



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programs

Bachelor's programme Art Studies (Art History and Theory); Master's programme Art Studies (Georgian art – research and conservation); Doctoral programme Art studies (Georgian Art in the Context of World Art)

LEPL – Shota Rustaveli Theatre and Film Georgia State University

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL – Shota Rustaveli Theatre and Film Georgia State University
Identification Code of Institution	203851028
Type of the Institution	State University

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I. Information on the Cluster of Educational Programs

	Program 1	Program 2	Program 3
Name of the educational program	Bachelor's programme Art studies (Art History and Theory)	Master's programme Art studies (Georgian art – research and conservation)	Doctoral programme Art studies (Georgian Art in the Context of World Art)
Level of higher education	Level 6	Level 7	Level 8
Qualification to be awarded	BA	MA	PhD
Name and code of the detailed field	0213.1.5 Art History and Theory	0213.1.5 Art History and Theory	0213.1.5 Art History and Theory
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹			
Language of instruction	Georgian	Georgian	Georgian
Number of ECTS credits	240 ECTS	120 ECTS	60 ECTS
Program Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	25.11.2011, #12 Decision #337	02.08.2012 Decision #283	02.08.2012 #9 Decision #288

¹ In case of Integrated Bachelor's-Master's Teacher Training Educational Program and Teacher Training Educational Program

II. Accreditation Report Executive Summary

General Information on the Cluster of Education Programs²

Three educational programs are grouped in the cluster - bachelor's, master's and doctoral, which are united by the detailed field 'Art history and theory (Art Studies)'. The first-level educational program in Art History and Theory has existed in the Shota Rustaveli Theatre and Film Georgia State University for thirty years. Under the conditions of the reform, it underwent a fundamental change, and for the first time the bachelor's educational program of 'Art History and Theory' received accreditation in 2011, and the master's and doctoral programs in 2012. The characteristic of the above-mentioned programs was that during the accreditation period, the program was built in synthesis with other directions of artistic sciences and at the bachelor's level it combined three specialties - theater studies, film studies and art studies. Accordingly, the program was accredited under the name 'Art History and Theory (Theatre Studies, Film Studies, Art Studies)'; And the master's and doctoral level programs combined 4 concentrations - theater studies, film studies, art studies and choreology. Based on the changes in educational regulations in recent years, the educational programs of all three levels of Art Studies have undergone fundamental changes and have come into compliance with the current requirements. The original programs (at all three levels) have been disintegrated into several programs according to specialties, which correspond to the classification given in the detailed fields of the 'Classifier of Study Areas'. The field of Art History and Theory was parted out into separate programs at all three levels and underwent some content correction-updating, be it the addition of courses relevant to the field or the experience of past years, market research, surveys, etc. changes (addition of basic courses, strengthening of the practical component at the bachelor's and master's level, courses created on the basis of international experience, adjustment of seminars at the doctoral level in terms of methodology, etc.) The programs are now: Bachelor's programme Art studies (Art History and Theory); Master's programme Art studies (Georgian art – research and conservation); and Doctoral programme Art studies (Georgian Art in the Context of World Art).

- BA statistics: The number of BA students with active status is 26; the number of academic staff is 26; the number of scientific staff is 5; the number of affiliated staff is 26.
- MA statistics: The number of MA students with active status is 3; the number of academic staff is 12; the number of scientific staff is 3; the number of affiliated staff is 12.
- PhD statistics: The number of PhD students with active status is 3; the number of academic staff is 9; the number of scientific staff is 3; the number of affiliated staff is 9.
- The ratio of supervisors to MA/PhD theses is 1.67

Overview of the Accreditation Site Visit

- In the lead up to the Accreditation Site Visit, the members of the accreditation expert team familiarized themselves with the self-evaluation report and a number of attached documents. They then met twice: firstly, on 10th July 2023 for an introductory meeting, and then on 19th July 2023

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

to discuss any issues and questions in preparation for the site visit the following week. The expert team's preliminary questions were uploaded to an online agenda.

- The Accreditation Site Visit took place on July 24 and 25 2023 at the Shota Rustaveli Theatre and Film Georgia State University LEPL (TAFU), 19 Rustaveli Ave., St. Tbilisi, 0108.
- During the two days of the site-visit, the accreditation expert team met with: the Rector, the Dean of Art Sciences, Media and Management Faculty, the Head of Administration and the Financial Manager; the self- evaluation report (SER) team; the Head of the Programs; academic staff; invited lecturers; students (BA and MA); students (PhD); graduates from all the three programs (BA, MA, and PhD); employers; and finally, with representatives of the Quality Assurance Office. An extra clarification meeting was held with the Head of Programs, prior to verbal feedback.
- Midway during the second day of the site-visit, the expert team were given a tour of the facilities at TAFU, to observe the library and its stock (inc online resources). The expert team also saw seminar rooms and an auditorium and the Theatre facilities. The expert team visited the second building where Film and TV facilities and a gallery are located.

Brief Overview of Education Program Compliance with the Standards

The assessment of the three education programs was overall positive. The BA Program is compliant, and the MA and PhD programs are substantially compliant with the requirements in **Standard One:** Educational Program Objectives, Learning Outcomes and their Compliance with the Program. All three Programs are compliant with the requirements in **Standard Two:** 2. Methodology and Organization of Teaching, Adequacy Evaluation of Program Mastering. All three Programs are compliant with the requirements in **Standard Three:** Student Achievements, Individual Work with them. All three Programs are compliant with the requirements in **Standard Four:** Providing Teaching Resources. All three programs are compliant with the requirements in **Standard Five:** Teaching Quality Enhancement Opportunities.

Recommendations:

1.1.2 It is recommended that the program team add a Program Objective for the PhD relating to internationalization

1.2.2 It is recommended that a reference to 'analysis' be added to the MA Program Learning Outcomes

1.2.5 It is recommended that the PhD program learning outcomes are redrafted in greater detail and that in doing so, the PhD program team strengthen the program learning outcomes relating to an internationalization, and they include an explicit reference to interdisciplinary research.

1.3.1 It is recommended to enhance the involvement of the alumni and employers in the process of assessing the Program Learning Outcomes to further improve the quality of given Programs in the cluster

1.3.2 It is recommended that the institution guarantees academic, scientific and invited staff are actively involved in the formation of the Programs' Learning Outcomes in the cluster and the evaluation is equally accessible for everyone

2.4.1 It is recommended that the supporting literature across all three programs should not be mandatory, and it should not affect the student's score.

2.4.2 It is recommended to remove the scoring criteria for attendance/activity of 15 points.

2.4.3 It is recommended that the rubrics for BA written assignments and allocated points need to be increased and more detailed.

2.4.4 It is recommended that the rubrics for MA written assignments and allocated points need to be increased and more detailed.

5.1.1 It is recommended to promote the active participation of the academic staff in the self-evaluation process, in order the quality assurance mechanisms to work effectively

5.1.2 It is recommended to inform the academic staff (via written feedback) about their evaluation outcomes (in both positive and negative case) and to formalize this process

Suggestions for the Program Development:

1.1.1 It is suggested that the program team consider adding a Program Objective for the MA relating to internationalization

1.2.1 It is suggested that a BA Program Learning Outcome specifically related to the work field be added

1.2.3 It is suggested that MA Program Learning Outcome 2 is overly long and suggest that it is divided into two discreet learning outcomes and that these are summarized.

1.2.4 It is suggested that a mention of preparation for the workplace be added in BA Program Learning Outcome 4.

1.4.1 It is suggested to update/modify the existing courses of Academic Writing for the programs given in the cluster, with focus on enhancing students' writing skills in accordance with their study level.

1.4.2 It is suggested that students in the cluster follow one of the internationally recognized style guidebooks as this would aid the students in understanding the requirements of those standards in preparation for publishing their papers in international academic publications.

1.4.3 It is suggested that consideration be given to including topics related to 21st century Georgian and international arts - in the cluster

1.5.1 It is suggested that the cluster give consideration to including topics reflecting current (21st century), newest achievements and trends in the field - in the cluster

1.5.2 It is suggested that the Art History and Theory cluster develop interconnections with cinema and theatre disciplines

1.5.3 It is suggested that more clear identification of differentiation concerning psychology, philosophy and anthropology courses, could be provided for BA students.

1.5.4 It is strongly suggested that the number of 3 ECTS modules per semester is discussed with the BA students to find out if this presents an issue for them in terms of workload.

2.1.1 It is suggested that the institution actively promote the MA program to attract more students

2.1.2 It is suggested that the proposals are checked against any academic misconduct before the PhD applicants' interviews take place

2.1.3 It is suggested that the institution actively promote the PhD program to attract more students

2.2.1 It is suggested that 'The Practice Diary template' is revised for the cluster to include a range of types of host organizations

2.2.2 It is suggested that the Faculty involve a broader range of organizations such as cultural NGOs, art and culture-related private companies, contemporary art galleries and exhibition halls as practice providers, which in turn, will diversify the set of skills for students and therefore, their further employment possibilities

2.2.3 It is suggested that a similar course to the 'Entrepreneurship in the field of culture' course be integrated into the BA curriculum to develop the self-employment and entrepreneurial skills for the students

3.1.1 It is suggested that it would be advantageous to work towards the internationalization of PhD students' work, through supporting their participation in international conferences held outside the country, as well as publication of their works in international publications.

4.3.1 It is suggested that, as the international conference and its publication are well-established, the expert team encourages the University to direct their efforts in increasing the participation of its staff in international activities beyond Georgia

4.4.1 It is suggested that consideration be given to purchasing or providing access to publications on 21st century artistic processes and newest achievements and trends

4.4.2 It is suggested to the University that the library is made into a more convenient and comfortable place for both students and academic staff, and to provide various services such as individual study cabins, and an online reservation system

4.5.1 It is suggested that it would be preferable in future to develop a more elaborate budget template accompanied with a narrative, which explains the details about the sources of funding and types and allocations of the costs

5.2.1 It is suggested that the external collegial evaluation is carried out at predetermined intervals and not only before the submission of the program's accreditation package, so that if there are any advice and recommendations, they can be implemented

Brief Overview of the Best Practices (if applicable)³

An important and relevant development for this cluster is the collaborative project underway among HEIs since 2022 to establish national subject benchmarks for Art History and Theory at all HE levels, which the TAFU Art History staff have been leading. The expert team considers this to be good practice.

