservatoire actively publishes and produces an electronic journal. Grants and other types of funding are available for the staff. Also, the Conservatoire actively cooperates with various higher education institutions, and this cooperation is particularly high abroad.

The institution pays significant attention to publishing educational literature and placing it in the library, which helps not only the Conservatoire, but also the interested society.

Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results
- o SER;
- o CVs and personal documentation of heads of programmes grouped in the cluster;
- o the rule of supervision of master's/doctoral theses of the Conservatoire;
- o Cluster self-evaluation report;
- o The professional activity of the personnel involved in the cluster programmes;

- ○ Meetings with administrative staff;
- ○ Interviews held within the accreditation;

General recommendations of the cluster: N/A

General suggestions of the cluster:

- It is desirable to give more opportunities to the staff to publish and finance scientific works - the mentioned suggestion is related only to the increase of the Conservatoire's finances.

- Conservatoire is an artistic space where it is important to preserve the handwriting of experienced artists, so we think it is desirable to allow the position of assistant professor, which will enrich the staff resource and greatly promote the "different type" of teaching culture.

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

Programme 1 (Musicology BA)

    Recommendation(s):

    Suggestion(s):

- Church music 1- 2 are not completed. It must be completed.
- It is desirable to provide material and creative encouragement for the staff. The relevant staff should introduce the syllabi to the student at the beginning of the teaching. It is desirable to provide material and creative encouragement for the staff.

Programme 2 (Musicology MA)

    Recommendation(s):

    Suggestion(s):

It is desirable to add a church repertoire to the syllabus "Performance of Georgian folk song 1-2", because the church music has an essential role in the development of the value and forms of the song in Georgian traditional music. Thus, we think that it is necessary to increase the church

music components in the mentioned syllabi. For this, the Programme may require to develop different qualities in its staff or add new staff who will be able to include church hymns in the syllabus in a reasonable proportion.

Programme 3 (Musicological Studies PhD)

   Recommendation(s):

Suggestion(s):

 It is desirable that the HEI can hire outstanding doctoral students to the position of assistant professor, which will be a significant support for the staff and will encourage the student, at the same time avoiding the suspension of the status of doctoral students.

Programme 4 (Composition BA)

   Recommendation(s):

Suggestion(s):

- It is recommended to specify the basic, even extensive literature in syllabus "**Composition 1- 8",** which will help the students to understand what type of literature they may have to work with and what are the characteristics of growth from semesters 1 to 8.

- It is preferable to indicate the literature along with the repertoire in syllabus "**Basic Guitar Course".**

- The syllabus "**Church music 1- 2"** is incomplete and needs to be completed.

- There are minor errors in the syllabi, which should be corrected. Georgian traditional music ensemble - it is desirable to divide the content into weeks. Studio class - it is desirable that the content of the syllabus is broken, which will make it easier for students to understand the current process in advance. Electro- acoustic portfolio - the table of hours must be completely filled in the syllabus.

Programme 5 (Composition MA)

   Recommendation(s):

   Suggestion(s): It is desirable to provide the staff with material encouragement.

Programme 6 (Composition PhD)

Recommendation(s):

Suggestion(s): It is desirable to provide the staff with material encouragement.

Programme 7 (Music Technology BA)

Recommendation(s):

Suggestion(s): It is desirable for students to have more practice - at least they should be able to reflect current events in the Conservatoire in their profession. It is desirable to provide the staff with material encouragement.

Programme 8 (Music Technology MA)

Recommendation(s):

Suggestion(s): It is desirable that students, together with the staff, can perform real recordings or other studio activities in the Conservatoire more intensively.

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with the requirements	Substantially complies with the requirements	Partially complies with the requirements	Does not comply with the requirements
Programme 1 (Musicology, BA)	☒	☐	☐	☐
Programme 2 (title, level)	☒	☐	☐	☐
Programme 3 (title, level)	☒	☐	☐	☐
Programme 4 (title, level)	☒	☐	☐	☐
Programme 5 (title, level)	☒	☐	☐	☐
Programme 6 (title, level)	☒	☐	☐	☐
Programme 7 (title, level)	☒	☐	☐	☐
Programme 8 (Music Technology MA)	☒	☐	☐	☐

4.4. Material Resources

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

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

The material and technical base of the programme grouped in the cluster meets the requirements of the higher education institution and corresponds to the Programme requirements. However, as the programme grouped in the cluster and the artistic field in general are in the process of constant development and renewal, the Conservatoire needs to find more resources for annual renovations.

The library, workspaces, recording and other types of studios, part of the instruments, part of the second building of the Conservatoire and other significant material needs are clearly developing in dynamics. However, along with this, there are many other significant steps to be taken in connection with food, rehearsal, communication and other types of spaces. Also, like grand pianos, it is important to upgrade wind, stringed and other types of instruments. It is necessary to translate into Georgian and digitize the old literature in the library.

Description and Analysis - Programme 1 (Musicology BA)

The Conservatoire owns the equipment necessary for the Programme. It has workspaces, an updated library where digitization is in progress. The library is equipped with outstanding inventory. It should be said here that it is necessary to translate the literature into Georgian and then digitize it.

Description and Analysis - Programme 2 (Musicology MA)

The Conservatoire owns the equipment necessary for the Programme. It has workspaces, an updated library where digitization is in progress. The library is equipped with outstanding inventory. It should be said here that it is necessary to translate the literature into Georgian and then digitize it.

Description and Analysis – Programme 3 (Musicological Studies PhD)

The Conservatoire owns the equipment necessary for the programme. It has workspaces, an updated library where digitization is in progress. The library is equipped with outstanding inventory. It should be said here that it is necessary to translate the literature into Georgian and then digitize it. In many cases, the Conservatoire is a co- participant and sometimes even conducts various research conferences, symposia and other activities, which are an important resource for students.

Description and Analysis - Programme 4 (Composition BA)

The Conservatoire owns the equipment necessary for the Programme. It has workspaces, an updated library where digitization is in progress. The library is equipped with outstanding inventory. It should be said here that it is necessary to translate the literature into Georgian and then digitize it.

The Conservatoire has new equipment, appropriate studios, equipment and special spaces for the composition Programme. However, according to the students, in many cases the workspaces are occupied and it is difficult or impossible to use the auditoriums despite the reservation, because despite the new system of planning the workspaces, the staff often spends a lot of unplanned time in the auditorium, which is why the students are not able to use the spaces.

Description and Analysis - Programme 5 (Composition MA)

The Conservatoire owns the equipment necessary for the Programme. It has workspaces, an updated library where digitization is in progress. The library is equipped with outstanding inventory. It should be said here that it is necessary to translate the literature into Georgian and then digitize it.

The Conservatoire has new equipment, appropriate studios, equipment and special spaces for the composition Programme. However, according to the students, in many cases the workspaces are occupied and it is difficult or impossible to use the auditoriums despite the reservation, because despite the new system of planning the workspaces, the staff often spends a lot of unplanned time in the auditorium, which is why the students are not able to use the spaces.

Description and Analysis - Programme 6 (Composition PhD)

The Conservatoire owns the equipment necessary for the Programme. It has workspaces, an updated library where digitization is in progress. The library is equipped with outstanding inventory. It should be said here that it is necessary to translate the literature into Georgian and then digitize it.

The Conservatoire has new equipment, appropriate studios, equipment and special spaces for the composition Programme. It is desirable to give the PhD students an offer that will change the picture and they will manage to defend the PhD dissertation within the relevant time frame.

Description and Analysis – Programme 7 (Music Technology BA)

The inventory necessary for the Programme has been upgraded, all the details have been updated, in addition to the newly renovated spaces, there are still extension works underway. As the Programme is directly related to technologies and as technologies undergo constant development, we think that the existing technology in the HEI is sufficient for this stage, however, the constant and rapid development of technology always leaves a feeling of inadequacy. The inventory purchased for the programme has been updated, but still needs to be replenished. This Programme of the Conservatoire is the newest and,

at the same time, the only one in Georgia (as well as many programme of the Conservatoire) compared to other programme in terms of educational characteristics and goals. Therefore, although the Programme is technically supported, promotion and development of the field requires more innovations in terms of inventory.

Description and Analysis - Programme 8 (Music Technology MA)

The inventory necessary for the Programme has been upgraded, in addition to the newly renovated spaces, there are still extension works underway. As the Programme is directly related to technologies and as technologies undergo constant development, the existing technology in the HEI is sufficient, however, the constant and rapid development of technology always leaves a feeling of inadequacy. The inventory purchased for the Programme has been updated. This Programme of the Conservatoire is the newest compared to other programme. Therefore, although the Programme is technically supported, promotion and development of the field requires more innovations in terms of inventory and sometimes teaching. We think more practical training is needed.

Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results
- o SER;
- o CVs and personal documentation of Heads of Programmes grouped in the cluster;
- o the rule of supervision of master's/doctoral theses of the Conservatoire;
- o Cluster self-evaluation report;
- o The professional activity of the personnel involved in the cluster programmes;
- o Meetings with administrative staff;
- o Interviews held within the accreditation;

General recommendations of the cluster: N/A

General suggestions for the cluster:

- It is desirable to create independent communication spaces for students.
- It is desirable to make the spaces necessary for independent work more accessible to students. Students should have literature translated into Georgian. However, it should be said that the aforementioned has been explained as following: the process has started, but due to the lack of personnel, the mentioned translation-digitization may proceed slowly.

Recommendations and advice according to the programme: Please, write the developed recommendations

and suggestions according to the individual programme (if any)

Programme 7 (Music Technology BA)

Recommendation(s): N/A

Suggestion(s):

It is desirable to pay more attention to the mentioned new Programme and to update and re-equip their technical base. Students should also be involved in various field/relevant activities of the Conservatoire.

Programme 8 (Music Technology MA)

Recommendation(s): N/A

Suggestion(s):

It is desirable to pay more attention to the mentioned new Programme and to update and re-equip their technical base. Students should also be involved in various relevant activities of the Conservatoire.

Evaluation

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

Component 4.4 Material Resources	Complies with the requirements	Substantially complies with the requirements	Partially complies with the requirements	Does not comply with the requirements
Programme 1 (title, level)	☒	☐	☐	☐
Programme 2 (title, level)	☒	☐	☐	☐
Programme 3 (title, level)	☒	☐	☐	☐
Programme 4 (title, level)	☒	☐	☐	☐
Programme 5 (title, level)	☒	☐	☐	☐
Programme 6 (title, level)	☒	☐	☐	☐
Programme 7 (title, level)	☒	☐	☐	☐
Programme 8 (title, level)	☒	☐	☐	☐

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

The allocation of financial resources stipulated in Programme/faculty/school budget is economically feasible and

corresponds to the Programme needs.

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

The institution's budget includes financial components that ensure the financial stability of the educational programmes. Budgets of the institution for the last two-three years are stable and balanced. Income of the institution's budget consists of two main periodic sources: governmental subsidies given to the Conservatoire (around 80% of the total income) and institution's own income (around 20% of the total income: tuition fees paid by students, income from the commercial/economic activities, academic grants, project fundings and etc.). 84% of the total expenditure is distributed to salaries/ payroll. 68, 29% of the total payroll expenditure is the expenditure on educational-scientific activities.

The study serveces for the students on educational programme, remuneration of the academic and invited staff involved in the implementation of the programme, preservation and provision of the material-technical base of the programme are provided by the principle of the Programme financing from the State budget.

The own income is directed to cover the business trips and expenses related to the participation in international academic/research activities, updating study materials, publishing books and etc. The grant by Ministry of Culture provides the participation of students in different masterclasses or festivals, and internships abroad covering several months. The Conservatoire co-finances the implementation of the scientific, research, performing and studying projects within the projects funded by the Ministry of Education and Science and the Ministry of Culture. The Conservatoire also receives the grants from Rustaveli Foudation and from other foundations for the implimantation of specific projets.

Institution's budget also shows a one-time source of income such as grants. Separate budgets for each individual Programme were not presented (in the document packages provided by the institution only costs for each individual Programme were calculated). Representatives of the administration explained that individual Programme budgets are not developed because programme are financed from the institution budget. The Needs of each individual education programme is financed from the institution budget. Budget of the educational programmes grouped in the educational cluster is included in the budget of the institution. The group of experts suggests developing individual budgets (not only costs, bust also expected income) for each individual Programme. This will support more effective and efficient financial planning and management of the programmes. From the interviews with administrative and academic/invited personnel, students and graduates, a group of experts concluded that budgets for the educational programme should be increased to ensure further development of the educational programmes.

Description and Analysis - Programme 1 (Bachelor's Programme in Musicology)

See general cluster evaluation.

Description and Analysis - Programme 2 (Master's Programme in Musicology)
See general cluster evaluation.