The International Conference of Art Researchers, held by the University is an opportunity provided for program staff (including the invited staff and PhD students) to present their work to a wider international scientific circle. The conference proceedings, papers and presentations, are published in the 'International Journal of Art and Media Studies' in both Georgian and English. The expert team considers this to be good practice.

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

The expert team thank TAFU for giving close attention to their argumentative position, and having considered it, have made the following decisions:

Recommendation 1.1.2

The expert panel agrees that internationalization is a 'vital issue' and this is exactly the reason the recommendation has been made. The PhD program objectives only allude tangentially to internationalization, and even when it is stated that the programme is 'intended to pay special attention to the research of national and international cultural heritage...' this does not explicitly require doctoral research to be of international significance. The expert panel consider that the program objectives are the backbone of the educational program, and this review process offers an opportunity to ensure that they are fit for purpose for the period of accreditation, and therefore the expert panel conclude that this recommendation should not be modified.

Recommendation 1.2.2

This recommendation is indeed a straightforward addition of one word, but it represents a very significant omission in the MA programme learning outcomes, hence the reason for making it a recommendation. The programme learning outcomes provide a point of reference for the teachers and students regarding the curriculum content, and learning, teaching and assessment strategies, and are based on European and

³ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational program/programs.

national qualification descriptors/benchmarks, thus the importance of ensuring they are as comprehensive as they can be for the period of this accreditation. Therefore, the expert panel conclude that this recommendation should not be modified, but recognize that it can be addressed swiftly.

Recommendations 1.2.5, 1.2.6 and 1.2.7

The expert panel recognizes that there is an overlap between these recommendations and has concluded to conflate them into one recommendation 1.2.5, based on the need for the programme learning outcomes to be rewritten in greater detail.

Recommendation 1.3.1

On response to the given recommendation the university declares that some employers are working as an academic staff and therefore are involved in the development of the program, while others might be busy with their jobs and hardly ever find time to be actively involved in the process. The expert panel met both the employers and alumni of the programs given in the cluster, the interviews highlighted that they did not have enough information about the program outcomes and its evaluation/assessment. Therefore, the expert panel conclude that this recommendation should not be modified.

Recommendation 1.3.2

The university declares that the academic staff were actively involved while working on the learning outcomes of the given programs, this can be checked by the statements of the faculty councils. The expert team went through the submitted document and during the site visit tried to double check with the academic and invited staff if they were familiar with the programs learning outcomes and how actively they were involved in designing process. As it is described in the report, the majority of the academic staff as well as invited teachers could not recall any case of being engaged with the process, there was only one member of the academic staff who mentioned this (and this was a professor who at the same time works at the QA Office). The expert team believes engaging more faculty members (both academic and invited staff) while working on the programs outcomes and its evaluation will improve the overall quality of the process, therefore the recommendation remains as it was given in the draft report.

Recommendation 1.4.1

The expert panel have considered the argument provided by the university that the ratio of syllabi that need correcting to those that do not need correcting, is favourable towards the low, and have concluded that this recommendation can be modified to a suggestion, especially because recommendations are given in 2.4 regarding academic writing.

Recommendation 2.2.1

The expert panel have considered the argument provided by the university and have looked again at the evidence provided about the MoUs. The expert panel having reconsidered this recommendation have duly deleted it from the accreditation report. All three programs are therefore compliant in 2.2

Recommendation 2.3.1

The expert panel thank the program team for providing their insight into how a misunderstanding arose through mistranslation about group work/working in a group/teamwork. The expert panel have reconsidered this and have duly deleted this recommendation from the accreditation report. All three programs are therefore compliant in 2.3

Recommendation 2.4.1

The university agrees on the given recommendation; therefore, it will not be modified.

Recommendation 2.4.2

Modern pedagogical approaches prioritize flexible learning. Allowing students to manage their attendance independently cultivates academic responsibility, preparing them for professional discipline. This approach aligns with a student-centric environment and encourages a deeper focus on comprehension and critical thinking. Moreover, it provides the institution with greater flexibility to assess various outcomes. Currently, the syllabus evaluates a minimum of 4 activities, necessitating at least 4 attendances. By reallocating the 15 points, university has the flexibility to increase the required attendance number by one or two, so it surpasses the minimum requirement. This adjustment is not anticipated to hinder the achievement of university-level outcomes; rather, it grants additional possibilities and freedom for both the university and the students. Therefore, the expert panel conclude that this recommendation should not be modified.

Recommendations 2.4.3; 2.4.4; 2.4.5 and 2.4.6

From the syllabus, it's evident that the midterm exam primarily assesses students' understanding of the subject rather than focusing on evaluating their academic writing skills. Considering that academic writing is a critical skill for both undergraduate and postgraduate students, allocating only 5 points out of 100 seems insufficient. The expert panel believe that granting higher credits for this skill is essential.

We agree that language fluency; variety of sources used; correctness of indicating sources; adherence to standards of style; and scientific writing is evaluated with 5-5 and 10-10 points, 30 points, but we cannot agree that this is a transparent and detailed evaluation scheme. 10 and 30-point gaps are not acceptable.

After reviewing the university's response, the expert team consolidated the recommendations 2.4.3 and 2.4.4 into one recommendation for the BA program: 2.4.3, and consolidated the recommendations 2.4.5 and 2.4.6 into one recommendation for the MA program: 2.4.4,

Recommendation 5.1.1

The university refers to the fact that according to the existing procedures the self-evaluation team was formed and prepared the given self-evaluation report for the programs in the cluster. The expert team met the self-evaluation team, as well as academic staff and found out that the academic staff are mostly focused only on their course syllabus and not on the program aims and objectives, learning outcomes and its assessment, more details are described in the draft report. The expert team believes the

recommendation should not be modified or changed, as it is crucially important for the QA mechanism that academic staff are more engaged in the self-evaluation process.

Recommendation 5.1.2

The university agrees on the given recommendation; therefore, it will not be modified.

Factual errors

The expert panel have corrected the program designations and qualifications accordingly, throughout the report, but politely mention that the wording is not consistent in the SER (see title page and tables on pages 3-5), hence some confusion arose among the expert panel.

All typos or omissions have been addressed.

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

Standard/Component	Assessment approaches:
1. Educational Program Objectives, Learning Outcomes and their Compliance with the Program	
1.1. Program Objectives	Cluster and individual
1.2 Program Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Program Learning Outcomes	Cluster
1.4 Structure and Content of Educational Program	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organization of Teaching, Adequacy of Evaluation of Program Mastering	
2.1. Program Admission Preconditions	Cluster and individual

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

⁵ **Assessment approaches: In case of necessity,** describe, analyze and evaluate compliance of each education program in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education program, distinguished from the general and major characteristics of the education programs in a cluster.

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. Program/Faculty/School Budget and Program Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Program Monitoring and Periodic Review	Cluster

III. Compliance of the Program with Accreditation Standards

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

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

Educational programs 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 Program Objectives

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

Cluster and individual evaluation

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

The program objectives of the BA, MA and PhD share three key unified goals that are stated in the SER. The first is to develop the research of art fields - artistic sciences, and the expert team can see that this goal is completely in line with the Shota Rustaveli Theatre and Film Georgia State University's mission statement on the website which aims to develop and research the field of arts, bring up high-qualified specialists and professionals. The latter part of the Mission that refers to highly qualified specialists and professionals alludes to the second of the unified and shared program objectives which is to supply the labor market with qualified researchers of artistic products - theoreticians, who will be focused on the growing demands and needs of the employment market [...] with the sectoral knowledge, skills and general competencies obtained as a result of the programs. This stated goal is contextualized among the cluster by emphasizing that these qualified researchers should be able to contribute not only in Georgia, but also internationally. This is an ambition that echoes the University's stated mission to be the international center of sharing experience, creative relations, and dialogue of cultures.

The first shared objective is clearly established in each of the separate program objectives, albeit that they each have a distinct focus: the BA is a broad knowledge of Art History Fundamentals, in particular, architecture and visual art history (world and Georgian); the MA has its focus on Georgian art, with one concentration on ancient art and its restoration and preservation as cultural heritage, and the other concentration on art of the 20th century; the PhD focus is the history of old Georgian art and new Georgian art i.e. Georgian Art in the Context of World Art. The expert team can see how the shared goal of developing research in the field of art is manifest in the aims of each program, and how it carries through into the program learning outcomes (results) of all three revised programs that are presented for accreditation.

Regarding the aim for international relevance and related activities, this is clear in the program aims of both the BA and the PhD. In the PhD it is stated as paying special attention to the research of national and international cultural heritage, and in the BA the graduate who is an historian of modern art - an art

critic will be focused on both local and foreign artistic space. However, an international or foreign ambition is not explicitly mentioned in the aims or program objectives of the MA. With its focus solely on Georgian Art, the expert team see an opportunity for the MA program team to consider what aspects of the University's strategic challenge for internationalization it is able to embrace from: learning, studying, creative development and researching. The expert team therefore suggests that the program team consider adding some aspect of international focus into the MA program objectives, e.g., the promotion of Georgian art ancient to present time on the international stage through publishing, to bring it in line with the other two programs in the cluster and also with the University's Mission and Strategy.

Striving to ensure that graduates can contribute as highly qualified specialists in the work field is a third shared objective that the expert team finds within this cluster, and one that reflects the University's strategic priority to develop the creative potentials of the future generations of art historians and offering them the possibilities for employment and studying in its own environment. Furthermore, it has been subject to a labor market survey and trend analysis and consultation with employers who told the expert team that the needs of their sector for young art historians is urgent, to incrementally replace an ageing workforce. The BA graduate will be able to work in the field of culture and art, and they will be ready for activities in museums, galleries, creative art studios, cultural heritage research and protection organizations, tourism and other related fields. The MA graduates may find employment by performing research work in art history and theory, activities in museums, and cultural heritage preservation organisations, as well as work as an expert, or they may carry out administrative work in the artistic direction in the state and non-governmental sector, plan activities within the scope of his/her competence, define and solve the set task. The types of contexts they will work in are universities, institutes, research centers, museums, galleries, cultural heritage preservation organizations, governmental or non-governmental organizations of art and culture, tourist agencies, and in the field of media, or in the departments of culture. The PhD doctor will be an expert with a complex knowledge of modern art/culture and methodological research experience and will be a specialist of whom there is a lack, in educational, scientific, and broadcasting institutions, at the present time.