Description and Analysis - Programme 3 (Doctoral Programme in Musicology Studies)

See general cluster evaluation.

Description and Analysis - Programme 4 (Bachelor's Programme in Composition)
See general cluster evaluation.

Description and Analysis - Programme 5 (Master's Programme in Composition)
See general cluster evaluation.

Description and Analysis - Programme 6 (Doctoral Programme in Composition)
See general cluster evaluation.

Description and Analysis - Programme 7 (Bachelor's Programme in Music Technology)
See general cluster evaluation.

Description and Analysis - Programme 8 (Master's Programme in Music Technology)

See general cluster evaluation.

Evidences/Indicators

- Budgets of the institution for 2023 year
- Budget of V. Sarajishvili Tbilisi State Conservatoire for 2022 by programmes
- Surveys of personnel, students, alumni and employers
- Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- Self-evaluation report

General recommendations of the cluster: N/A

General suggestions of the cluster:

● Develop individual budgets for each individual Programme. This will support more effective and efficient financial planning and management of the programmes.

● The administration of the Conservatoire should develop a strategy for fundraising to ensure budget increase for the programme.

Evaluation

Component 4.5 Programme/faculty/school budget and Programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Musicology, BA)	☒	☐	☐	☐
Programme 2 (Musicology, MA)	☒	☐	☐	☐
Programme 3 (Musicology, PhD)	☒	☐	☐	☐
Programme 4 (Composition, BA)	☒	☐	☐	☐
Programme 5 (Composition, MA)	☒	☐	☐	☐
Programme 6 (Composition, PhD)	☒	☐	☐	☐
Programme 7 (Music Technology, BA)	☒	☐	☐	☐
Programme 8 (Music Technology, MA)	☒	☐	☐	☐

Compliance of the programme with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Musicology, BA)	☒	☐	☐	☐
Programme 2 (Musicology, MA)	☒	☐	☐	☐
Programme 3 (Musicology, PhD)	☒	☐	☐	☐
Programme 4 (Composition, BA)	☒	☐	☐	☐
Programme 5 (Composition, MA)	☒	☐	☐	☐
Programme 6 (Composition, PhD)	☒	☐	☐	☐
Programme 7 (Music Technology, BA)	☒	☐	☐	☐
Programme 8 (Music Technology, MA)	☒	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

Quality Assurance mechanism in Concervatory is based on regulations such as methodology of planning, creating, and developing the education programme.

Representatives of the Conservatoire Quality Assurance Service Office, with the cooperation of personnel involved in the implementation of educational programmes conducted the self-evaluation of the programmes. The self- evaluation process had two directions: (1) an external institutional evaluation by foreign professors carried out within the framework of project "Critical Friends" (in 2019 and 2022); (2) formation of working groups for the development/modification of the programme with the involvement of the Conservatoire community, graduates and employers. Working groups were meeting on a regular basis and minutes of meetings were presented by the Conservatoire administration. The working process of the working groups, led by Programme Heads and facilitated by Quality Assurance Department, was conducted both online and physically. Activities and changes were implemented to eliminate weaknesses identified as a result of the self-evaluation process. Programme grouped in cluster and other documentations prepeared for the accreditation process were revised by the consulting group that was created in the Ministry of Culture and Sports of Georgia.

A quality assurance system operates and is publicly available. It works according to the "plan–do–check-act" principle. Annual reports and working plans of the Quality Assurance office were presented by the Conservatoire administration. The QA Service based on the PDCA cycle participates in the survey of the interested parties and analysis of the survey outcomes; prepares the recommendations on the basis of the learning outcome and the results of the Programme implementation; monitors and supports the implementation of the activities and decisions related to the recommendations.

Evidences/Indicators

- o Educational programme and syllabi
- o Academic Council Resolution (No. 41/2021) on the approval of the rules for the initiation, elaboration and development of the educational Programme

- o Minutues of the working groups
- o Results of the surveys of personnel, students, alumni and employers
- o Supervising Survey analysis
- o The results of the evaluation of the activities of the staff
- o Analysis of the results of internal and external evaluation of quality assurance (2018-2022)
- o Strategic Development Plan of the institution
- o Market research document
- o Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- o Self-evaluation report provided by the institution.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