As part of the University mission to produce graduates at all three levels who are specialists and professionals, the expert team recognizes that all three programs in the cluster place an emphasis on training teachers for secondary schools, which are in need of specialists, since art is now a mandatory subject on the curriculum, as demonstrated in the labor market trend analysis, and in interviews with employers. For the bachelor and master's graduates, they will need additionally to complete the 60ECTS teacher training program and pass the certification exam in order to teach in a general secondary education school, although in some circumstances they can teach having passed just the exam, without the 60ECTS. The Doctor will have received pedagogical training during their studies and is expected to be able to transform knowledge to a wide range of interested persons at all levels, including professional circles and the public, as well as teach in formal educational programs. The expert team heard that the University is planning to seek approval to deliver a 60ETCS teaching training program itself, which the expert team encourage.

The expert team read in the SER that one of the University's strategic challenges is the Connection between the University and labor market. The expert team can deduce that this challenge is being actively addressed at Program level in the Art History cluster, and that increasingly, the relations between the program and employers is being nurtured.

Description and Analysis - Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

The Program objectives of the BA are as follows:

- 'Program objective is to train a qualified art historian/art critic who will have knowledge and skills in both sectoral/professional and general competencies, to train specialists with a broad knowledge of Art History Fundamentals. In particular, to teach students architecture and visual art history (world and Georgian), to teach theoretical issues of the mentioned fields of art, professional terminology and to give them ability to critically consider a particular problematic issue; As well as, to help them understand the complex issues of the field, clarify the fundamental principles of Art theory and the Historiography of Art History; to help them to be aware of the importance of cultural heritage and the necessity to take care of it;
- Program objective is to pave the way for its graduate to the academic level of conducting and implementing professional perception, assessment and analysis of architecture and visual arts fields - painting, sculpture, design, architectural works; The program is focused on developing analytical and practical skills, professional assessment and drawing conclusions basic skills, which will enable the graduate to be able to express the topic on a separate issue of art in a well-grounded manner, both in writing and orally and to use modern information and communication technologies;
- Program objective is to educate a historian of modern art, an art critic focused on both local and foreign artistic space who will be ready for activities in museums, galleries, educational institutions - in creative art studios, cultural and educational (as an art teacher in a secondary school, after completing the teacher training program), cultural heritage study and protection organizations for activities in tourism and other related fields. The graduate should be able to plan and manage his/her professional activities independently under appropriate guidance, to take responsibility for one's own work and carry out activities in compliance with the principles of professional and scientific ethics'.

In addition to the description and analysis above, under the heading cluster, the accreditation expert team considers that the above program objectives clearly set out the general skills set and competences, and breadth of knowledge needed to develop art history graduate students at level 6. The teaching of theoretical issues and professional terminology provide an important basis for the future art historian, as does the development of analytical and critical skills. The expert team sees that the BA Program graduate will have command of the necessary principles related to the preservation and care of cultural heritage. When these are translated into program learning objectives the expert team considers that they are realistic and achievable, and that in terms of student progression between level 6 and level 7, the program objectives are specific and appropriate to the level and will form the basis of building consistent and incremental educational scholarship and research. They are accessible and available to the public on the university website.

In terms of the contribution the BA makes to the development of the field and the society, while also addressing the University strategic priority to play an important role in the social life of the country, the expert team found most evidence of these intentions during the interviews with the employers and graduates. The employers discussed the urgency for a new generation of art historians to be embedded in museums to make their collections more accessible to a larger proportion of the citizens, notably the young museum goers. Also, that the role of teachers in schools to bring the subject of Georgian heritage alive is happening, and the expert team spoke with graduates who are already working as teachers. So, the shared

cluster objective for graduates of the programs to be able to make a significant contribution not only to the development and popularization of art fields, but also to the artistic and cultural development of society and the formation of aesthetic value in it, appears to be in progress. The students the expert team met were enthusiastic about Georgian heritage and its preservation, thus have the potential to contribute to raising societal awareness of its value and centrality in the life of Georgia.

**Description and Analysis - Program 2 Master's programme Art studies (Georgian art – research and conservation)
Level 7**

The Program objectives/purpose of the MA are as follows:

- 'The purpose of the MA program is to prepare an art historian who will have a deep and thorough knowledge of art history, with an emphasis on Georgian art, the most important issues related to the maintenance and preservation of cultural heritage, professional, art history and theory methods, and the ability to develop and apply knowledge in practice;
- He/she will have the skill to educate art historians who will be able to do both practical art history and theory activities or administrative activities in organizations related to the field of art and cultural heritage, as well as research and, accordingly, scientific and pedagogical work, to support the master's student in the development of the ability to conduct research independently, in mastering the application of the traditional and latest methods of art history and theory, in the study of the principles of academic fair practices and ethics, in developing the ability to present one's own academic conclusions, arguments and research results to the public'.

In addition to the description and analysis under the cluster heading, the accreditation expert team considers that the above program objectives describe the depth of knowledge needed to develop an art history graduate at level 7, with the focus on Georgian art - the cultural heritage and its maintenance and preservation. The mastering of the applications of the traditional and the most up to date methods of art history and theory provide an important grounding for the future art historian who can independently engage in scientific research and work in the field of cultural heritage. The Expert team confirms that the MA graduate will be educated in the preservation and care of Georgian heritage at an educational phase commensurate with level 7, thus ensuring the smooth and consistent progression from level 6 and onwards to level 8, if study is the desired next step of the graduate, rather than the world of work. When the program objectives are translated into program learning objectives the expert team considers that they are realistic and achievable and will form the basis of building consistent and incremental educational scholarship and research. They are accessible and available to the public on the university website.

In terms of the contribution the MA makes to the development of the field and the society, while also addressing the University strategic priority to play an important role in the social life of the country, as with the BA, the expert team found most evidence of these intentions during the interviews with the employers and graduates. The expert team heard from the employers and the graduates that there is a renewed impetus for research and preservation of Georgia's cultural heritage, and that a new generation of art historians is sought to make the museum collections and public monuments more accessible to young visitors, as well as to become public school teachers. Secondary education therefore provides another context in which MA graduates can contribute to societal awareness of the arts and heritage as an

important part of Georgia's national identity. The expert team heard some passionate sentiments from the students they met, that undertaking the MA had enabled them to see their environments with a particular eye to heritage sites in Georgia, and the expert team conclude that the students have the potential to contribute to raising societal awareness of the value and centrality of the arts in the life of Georgia, therefore reflecting the aims of the cluster.

**Description and Analysis - Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art)
Level 8**

The Program aims/objectives of the PhD are as follows:

- 'The program aims to prepare art critic who thoroughly possesses the knowledge and research methods acquired within the field of art history; who will be able to independently conduct the research, profoundly understand, critically approach to existing ideas, analyze new material, draw logical, substantiated conclusions and create new knowledge within the field of art history, who will have not only local, but also will take part in arts sciences.
- The objective of the program is to create conditions for a Ph.D. student's intellectual growth, activation of research potential. Understanding art historical and contemporary events as the as expressive sphere of human's inner world, his/her attitudes (towards society, world and environment), in the past, and in the present. By doing so, we maintain continuity of knowledge in the field of art studies, vitality;
- Another task on the way to the realization of the goals set by the program is for the future doctor to understand how the field of artistic studies fits into the common intellectual space. The teaching and research process within Ph.D. aims to develop cooperation skills: the doctor must know how to cooperate during interdisciplinary research with a specialist in related humanitarian, social, and other fields. The aim of the program is to develop the ability to transfer knowledge to others, to be able to conduct lectures;
- Another key task of the program is to develop the Ph.D. student's ability to transform knowledge. One must be able to present, transfer knowledge, teach the material in an understandable form. One should be able to provide knowledge to all interested persons: at any level (professional circle, general public);
- The program is intended to pay special attention to the research of national and international cultural heritage, historical and contemporary artistic processes and thereby contribute to the presentation of the fundamental relations between humans and the world'.

In addition to the description and analysis under the heading cluster, the accreditation expert team acknowledges the 'step up' to PhD level and considers that it is consistent with progression from level 7 to level 8 for those master's graduates who wish to and are able to continue their research at doctoral level. However, the connection emphasized in the PhD program objectives in relation to the discipline and its connections to the world, provides a clear distinction between MA and PhD levels. The expert team believes that this is best illustrated by the fact that the future doctor understands how the field of artistic studies fits into the common intellectual space, and how their research of national and international

cultural heritage, historical and contemporary artistic processes, contributes to the presentation of the fundamental relations between humans and the world i.e., the social world. These program objectives build upon the depth of knowledge, skills and particularity of methods acquired at MA level, and are further honed at PhD in order to produce new knowledge and for the Art History doctor to gain the professional expertise and to have influence within the scientific research field as well as being able to advocate beyond, in terms of producing cultural policy. The program objectives are accessible and available to the public on the university website.

An additional distinctive feature of the PhD program objectives is that interdisciplinary skills need to be gained by the doctoral graduate in order that they can undertake scientific research in and cooperate with adjacent fields of study in the human sciences. When mapped to the PhD learning outcomes the expert team find that some elements of the program objectives are underemphasized. The expert team found that the PhD program objectives did not fully reflect the issue of internationalization within the educational program and suggest this should be rectified by developing an international emphasis in the program objectives.

Evidence/indicators

- Self-Evaluation Document
- BA, MA and PhD Educational Programs
- University Mission and vision statements on website
- University Strategy on website
- Labor market research reports of the field of art studies
- Interviews with Rector, Dean of Faculty, Finance and Administration for Faculty
- Interviews with Head of Programs
- Interviews with Employers
- Interviews with SER group

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and Suggestions according to the programs:

Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

Recommendation(s): none

Suggestion(s):

1.1.1 It is suggested that the program team consider adding a program objective for the MA relating to internationalization.

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s):

1.1.2 It is recommended that the program team add a program objective for the PhD relating to internationalization.

Suggestion(s):

Evaluation ⁶

Please, evaluate the compliance of the program with the component

Component 1.1 - Program Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory)Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Program Learning Outcomes

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

⁶ Evaluation is performed for each program separately.

Cluster and individual evaluation

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

The expert team met with the SER group and were able to ascertain from the self-evaluation report, and those present in the interviews that the process of developing the program learning outcomes was a collaborative process conducted under the guidance of the Head of Programs and involving at least one representative of most stakeholder groups – quality assurance office; academic, scientific, and invited staff; students; graduates; and employers. The one notable omission was a BA student on the group, although the expert team heard that the BA students were engaged in a survey that contributed to the drafting of the BA program. The expert team consider that the inclusion of a BA student would have been judicious, in order to be fully inclusive and representative.

The expert team can see that the program learning outcomes were written with reference to the National Qualifications Framework for Georgia, and the Classifier of Field of Study. An important and relevant development for this cluster is the collaborative project underway among HEIs since 2022 to establish national subject benchmarks for Art History and Theory at all HE levels, which the TAFU Art History staff have been leading. Although the new benchmarks are still in draft form, the expert team understands that they have been taken into account in the writing of the program learning outcomes for all levels that mutually inform the program objectives for the cluster. The expert team considers this to be good practice. It should be noted that the expert team have not had access to the draft benchmarks.

The SER states that: the learning outcomes of all three academic level programs of Art History and Theory grouped in the cluster are closely related to the goals stated in the programs. The learning outcomes of each program include the transfer of in-depth knowledge in relevant directions, as well as the aspects of its implementation in practice, development of analytical, communication and interpersonal skills components at appropriate level of qualification that are achievable and measurable. However, the experts found that reference to responsibility and autonomy were lacking in the program learning outcomes and suggests this be included.

In general, the learning outcomes provide both the opportunity to continue studying at the next levels of education, as well as the opportunity to enter employment, considering the requirements of the labor market. The programs grouped in the cluster are presented in such an order that the increasing difficulty, complexity, and dynamism of the growth of the research component of the learning outcomes of the programs are visible. As a result of the interviews, the involvement of the academic staff in the process of developing the learning outcomes of the program was revealed and it was also revealed that students are familiar with the learning outcomes of the program.

This statement provides a general overview at cluster level, but it is at program level that the expert team focused in order to confirm if the above is in fact the case.

Description and Analysis - Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

Program learning outcomes: after the completion of the BA program in Art History and Theory, the graduate:

1. 'Describes the main stages of World and Georgian Art History - from the prehistoric era to modern times; defines the main styles and movements known in the art history; describes the characteristics, stages of development, artistic features of the architecture and visual arts fields; knows the components of the artistic form of artwork (artistic techniques) and their functions;
2. Identifies, classifies and interprets historically of various branches and genres of architecture and visual arts works; For the purpose of studying and assessing art work, he/she describes and analyzes European and Georgian architecture, painting and sculpture works of different eras by using appropriate terminology; He/she has ability to distinguish artistic techniques, their stylistic and content characterization; characterizes themes of Christian iconography widely spread in art, identifies mythological stories and establishes their artistic features in an argumentative manner; discusses an architecture and visual art sample, both with criteria of artistic form (stylistic) analysis, and with aspects of historical contextualization;
3. Knows working fundamentals directly on the monument and uses it in practice: collects various data on the art work; describes and assesses the current processes of architecture and visual arts; possesses the practical basics of drawing and painting;
4. Characterizes the thematic diversity of art works, is familiar with the basic methods of art study and scientific observation, study and argumentation, the fundamental principles of art theory and art historiography; forms opinions about importance of cultural heritage and necessity of its care and preservation;
5. Is aware of cultural, philosophical, social context of art; understands importance of practical areas of art history (museum, care and protection of cultural heritage, tourism, etc.); is familiar with adjacent areas of the field (theatre, cinema, literature history and other humanitarian and social fields); is able to communicate on specific and general issues of the field and adjacent fields, both in native and foreign (English) language; can express knowledge on general and specific issues of art history to others;
6. Writes a research paper on the architecture and visual arts topic in accordance with academic standards and presents it appropriately; presents the topic in a structured, coherent, substantiated manner both in writing and orally by using modern information and communication technologies;
7. Plans his/her professional activities independently and carries out them under the conditions of appropriate leadership by observing the ethics principles in his/her activities; determines importance of culture/art in the development of society'.

The expert team considered the 'Table of BA program objectives and learning outcomes', in order to confirm that the program learning outcomes are mapped to the program objectives. This additionally led the expert team to look at where the learning outcomes were mapped to being taught in the BA curriculum in the table in the document 'Bachelor learning outcomes and targets map', where they are identified as introduced, acquired, and improved. The expert team thought this an effective way for the program team to ensure how the learning outcomes correspond to the aims of the program and cover main knowledge, skills and responsibility and autonomy envisaged by the curriculum content.

The expert team considered the BA learning outcomes in relation to the learning outcomes for the MA and could see that they are incrementally developed in terms of difficulty and complexity. For example, general and broad knowledge sets are required as the learning outcome at BA as a basic grounding in art history and theory, while in the equivalent learning outcome at MA level considerably deeper knowledge is required. The BA student can plan their professional activities independently and carry out them under

supervision whereas the MA student is expected to be able to plan and carry out their professional activities independently. By comparing the two sets of learning outcomes the expert team found that throughout the specified learning outcomes the BA learning outcomes are consistent with, and appropriate for, a bachelor's qualification and have been developed by considering the relevant cycles (1st cycle for BA). On the basis of the program learning outcomes the expert team found that a BA graduate (taking into account the prerequisites for admission to the respective programs) could continue to study at level 7, in the same field of study, and the learning outcomes are consistent with the demands of labor market in cultural heritage, as was discussed with the employers, who provide internship opportunities for undergraduates. The expert team suggests that the specifically practical learning outcomes related to the work field such as museum, care and protection of cultural heritage, tourism, etc. and communication skills could be further emphasized in relation to the world of work in learning outcome 5, and that would reflect more closely the program objectives.

**Description and Analysis - Program 2 Master's programme Art studies (Georgian art – research and conservation)
Level 7**

Program Learning outcomes: after the completion of the MA program in Art History and Theory, the graduate:

1. 'Possesses a deep, profound knowledge of the history of art, by deepening the knowledge of the history of Georgian art, by its critical understanding, in connection with the art of other countries; knows the fundamental principles of art theory, the main stages of its development, research methods, approaches and modern aspects; has exceptionally deep, thorough knowledge in the chosen field of art history (chosen module);
2. Determines research issues within the field of art, epoch, and region, formulates questions related to the topic, finds relevant material, develops hypotheses, sets research goals and carries out research through working on the original/originals of the work of art, critical study of relevant specialized literature, and based on historical-literary and archival sources; Writes a research abstract, conference report, article, following the principles of academic style and academic fair practices; Independently conducts research around a specific problem/issue of art history; Chooses and independently uses the appropriate method/methods of the research topic; If necessary, uses an interdisciplinary approach, as far as he/she is good at adjacent fields (palaeography, source studies, philosophy, music, theatre, cinema, etc.) and can use the data of the relevant field appropriately;
3. Can independently plan his/her learning process, based on his/her professional interest, to deepen his/her knowledge in the field of art history and theory and adjacent fields; Has general knowledge of case organization and management principles; Also, has knowledge in pedagogy, teaching methods and can transfer knowledge to others;
4. Determines the characteristics of such organizations as museums, maintenance and preservation of cultural heritage, galleries and others; Identifies the actual issue/problem related to them, sets the ways to solve this problem, forms the aspects of the museum field, as well as the policy aspects of cultural heritage research and preservation.

5. Independently plans professional, art history and theory-based activities and works in compliance with the principles of professional ethics and responsibility, and participates in the process of formation of important cultural values for the society’.

The expert team considered the ‘Table of the Master program objectives and learning results’, in order to confirm that the 5 learning outcomes are mapped to the program objectives. This led the expert team to look at where the learning outcomes were mapped to being taught in the MA curriculum in the table in the MA document ‘Map of curriculum learning outcomes and target marks’ where they are identified as introduced, deepened, and reinforced and finally the ‘Map of Learning Outcomes of the Master Program’. The expert team thought these tables are an effective way for the program team to ensure how the learning outcomes correspond to the aims of the program and cover main knowledge, skills and responsibility and autonomy envisaged by the curriculum content and are progressively developed in the students’ learning.

As outlined above, the expert team considered the MA learning outcomes in comparison with the BA learning outcomes. The expert team noted that a reference to ‘analysis’ was not included in the MA learning outcomes and recommends that it be added. The expert team also considered the MA program learning outcomes in relation to the program learning outcomes for the PhD and could see that they are incrementally developed in terms of difficulty and complexity. For example, the MA student will graduate with an exceptionally deep and thorough knowledge in their chosen period of art history, while at PhD level the creation of new knowledge is required. By comparing the two sets of program learning outcomes the expert team found that throughout the specified learning outcomes the MA program learning outcomes are consistent with, and appropriate for, a master’s qualification and have been developed by considering the relevant cycles (2nd cycle for MA). The expert team consider that Program Learning Outcome 2 is overly long and suggest that it is divided into two discreet learning outcomes and that these are summarized. The program is determined to fulfill the components of the educational and research category in the amount of 120 credits. Of these, 40 credits are for developing research skills, 10 credits are for practical skills, and 70 are for academic disciplines. On the basis of the program learning outcomes the expert team found that a MA graduate might continue to study at level 8, in the same field of study (subject to the admissions prerequisites). The expert team consider that the program learning outcomes are consistent with the demands of the work field in cultural heritage, and that they have been written in consideration of the labor market and trend analysis as was discussed with the employers. Given the emphasis by TAFU in producing postgraduates to meet the demands of the cultural sector work field, and in light of the practical skills and the museum management module in the MA, the expert team suggests that a mention of preparation for the workplace could be added in MA program learning result 4.