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

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Musicology, BA)	☒	☐	☐	☐
Programme 2 (Musicology, MA)	☒	☐	☐	☐
Programme 3 (Musicology, PhD)	☒	☐	☐	☐
Programme 4 (Composition, BA)	☒	☐	☐	☐
Programme 5 (Composition, MA)	☒	☐	☐	☐
Programme 6 (Composition, PhD)	☒	☐	☐	☐
Programme 7 (Music Technology, BA)	☒	☐	☐	☐
Programme 8 (Music Technology, MA)	☒	☐	☐	☐

5.2. External Quality Evaluation

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

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

The external assessment instruments for the Conservatoire are: National Center for Development of Education Quality of Georgia and the audit of the Ministry of Culture, Sports and Youth of Georgia. Accreditations of educational programmes carried out by National Center for Development of Education Quality of Georgia is a programme evaluation that determines the compliance of an educational programme with accreditation standards. Recommendations and suggestions given during the previous accreditation process were taken into consideration. The Conservatoire also took into account advice received during the authorization process. Conservatoire has undergone through 4 processes of external QA evaluation: Authorization (2018); Interim Evaluation (2022) to verify the conditions of authorization; Critical Friend Evaluation (2019); Critical Friend Evaluation (2022). Majority of the recommendations set through the authorization process in 2018 are already carried out by the Conservatoire that is proved by the interim evaluation report. Besides this in 2023 external evaluation of the programme were made by the consulting group that was created in the Ministry of Culture and Sports of Georgia. In the process of external assessment results of surveys of alumni and employers are also used.

External collegial evaluations for programmes were not presented. It is desirable to carry out external collegial evaluations for all programmes from foreign colleagues employed in well-known foreign higher education institutions. Also it is desirable to develop detailed pre-determined forms of external collegial evaluations.

Evidences/Indicators

- Educational programme and syllabi
- Academic Council Resolution (No. 41/2021) on the approval of the rules for the initiation, elaboration and development of the educational Programme
- Minutues of the working groups
- Results of the surveys of personnel, students, alumni and employers
- Supervising Survey analysis
- Analysis of the results of internal and external evaluation of quality assurance (2018-2022)
- Strategic Development Plan of the institution
- Market research document
- Authorization Report
- Interim Evaluation Report
- Critical Friend Reports of 2019 and 2022
- Consultation Group report on programme to be presented for acreditation (2023)

- o Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- o Self-evaluation report provided by the institution.

General recommendations of the cluster: N/A

General suggestions of the cluster:

● Carry out external collegial evaluations for all programmes from foreign colleagues employed in well-known foreign higher education institutions.
● Develop detailed pre-determined forms of external collegial evaluations.

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

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Musicology, BA)	☒	☐	☐	☐
Programme 2 (Musicology, MA)	☒	☐	☐	☐
Programme 3 (Musicology, PhD)	☒	☐	☐	☐
Programme 4 (Composition, BA)	☒	☐	☐	☐
Programme 5 (Composition, MA)	☒	☐	☐	☐
Programme 6 (Composition, PhD)	☒	☐	☐	☐
Programme 7 (Music Technology, BA)	☒	☐	☐	☐
Programme 8 (Music Technology, MA)	☒	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

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

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

The Quality Assurance Service Office of the institution periodically monitors and evaluates programmes and teaching processes. This process includes: the assessment of the relevance of the programme or its components, assessment of the literature used in the study courses, identifying adequacy of the evaluation criteria defined in the syllabi, identifying the students' involvement in the educational course and other possible flaws in the system. Monitoring of students' academic progress is carried out using the institution's electronic educational database. Based on the analysis of the evaluation results, the programmes were modified and updated.

The process of monitoring and evaluating the quality of an educational programme involves all parties. Periodic evaluation is carried out by systematic collection, processing, and analysis of information with the participation of academic, administrative, and support staff, students, graduates, employers, and other interested parties. Based on the analysis of the evaluation results, the programme is modified. Academic and invited staff, employers, specialized specialists, students, graduates were involved in the evaluation process. Evaluations were carried out both at meetings and through questionnaires. To evaluate the programme, the information received was processed, analyzed. The self-assessment group of the educational programme participated in assessing the quality of the educational programme and in the process of preparing for accreditation.

At the end of each core study course, students anonymously evaluate (through questionnaires) the instructor. Although this anonymous survey evaluates mainly the teaching component of the doctoral programme, the questionnaire does not include questions that give the opportunity to doctoral students to evaluate the implementation of the scientific-research component, as well as scientific supervision anonymously. It is necessary to conduct a special survey of doctoral students in order to ensure anonymous evaluation of the implementation of the scientific-research component and scientific supervision.