The expert team found that the MA program learning outcomes are measurable, achievable, and realistic

Description and Analysis – Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

After the completion of the doctoral program in Art History and Theory, the graduate:

1. ‘Will understand the history of art systematically and critically and will present Georgian art as a part of the world's cultural heritage;

2. Defines modern forms and methods of artistic research; conducts a complex study of a work of art/combination of works by establishing relationships with adjacent fields; plans research and conducts it in compliance with the principles of academic integrity; Develops research or analytical approaches focused on the creation of new knowledge (at the level of the standard required for an internationally refereed publication).
3. Determines current problems of art history and offers solutions, plans, and directs development-oriented events; In a higher educational institution, he conducts lecture courses at a high scientific and methodical level'.

As outlined above, the expert team considered the PhD program learning outcomes in comparison with the MA learning outcomes and confirm that they could see that they are incrementally developed in terms of difficulty and complexity, and that the focus of the PhD learning outcomes is entirely scientific research appropriate for the 3rd cycle outcomes with the production of new knowledge at the level and standard of an internationally peer reviewed publication. The study outcomes map of the PhD educational program and reviewing some copies of theses during site-visit demonstrates alignment with the three learning outcomes of the educational and scientific components addressed by the program.

However, the expert team noted that the program learning outcomes refer to establishing relationships with adjacent fields and recommends that the explicit inclusion of 'interdisciplinary' research would reflect the following program objective: 'the doctor must know how to cooperate during interdisciplinary research with a specialist in related humanitarian, social, and other fields'. The expert team also recommends that the program team strengthen the reference to the international context in the PhD program learning outcomes, because at present the only mention is in relation to 'presenting Georgian art as a part of the world's cultural heritage'.

The expert team found that the PhD learning outcomes are measurable, achievable, and realistic, but are only briefly outlined, and recommends that they should be rewritten in greater detail.

Evidence/Indicators

- Table of BA Program Objectives and Learning Outcomes
- Table of Bachelor Learning Outcomes and target marks
- Table of the Master Program Objectives and Learning Outcomes
- Map of Curriculum Learning Outcomes and target marks
- Map of Learning Outcomes of the MA Program
- Labor market research reports of the field of art studies
- Self-Evaluation Report
- Interviews with the Head of Programs
- Interviews with BA and MA students

General recommendations of the cluster: none

General suggestions of the cluster:

Recommendations and suggestions according to the programs:

Program 1 Bachelor’s programme Art studies (Art History and Theory) Level 6

Recommendation(s): none

Suggestion(s):

1.2.1 It is suggested that a BA Program Learning Outcome specifically related to the work field be added

Program 2 Master’s programme Art studies (Georgian art – research and conservation) Level 7

Recommendation(s):

1.2.2 It is recommended that a reference to ‘analysis’ be added to the MA Program Learning Outcomes.

Suggestion(s):

1.2.3 It is suggested that MA Program Learning Outcome 2 is overly long and suggest that it is divided into two discreet learning outcomes and that these are summarized.

1.2.4 It is suggested that a mention of preparation for the workplace could be added in MA Program Learning Outcome 4.

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s):

1.2.5 It is recommended that the PhD program learning outcomes are redrafted in greater detail and that in doing so, the PhD program team strengthen the program learning outcomes relating to an internationalization, and they include an explicit reference to interdisciplinary research.

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.2 - Program Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory)Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 2 MA Art studies (Georgian art - research and conservation) Level 7	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Program Learning Outcomes

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

Cluster and individual evaluation

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

According to the submitted documents there is an inter-university rule on ‘Designing the Program Learning Outcomes and its Assessment Methods’. This document describes the principles of working on learning outcomes and by providing some practical instruments demonstrates the evaluation/assessment strategies. It is prepared in accordance with the National Qualification Framework and Study Field Classifier. In addition to this, the regulation on ‘Assessing and Monitoring the Learning Process’ also refers to the evaluation of the program learning outcomes.

As it is described in SER the system of the evaluation of learning outcomes involves direct and indirect mechanisms, such as questionnaire responses from students, alumni, employers and academic staff, as well as the analyses of the students’ academic achievements. The expert team double checked this during the interviews with different stakeholders and found out that the majority of the alumni are not that engaged with processes related to assessing the learning outcomes, they hardly remember the cases of filling in the survey. Some of the employers also mentioned that they had a general discussion on the programs’ content and not that much contributed towards assessing the learning outcomes. The expert team recommends enhancing the active involvement of the alumni and employers in assessing the programs’ learning outcomes to further improve the quality of given programs.

As it was declared during the site-visit, there are no sectoral benchmarks in this field, the self-evaluation team together with the academic staff decided on the mechanism of evaluation program learning outcomes and having some benchmarks related to the evaluation of students’ learning outcomes. The submitted documentations illustrate that the institution analyses a student's academic achievements yearly and compares it to pre-defined benchmarks, based on this analysis the interventions are initiated, mostly either by the head of the programs or by the QA office. However, the detailed analysis of the evaluation of students' learning outcomes has not been prepared yet in any of the programs given in this cluster. The expert team found out that due to the reason that the regulation has been adopted recently the institution

is waiting for the first graduates of the given programs and only after that will be able to prepare the deep analyses.

For all three programs the institution prepared the 'Map of the Learning Outcomes', in which the links between the program learning outcomes and learning outcomes on each course level is linked and visualized. The expert team asked a few questions to both academic and invited staff to find out whether they were involved in working on the programs' learning outcomes. As it was declared the teaching staff is familiar with the programs' learning outcomes, moreover, few of them mentioned attending the training provided by the QA Office in drafting them. However, only one staff member could recall a case of being actively involved in designing the learning outcomes on the program level and only one mentioned to have information about the assessment of the program that is conducted by the university. The expert team recommends that the institution guarantees teaching staff are actively involved in formation of the programs' learning outcomes and the evaluation is equally accessible for everyone.

According to the submitted documentation the procedures and the mechanisms existing in the institution aim to support the programs' development. The head of the programs together with the QA office representatives confirm that assessing of the program learning outcomes by itself is planned to be used for further changes and improvements in the given programs. Although the comparison of the course learning outcomes and benchmarks are not conducted so far, the rules and mechanisms that exist can be seen as a guarantee. Moreover, a few changes in each program have already been made based on the survey that the students and other stakeholders are filling. This shows that the institution values the engagement of students and faculty members in the development of the programs.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Self-Evaluation Report
- The Rule on Designing the Program Learning Outcomes and its Assessment Methods
- The Rule on Assessing and Monitoring the Learning Process
- Academic Staff Self-Evaluation report and data collected
- Students survey forms and data collected
- Interviews with students, alumni, teaching and administrative staff
- University website

General recommendations of the cluster:

1.3.1 It is recommended to enhance the involvement of the alumni and employers in the process of assessing the programs' learning outcomes to further improve the quality of given programs in the cluster.

1.3.2 It is recommended that institution guarantees academic, scientific and invited staff are actively involved in the formation of the programs' learning outcomes and the evaluation is equally accessible for everyone.

General suggestions of the cluster: none

Recommendations and Suggestions according to the programs: none

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.3 - Evaluation Mechanism of the Program Learning Outcomes	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory) Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Program

➤ The program is designed according to HEI's methodology for planning, designing and developing of educational programs.

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

Cluster and individual evaluation

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

The BA, MA and PhD educational programs presented in the cluster are built according to the rules established by the Georgian legislation and ECTS - in accordance with the European system of credit

transfer and accumulation. The programs are compiled for the purpose of developing, approving educational programs in the University by following the rules and procedures for making changes and cancelling them, for which the program includes the basic principles and stages of development and planning. The programs went through the following stages of development: formation of the program working group (the Head of the Programs and academic staff, quality assurance specialist); development of a complete package of the program by the working group; different assessment procedures taking into account the comments and recommendations received as a result of feedback by the program working group, as well as the experience of the best international practices; learning outcomes, consultation and feedback with the quality assurance service of the university regarding the determination of their evaluation mechanism; review of the final version of the program by the Faculty Council; review of the conclusion of the program and quality assurance service submitted by the University's Academic Council regarding the compliance of the program with internal and external standards and approval of the program. The interviews conducted during the site visit confirmed the testimony of the self-evaluation document that various aspects were taken into account when building the content and structure of the program such as the opinions of target stakeholder groups (students, graduates, employers, etc.). The content of the programs of different levels of Art History and Theory represented in the existing documents corresponds with the bachelor, master and PhD level of education with the requirements and takes into account the prerequisites for admission to the relevant program. The duration of the BA, MA and PhD programs, in accordance with the legislation and the specifics of the field, is normally eight, four and six semesters, and includes 240, 140 and 60 credits respectively. The structure of the programs is consistent, however, regarding the content side, there is a notable lack of newest tendencies of art and the expert team suggest that consideration be given to topics related to current (21st century) Georgian and international arts. Mandatory and elective courses, teaching and research components presented in the programs jointly ensure the successful achievement of learning outcomes. All educational and scientific-research components included in the program are logically arranged and develop in content; the prerequisites of the subjects are mainly adequate and derived from necessity. Information about programs is accessible on the website of The Shota Rustaveli Theatre and Film Georgia State University (Art Sciences, Media and Management Faculty).

The Academic Writing and Research Methods courses which are given in both MA and PhD programs are fully identical, having the same aim, learning objectives, activities and content. In addition to this, the course is oriented on preparing a research paper but the main literature used mostly covers topics that are more suitable for a BA program (basics of structure and components of academic paper; basics information seeking and etc.). On the other hand, the same course in BA level covers topics related to mostly Georgian Language and grammar (not working on an academic paper). The expert team **suggests** that the institution critically reviews the Academic Writing courses on all three levels of the studies, designing a more generic one for BA program, while more advanced for MA level and on PhD it can be focused on preparing scientific paper for publication. This will support students to enhance their writing skills related to Program's Learning Outcomes.

Description and Analysis - Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

The BA program has been developed in accordance with the requirements of the 'Rules and procedures for developing, approving, amending and cancelling the educational program' in effect at the University. The content, volume and complexity of the program corresponds to the BA level. The program includes 240 credits, of which 60 credits are allocated to the free component. Admitting procedure is defined by unified national exams (subjects: Georgian language and literature, Foreign language, third compulsory subject - history/history of fine and applied arts). 120 credits of the main field of study in the program are classified as follows: Compulsory, Core Modules and Courses of the Program includes 1) Module: Theory of Art and Analysis – 25 ECTS 2) Module: World Art History – 30 ECTS 3) Module: Georgian Art History – 27 ECTS 4) Compulsory, Core and Practical-theoretical Courses of the Program - 30 ECTS 5) With Compulsory Research Elements: BA Dissertation – 15 ECTS and Compulsory program, general optional courses 34 ECTS; Compulsory program, general courses: 23 ECTS; English language – 26 ECTS and Optional courses of the program: 30 ECTS.

The educational courses of the program are logically and meaningfully connected with each other, which can be achieved with the relevant prerequisites. As a result of the interviews, the active involvement of academic staff, students, and graduates in the process of developing the program was revealed. During the interviews with the academic, scientific, and invited staff, their involvement within their own courses was emphasized. The BA program, course catalogue and semester schedule of subjects are available on the website of University.

Description and Analysis - Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

The fulfilment of the educational and research category components amounting to 120 ECTS is defined by the program, among which 40 ECTS are for mastering and developing research skills, 10 ECTS are for acquiring practical skills, and 70 ECTS are for academic disciplines. The content of the program is reflected in two main modules: Comparative History of Ancient Georgian Art and 20th-century art. Compulsory main courses includes courses of Art theory and criticism, research methods, preservation and management, museum management. The program corresponds to the goals formulated in the mission, the main vector of which is the development and research of art fields. The expert team found that the program module defined as 20th century art, misses the opportunity for students to engage with current processes in art and continuity of art tendencies to the present day, because it stops in 1999. The expert team suggests that the program team consider extending the period of study to the present day (see 1.4.3).

Description and Analysis - Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

The content of the PhD program like the MA program is reflected in two main modules: Comparative History of Ancient Georgian Art and 20th century art. The expert team found that the program module defined as 20th century art, misses the opportunity for students to engage with current processes in art and

continuity of art tendencies to the present day, because it stops in 1999. The expert team suggests that the program team consider extending the period of study to the present day (see 1.4.3).

In connection to academic referencing style the expert team suggests following one of the internationally recognized style guidebooks - in some PhD dissertations the bibliographic style did not satisfy academic standards - and this would aid the students in understanding the requirements of those standards in preparation for publishing their papers in international academic publications

Evidence/Indicators

- Methodology and approval procedure of planning, development, development of educational programs
- Self-Evaluation Report
- BA, MA, and PhD Educational Programs and syllabi
- Interviews with Head of Programs, academic and scientific staff, invited lecturers
- Maps of learning outcomes

General recommendations of the cluster: none

General suggestion of the cluster:

1.4.1 It is suggested to update/modify the existing courses of Academic Writing for the programs given in the cluster, with focus on enhancing students' writing skills in accordance with their study level.

1.4.2 It is suggested that students in the cluster follow one of the internationally recognized style guidebooks as this would aid the students in understanding the requirements of those standards in preparation for publishing their papers in international academic publications

1.4.3 It is suggested that consideration be given to including topics related to 21st century Georgian and international arts - in the cluster

Recommendations and suggestions according to the programs:

Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

Recommendation(s): none

Suggestion(s):

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s): none

Suggestion(s):

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.4 - P Structure and Content of Educational Program	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory) Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

Cluster and individual evaluation

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

Analysis of competency maps, syllabi, site visits, and interview results of BA, MA, and PhD educational programs confirm that the course structure, prerequisites, teaching methods and resources support students in developing program-specific learning outcomes, skills, and competencies. All the educational programs' learning outcomes mainly correspond to the learning outcomes of the programs. Content of educational courses and the expected results determine the distribution of credits, and there is an adequate balance between contact and independent study hours. The relevant components, methods and criteria of the students' evaluation which are properly defined in the syllabi allows for continuous monitoring of

progress and ensures achievement of desired learning outcomes. While the syllabi of the training courses of all the programs include a variety of literature, the expert team suggest some updating would enrich the educational resources - reflecting current (21st Century), newest achievements and trends in the field, the quantity and quality of which would be fully consistent with the level of teaching. The effectiveness of the educational courses is checked by a semester survey of students, which concerns the content, volume, resources, workload of students and refers to the evaluation system. The results of the survey are available to the Head of Programs and other participants of the process for further refinement and improvement of the component.

Description and Analysis - Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

The BA program includes 240 credits (Module: Art Theory and Analysis -25 ECTS; Module: World Art History - 30 ECTS; Module: History of Georgian art - 27 ECTS; Mandatory, basic courses of the program, practical-theoretical courses - 30 ECTS; Compulsory, general courses of the program 34 ECTS.: Compulsory university courses of the program: 23 ECTS: English – 26 ECTS; Compulsory elective course of the program: Basics of drawing and painting 5 ECTS; Elective courses of the program: 30 ECTS) and study duration is 8 semesters. In the description of the program, it is declared that it trains an architecture and visual arts history specialist, who has got knowledge of History and Theory of Art and possesses field analyst and theoretician-critic skills and knows the defining fundamentals of the profession. It also provides training of art critics. Additionally, the program is focused on the education of professional specialists working in both local and foreign artistic space analytics and art history studies. One of the main goals of the program is to train specialists who, after completing their studies, will be able to work in the field of culture and art, as well as in the educational field as teachers, in a secondary school as an art teacher (after completing the 60 ECTS teacher training program and/or passing the certification exam). After interviews with the Head of Programs, academic staff, students and alumni, it was determined that there was consideration of requirements/needs in terms of variety of elective courses in the program. The learning outcomes of the training courses of the main learning area of the program are developed in accordance with the learning outcomes of the program and are reflected in the program competence map. The learning outcomes in the program's compulsory and compulsory-elective courses are defined as seven main results (details in learning outcomes) in relation to the graduate's knowledge-awareness, ability, responsibility and autonomy. The expert team found that the learning outcomes are measurable, achievable, and realistic in and of themselves. However, they have a concern that the predominance of modules with 3 ECTS scheduled together in a semester may present an issue for students in terms of workload, and therefore it is suggested that the program team discuss this with BA students to check whether they find the workload a challenge.

According to students interviewed by the expert team they find a problematic resemblance between psychology, philosophy, and anthropology courses. After reviewing the syllabi the expert team suggests that more clear identification of differentiation concerning each of these disciplines could be provided for students.

**Description and Analysis - Program 2 Master's programme Art studies (Georgian art – research and conservation)
Level 7**

The volume of the MA program in credits is 120 ECTS., (Among them 40 ECTS of research, 80 ECTS of study) and study lasts 4 semesters. The format of the study is only face-to-face day attendance. Prerequisites for admission to the program are: Bachelor's degree, Bachelor of Humanitarian Sciences of Bachelor of Art and Academic level of Bachelor of Social Sciences are prioritized. An academic degree equal to or higher than a bachelor's degree; He/she must have a perfect command of the Georgian language (for foreign candidates - at B2 level) and English language at least at B2 level (it is verified by a diploma supplement or by presenting a relevant, internationally recognized certificate); The basis for enrolling in the program is successful passing of the unified national master's examinations and speciality exams. Field of Employment is described as Art and cultural, scientific research and educational institutions, art and educational organizations, which require the general competencies described in the learning outcomes of the program; Festivals; State and non-governmental organizations of cultural heritage; Archives and museums; Television (Broadcasting), radio, print media - TV-cinema, in the direction of cultural journalism and editorial activities; Libraries; Higher, professional and general educational organizations of artistic profile; Educational and creative studios of the artistic profile. Beside these objectives the program states that it includes two modules: 'Ancient Georgian Art– research and preservation' and 'XX century art' and the student selects one of the given modules. The student is obliged to choose at the beginning of the first term. The choice of a specific module and, accordingly, the disciplines included in it, depends on which research issues the master's student wishes to work on - the problems of ancient art history, or the issues of 20th century art. Since the university includes the disciplines of cinema and theater from its foundation, the expert team suggest that the Art History and Theory program develop interconnections with these disciplines, which can be expressed in mid-term topics on scenography art, art influence on cinematography, etc.

**Description and Analysis - Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art)
Level 8**

The PhD Program's volume of credits is 60 ECTS and Study lasts for 6-10 semesters. For admission a person can apply with a Master's or equivalent academic degree (preferably in humanities, social, art sciences), knowledge of the English language at least B2 level, which is assessed by taking the PhD entrance exam (A person who represents a higher education diploma specializing in the English language, or a certificate of examination passed at an accredited higher education institution of corresponding profile (not less than B2 level) or an internationally recognized certificate of English language proficiency (TOEFL PBT, TOEFL IBT, IELTS or Cambridge Exam) shall be exempt from the Foreign Language exam. Employment areas of graduates of the program are defined as follows: pedagogical and scientific activity in higher educational institutions; research or administrative activities in museums or monument protection organizations (in a management position); scientific activity in research-scientific institutions; performing administrative or art direction work in the state and non-governmental sector (in a management position); work as an art critic-expert (in the Customs Service, auctions, banks, etc.); working as an independent expert or researcher; independent project planning, task determination, and implementation; work in a scientific group as a performer of a specific task, as well as a head of the group. In the self-evaluation document the

existence of the principle of international review of the dissertation at the doctoral level is emphasized, as a mechanism for evaluating and responding to learning outcomes is a powerful tool for program improvement.

Evidence/Indicators

- Self-Evaluation Report
- BA, MA and PhD Educational Programs and syllabi
- Interviews with Head of Programs, academic staff, invited staff, students
- Maps of Learning Outcomes

General recommendations of the cluster: none

General suggestions of the cluster:

1.5.1 It is suggested that the cluster give consideration to including topics reflecting current (21st century), newest achievements and trends in the field.

1.5.2 It is suggested that the Art History and Theory cluster develop interconnections with cinema and theatre disciplines.

Recommendations and suggestions according to the programs:

Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

Recommendation(s): none

Suggestion(s):

1.5.3 It is suggested that more clear identification of differentiation concerning psychology, philosophy and anthropology courses, could be provided for BA students.