It should be noted that the programmes need to be compared with similar programmes of foreign universities in order to ensure that they meet with modern tendencies in the field. The documents for such comparisons were not presented althowth academic stuff, programme heads and representatives of quality assurance servise of the institution highlited during the interview that they took into considiration acheavaments similar foreign programmes when developing the programme.   It is necessary that all programmes grouped in cluster periodically to be compared with similar programme

of foreign universities as well as to prepare detailed comparative analyses in order bring the programme in compliance with the modern requirements and to apply the best international practices.

Group of experts recognises that the institution is working hard to gather feedback, conduct surveys and enable the student voice to be part of the continual enhancement of the programme on offer. Group of experts also recognises that with small student cohort sizes, this can be challenging. Institution to think about ways in which students can feel incentivised to give quality feedback – through better sharing of how their feedback has led to change or that their views will be respected.

If necessary, description and analysis according to the education programme

Description and Analysis - Programme 1 (Name and Level)

Evidences/Indicators

- o Educational programme and syllabi
- o Academic Council Resolution (No. 41/2021) on the approval of the rules for the initiation, elaboration and development of the educational Programme
- o Minutues of the working groups
- o Results of the surveys of personnel, students, alumni and employers
- o Supervising Survey analysis
- o The results of the evaluation of the activities of the staff
- o Analysis of the results of internal and external evaluation of quality assurance (2018-2022)
- o Strategic Development Plan of the institution
- o Market research document
- o Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- o Self-evaluation report provided by the institution.

General recommendations of the cluster: N/A

General suggestions of the cluster:

Identify the ways in which students can feel incentivised to give quality feedback – through better sharing of how their feedback has led to change or that their views will be respected.

Monitoring process of the programme should ensure that doctoral students anonymously evaluate the implementation of the scientific-research component and scientific supervision.

All programmes grouped in cluster periodically to be compared with similar programme of foreign universities as well as to prepare detailed comparative analyses in order bring the programme in

compliance with the modern requirements and to apply the best international practices.

Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Musicology, BA)	☐	☒	☐	☐
Programme 2 (Musicology, MA)	☐	☒	☐	☐
Programme 3 (Musicology, PhD)	☐	☒	☐	☐
Programme 4 (Composition, BA)	☐	☒	☐	☐
Programme 5 (Composition, MA)	☐	☒	☐	☐
Programme 6 (Composition, PhD)	☐	☒	☐	☐
Programme 7 (Music Technology, BA)	☐	☒	☐	☐
Programme 8 (Music Technology, MA)	☐	☒	☐	☐

Compliance of the programme with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Musicology, BA)	☒	☐	☐	☐
Programme 2 (Musicology, MA)	☒	☐	☐	☐
Programme 3 (Musicology, PhD)	☒	☐	☐	☐
Programme 4 (Composition, BA)	☒	☐	☐	☐
Programme 5 (Composition, MA)	☒	☐	☐	☐
Programme 6 (Composition,	☒	☐	☐	☐

PhD)				
Programme 7 (Music Technology, BA)	☒	☐	☐	☐
Programme 8 (Music Technology, MA)	☒	☐	☐	☐

Attached documentation (if applicable):

Name of the higher education institution: LEPL – Vano Sarajishvili Tbilisi State Conservatoire

Name of Higher Educational Programme, Levels:
BA programme im Musicology, MA programme in Musicology, PHD programme in Musicological studies
BA programme in Composition, MA programme in Composition, PHD programme in Composition
BA programme in Music Technology and MA programme in Music Technology

Compliance of the programme with the standards

Contents / Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 Musicology, BA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Musicology, MA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3 (Musicology, PhD)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 4 (Composition, BA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 5 (Composition, MA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 6 (Composition, PhD)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Programme 7 (Music Technology, BA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 8 (Music Technology, MA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

Helen McVey

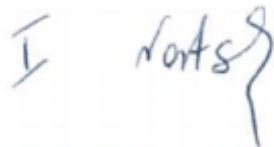
Of the member(s) of the Accreditation Experts Panel

Tamar dzvelaia

davit tsintsadze

Ia Natsvlishvili

Davit Tapnadze