1.5.4 It is strongly suggested that the number of 3 ECTS modules per semester is discussed with the BA students to find out if this presents an issue for them in terms of workload.

Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.5 - Academic Course/Subject	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory)Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programs with the standards

1. Educational Program Objectives, Learning Outcomes and their Compliance with the Program	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory) Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

2 Methodology and Organization of Teaching, Adequacy of Evaluation of Program Mastering

Prerequisites for admission to the program, 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 program.

2.1 Program Admission Preconditions

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

Cluster and individual evaluation

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

The admission preconditions for the programs given in the cluster considers the field characteristics and are in line with the program learning outcomes. According to the submitted document there is an inter university regulation on Planning the Student Body. This regulation is used for determining the number of the places announced by TAFU in each year. As it is described different factors are considered such as a physical space devoted to each student, the number of the academic staff compared to number of students – which for the programs given in the cluster is 1/4, meaning on each one professor there are four students.

As it was explained during the interviews before the admissions the university openly promoted the call descriptions by using different channels like website, social media etc. to guarantee the information is equally accessible for everyone.

Description and Analysis - Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

The admission procedures on BA studies in Georgia is strictly regulated on the country level, meaning every applicant needs to take the National Exams and based on the grades they get will be admitted to the study program they prioritize to study at. There are two mandatory exams in Georgian and English languages, as an elective one the history/arts history is added for the applicants to this study program. There is no other step that the applicants need to take, no inter-university exam is designed, which is a common practice in Georgia for the programs like this.

In the recent five years all of the places in the given program are fully used, an average 50 students are being enrolled each year.

Description and Analysis - Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

According to the policy of the university, the MA program is open to everyone who has already got a BA degree in any field, however those who have graduated from the same field, or any other from humanities and social sciences will be prioritized. In addition to this, all applicants need to pass the National MA Exam. Only after that they will be allowed to apply for the program at the university. The university itself organizes oral exams to determine the field knowledge of the applicants. The predefined topics as well as recommended literature are published on the university website well in advance, so that everyone who is interested with the study program can access. The expert team double checked how the procedures worked in practice, students and alumni during the interviews confirmed to have gone through the above-mentioned procedures before they started studies on the program.

In the recent five years, there were only 7 students enrolled in the MA program; it is suggested that the institution actively promote the program to attract more students.

**Description and Analysis - Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art)
Level 8**

There are few step procedures for the applicant to be enrolled in the PhD program. First, they need to have at least an MA degree in any field, in addition to this, their English level competence should be at least B2. According to the existing regulation, if the applicant cannot present the valid certificate, the university arranges an English Exam in place. The third step is an exam/interview with the committee. The applicants prepare a paper – research proposal that they submit in advance and during the interviews they present their research interests. The committee is created each year, with the participation of the field experts. Based on the interview outcomes the applicants are admitted to the program. The expert team as an additional document asked for the research proposals that the applicants are submitting and found out that those papers/proposals are submitted as a printed paper. Although the admission exam for the PhD is orally arranged, in order to guarantee the quality of the research proposals, it is suggested that the proposals are checked against any academic misconduct before the applicants' interview takes place.

In the last five years, there were only 3 students admitted to the PhD program. It is suggested that the institution promotes the program within the potential students.

Evidence/Indicators

- Self-Evaluation Report
- The rule on Planning the Students Body
- The Pre-acceptance requirements for BA Program
- The Pre-acceptance requirements for MA Program
- The Pre-acceptance requirements for PhD Program
- Interviews with students, alumni, administrative and academic staff
- University website

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs:

Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

Recommendation(s): none

Suggestion(s):

2.1.1 It is suggested that the institution actively promote the MA program to attract more students

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s): none

Suggestion(s):

2.1.2 It is suggested that the proposals are checked against any academic misconduct before the PhD applicants' interviews take place.

2.1.3 It is suggested that the institution actively promote the PhD program to attract more students.

Evaluation

Please, evaluate the compliance of the program with the component

Component 2.1 - Program admission preconditions	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory)Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

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

Cluster and individual evaluation

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

The expert team found that separate practical courses in Georgian Art History and Cultural heritage include site-visits to various monuments, museums, and exhibitions, as well as the optional course 'Fundamentals of drawing and painting' at BA level. These courses ensure the development of students' practical skills - to work on-site on measurements and descriptions being part of the art historical research and heritage studies in general. The students frequently mentioned these courses as a valuable element of good practice during the interviews, and said that they had helped them in their further employment as guides, teachers, and heritage specialists in general etc.

The introduction of a one-semester practical work project in a museum or scientific research institute in the MA program, is another step forward to develop students' practical, scientific/research/creative/performing and transferable skills. However, as the particular program is relatively new, the students and graduates interviewed during the site visit did not have a chance to benefit from this opportunity and therefore the expert team could not evaluate the effectiveness of this practical work component.

There are number of Memoranda of Understanding (MOUs) signed between the University and various institutions as practice providers, which determine the general frameworks of the collaboration between these organizations (not all necessarily for the Art History and Theory cluster). Further details of the practical work are elaborated in 'The Practice Diary template', which is developed as a part of the course, however, the content of the template only applies to the specific work in the museums and does not consider other types of organizations, which the expert team suggest it should.

The list of practice providing institutions, mostly includes museums, research institutes other higher educational institutions and governmental ministries and agencies and hotels. As a suggestion, it would be preferable to get in touch and involve other types of organizations such as cultural NGOs, art and culture-related private companies, contemporary art galleries and exhibition halls, which in turn, will diversify the set of skills for students and therefore, their further employment possibilities.

The new course 'Entrepreneurship in the field of culture', which was developed within the framework of the Erasmus+ institutional development project 'Connecting universities-industry through smart entrepreneurial cooperation and competitive intelligence of students in Moldova, Georgia and Armenia' in another important step forward. The expert team suggests that a similar course be integrated into the BA curriculum to develop the self-employment and entrepreneurial skills for the students and into the MA at the next level of competences.

The expert team found that the annual students' conferences, which have been running since 2008 create opportunities for the BA and MA students to work on scientific papers and develop their presentation skills. The PhD students, on the other hand, have the possibility to take part in the international conference of art researchers, which is held annually at the University and publish their reviews, articles and papers, in the University periodicals: the newspaper 'Duruji', the magazine 'Research of Art Sciences', 'The International Collection of Art and Media Studies'.

In the interviews with the MA, PhD Students and graduates, all confirmed the active involvement of their supervisors in the writing process of their theses and their greater role in the development of their research skills. One of the PhD students mentioned obtaining PhD research grants from Shota Rustaveli National Science Foundation of Georgia, which could be possible for others with an improvement in the level of students' research skills and their competitiveness.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Student reports made at students' conferences, conducted expeditions, etc;
- Implemented practices and practice diaries;
- Regulation on professional practice of students;
- Information about career development of graduates (results of survey of graduates) (QA docs);
- Published scientific works of students/doctoral students (including co-authorship);
- Programs of annual student conferences;
- Programs of international conferences of art researchers;
- Grants (Rustaveli Foundation) obtained by doctoral students in the field of art studies, current and planned scientific research projects and documents confirming the involvement of students in them;
- Periodical publications of the university ("Duruji", "Searches of artistic sciences" <https://dziebani2.tafu.edu.ge/>; "International collection of art and media studies" <https://artsmediajournal.tafu.edu.ge/>).
- Annex 6: Labor Market Survey;
- Annex 7: Agreements and memorandums MOUs signed between the university and practice provider institutions
- BA and MA program Syllabi (including The Practice Diary template)
- Self-Evaluation Report
- Site visit and interview results

General recommendations of the cluster: none

General suggestions of the cluster:

2.2.1 It is suggested that 'The Practice Diary template' is revised to include a range of types of host organizations.

2.2.2 It is suggested that the Faculty involve a broader range of organizations such as cultural NGOs, art and culture-related private companies, contemporary art galleries and exhibition halls as practice providers, which in turn, will diversify the set of skills for students and therefore, their further employment possibilities.

Recommendations and suggestions according to the programs:

Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

Recommendation(s): none

Suggestion(s):

2.2.3 It is suggested that a similar course to the 'Entrepreneurship in the field of culture' course be integrated into the BA curriculum to develop the self-employment and entrepreneurial skills for the students,

Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

Please, evaluate *the compliance of the programs with the component*

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory)Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

The program 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

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

The expert team confirm that by considering the teaching methods detailed in each course/module syllabus the teaching-learning methods of each program grouped in the cluster correspond to the teaching level, course content, learning outcomes, and ensure their achievement. The expert team note that a set of sectoral benchmarks are in development within a HEI project led by TAFU academics, and thus the draft version provides a reference point for the learning and teaching methods. The small size of cohorts enables the teachers to balance established teaching methods such as lectures, seminars and group discussions which develop critical and analytical skills, with the option of developing individual study plans, that positively places the student at the center of their learning.

The expert team read and heard in interviews that innovative approaches such as practical classes at the museum are scheduled, which includes familiarization and analysis of exhibits on site, as well as field trips. The expert team heard that, alongside the teaching of painting and drawing, this field work is highly valued by the students and encourages and enables their active participation and develops their autonomy. The expert team note that the teaching of practical skills also prepares students for internships as a valuable source of learning experience, prior to entering the cultural sector workplace. The employers that the expert team met explained that at the start of internships they consider the students' level and needs and match them to their organization's needs – so enhancing workplace learning. The practice diary is considered by the expert team to be an effective learning tool for students. The teaching of pedagogical skills at PhD is also in place.

The swift development of distance learning and teaching during the pandemic led to the Faculty management planning to maintain some of the positive practices post-covid, but the expert team heard that the Ministry has disallowed this. However, distance teaching can be instigated if a specific circumstance requires it.

The expert team note that the term 'groupwork' is used in the outline of learning and teaching methods in each syllabus in a variety of ways, which makes it somewhat unclear what is meant by the term. The expert team recommends that group work that is discussion-based be distinguished from group work in which students share a practical task or work collaboratively on a research topic. In the latter case an assessment method may be needed for group work.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- BA 004.03.072.a - Georgian Art History
- BA 004.03.099 – Information Technology (IT)
- MA 004.03.074-a Museum and Museum Management
- Course in High school pedagogy
- Course syllabi for BA, MA and PhD
- BA, MA and PhD program documents

- Interviews with Employers; and with BA/MA Students

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs:

none

Evaluation

Please, evaluate the compliance of the programs with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory) Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Cluster and individual evaluation

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

The assessment system at HEI is divided into the following components:

Out of the total score (100 points) of the evaluation of the educational program component, the specific share of the intermediate evaluation makes a total of 60 points, which, in turn, includes the following evaluation forms:

Student activity during the academic semester (includes various assessment components) - no more than 30 points

Midterm exam - not less than 20 points

Final exam - 40 points

The right to pass the final exam is given to the student whose minimum competence level of the components of the intermediate evaluations is not less than 21 points.

The evaluation system allows:

a) Five types of positive assessment:

a.a. (A) Excellent - 91-100 points

a.b.) (B) very good – 81-90 points

a.c.) (C) Good – 71-80 points

a.d.) (D) Satisfactory - 61-70 points

a.e.) (E) Sufficient – 51-60 points.

b) Two types of negative assessment:

b.a.) (FX) Unsatisfactory - 41-50 points, which means that the student needs more work to pass and is allowed to take the make-up exam once after independent work

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

In case of getting an FX in the study component of the educational program, a make-up exam will be appointed in at least 5 days' time after the announcement of the results of the final exam.

The minimum grade of the student in the final exam is determined by 20 points.

While the evaluation system is generally in accordance with the standards, there are some areas for improvements:

In almost every syllabus, in every program, in the assessment system, we find a note that the student has mastered the main and supporting literature. The expert team recommends that supporting literature should not be mandatory, and it should not affect the student's score.

While rubrics for allocated points are generally detailed, the same level of detail is lacking in the evaluation of BA and MA papers and other written assignments too. University has a separate document outlining the standards for written assignments, we can see in this document that written assignments are evaluated according to this scheme:

Technical side:

Compliance with general standards (10%)

Grammatical, stylistic and structural fluency (10%);

The content side:

Depth of knowledge of the material, possession of professional terminology (20%);

Conveying the material logically, with conclusions (20%);

Comprehension of mandatory literature and analytical understanding of the material (20%).

The presentation is evaluated by the following criteria: visual side of the provided material (10%);
The logic, persuasiveness and discussion skills of the presenter (10%)

We can observe a significant gaps of 10 and even 20 points in this scheme.

The expert team recommends to minimize these gaps by offering a more detailed evaluation scheme for written assignments. This would enhance transparency and provide clearer guidance in assessing such assignments.

We can also see in many syllabi evaluating scheme that 15 points are granted for attendance/activity. We can take Art Theory syllabus for example:

attendance and activity - 15 points.

The student is evaluated for his/her activity during the contact hours: participation in discussion, groupwork, etc

Seminars, groupwork, assignments, etc. (Total 25 points (5X5)):

5 points: The student submits the assignments within the specified timeframe and systematically, scrupulously masters the relevant program material and terminology provided by the program; the degree of his/her involvement in groupwork is high; he/she has read and understood the required reading; he/she presents the material in the fluent Georgian language, logically, and with conclusions.

4,5 points: The student submits the assignments within the specified timeframe and systematically, masters the relevant program material and terminology required by the program, has minor gaps, but without significant mistakes. The degree of his/her involvement in groupwork is high; he/she has read and understood the required reading; he/she presents the material in the fluent Georgian language, logically, and with conclusions.

4 points: The student submits the assignments within the specified timeframe and systematically, masters the relevant program material and terminology required by the program, has minor gaps, without significant mistakes, and minor errors in terminology; he/she always participates in groupwork and he/she has read and understood the required reading; he/she presents the material in the fluent Georgian language.

3,5 points: The student submits the assignments within the specified timeframe, and has mastered the program material with some gaps, but without significant mistakes; the terms he/she uses are mostly correct, although sometimes inaccurate; he/she has read and understood the required reading and always participates in groupwork; he/she is active and cooperative.

3 points: The student submits the assignments within the specified timeframe, has mastered the appropriate curriculum material, has some gaps, and sometimes makes significant mistakes; he/she demonstrates the knowledge of the mandatory literature, the terms he/she uses are inaccurate; he/she sometimes does not participate in groupwork and is less active.

2,5 points: The student submits the assignments within the specified timeframe, has mastered the appropriate curriculum material, but with significant gaps, and makes frequent mistakes; he/she rarely uses professional terminology; he/she sometimes does not participate in groupwork and is less active.

2 points: The student submits the assignments within the specified timeframe, and completes at least half of the assignments. He/she almost never uses terms. He is less active in groupwork.

1,5 points: The student submits the assignments within the specified timeframe, and completes the assignments only partially; he/she does not use terms; his/her group involvement is poor and he/she is less active.

1 point: The student fails to present the assignments within the specified timeframe, shows only partial, superficial knowledge of the assignment with a few significant errors, the degree of his/her engagement in groupwork is very poor.

0 point: The student was never involved in groupwork, and he/she mostly limits himself/herself to observation.

Midterm exam (20 points):

Final Exam (40 points):

While there are numerous other aspects and objectives that require evaluation beyond mere activity, we hold the view that assigning 15 non-detailed points for attendance/activity, in addition to the 5 seminars (which are a form of activity as well), might not provide the most optimal points distribution.

The expert team recommends removing the scoring criteria for attendance/activity of 15 points.

The expert team recommends increasing points allocated to written components on the BA and MA. This component should comprehensively encompass aspects such as the application of an academic writing style, accurate referencing of sources, and other pertinent considerations.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Educational programs grouped in the cluster
- Syllabi of training courses
- Resolution No. 5 (17/18) of the Academic Council of the National Academy of Sciences of Ukraine on 15.09.2019; No. 6, (22/23) 16.09. 2022 - Student evaluation system of the National Academy of Sciences
- Regulation of Dissertation Council
- Resolution No. 9 (17/18) of the Academic Council of November 10, 2017 on the procedure for appealing exams.
- Guide to evaluation methods and criteria
- Self-Evaluation Report
- Interviews with students
- University standard for written assignments

General recommendations of the cluster:

2.4.1 It is recommended that the supporting literature across all three programs should not be mandatory, and it should not affect the student's score.

2.4.2 It is recommended to remove the scoring criteria for attendance/activity of 15 points.

General suggestions of the cluster: none

Recommendations and suggestions according to the programs:

Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

Recommendation(s):

2.4.3 It is recommended that the rubrics for BA written assignments and allocated points need to be increased and more detailed.

Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

Recommendation(s):

2.4.4 It is recommended that the rubrics for MA written assignments and allocated points need to be increased and more detailed.

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the programs with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory) Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programs with the standards

2. Methodology and Organization of Teaching, Adequacy Evaluation of Program Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory) Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Student Achievements, Individual Work with Them

The program 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 program 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 program.

Cluster and individual evaluation

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

The standard component of this group of programs includes the availability of guidance from professors to students as needed. Professors are open to providing consultation, and students can easily reach out to them for information related to their courses. The building where programs are housed has multiple spaces to facilitate student-professor consultations. Additionally, remote online meetings are frequently used for such consultations, which adds flexibility to the process. This helps to ensure that students have access to the resources and support they need to succeed in the program.

The expert team find that the students are very complimentary about the administration staff and particularly the responsiveness of the Dean's office for students' needs. Active students, as well as alumni confirmed that the administrative staff provided all necessary information from the beginning of their study process. They are also kept informed of new conferences, job openings, and other events that they may be interested in through permanent emails. This helps students to stay aware of opportunities and plan for their future careers.

Students on the programs in the cluster have the opportunity to participate in excursions and field trips, which enhances both their scientific knowledge and practical skills and experience. These types of experiences are both rewarding and beneficial for their personal and professional improvement.

The library at the university boasts a collection of resources, including digitized books, and also provides students with access to books from other libraries, which enhances their research and study.

The university regularly organizes conferences and publishes the collected papers, which allows students to engage with prominent figures from other institutions and encourages them to publish their works and be a part of the academic community. These events offer valuable opportunities for students to learn and grow. However, the expert team suggest that it would be advantageous to work towards the internationalization of PhD students' work, through supporting their participation in international conferences held outside the country, as well as publication of their works in international publications.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Syllabi
- PhD Educational Program
- MA Educational Program and Curriculum
- Interviews with students and graduates
- Site visit tour

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs:

Program 3 PhD Art History and Theory Studies Level 8

Suggestion(s):

3.1.1 It is suggested that it would be advantageous to work towards the internationalization of PhD students' work, through supporting their participation in international conferences held outside the country, as well as publication of their works in international publications.

Evaluation

Please, evaluate the compliance of the programs 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
Program 1 BA Art studies (Art History and Theory) Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

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

The university provides clear and comprehensive information about the process of supervising theses. Students have reported positive experiences about communication with their supervisors, whether it is in-person or online, indicating that the communication channels in the Faculty are functional and students feel comfortable reaching out to their supervisors.

The ratio of students to supervisors in the master's and doctoral programs is closely monitored, in accordance with established guidelines, to ensure that scientific supervision is conducted effectively. Students have reported high levels of satisfaction with the support and expertise provided by the academic team during this process.

The academic staff are well-qualified in their fields and have experience in teaching and mentoring students. The selection of dissertation supervisors is based on their research experience in the relevant areas.

PhD students are required to have their work published in peer-reviewed journals. They are also eligible to apply for financial support to cover the costs of publishing their articles. This not only helps students disseminate their research to the broader scientific community but also enables them to develop their professional reputation.

Data related to the supervision of master's students Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7	
Number of master's supervisors	5
Number of master's students	3
Ratio - supervisors of master's theses/master's students	1.67

Data related to the supervision of master's/doctoral students Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8	
Number of doctoral theses supervisors	3
Number of doctoral students	3
Ratio - supervisors of doctoral theses/doctoral students	1

Evidence/Indicators

- Self-Evaluation Report
- PhD Educational Program
- MA Educational Program and Curriculum
- Site Visit tour of facilities
- Interviews with MA and PhD students and graduates
- Interviews with academic and scientific staff

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs: none

Evaluation

Please, evaluate the compliance of the programs 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
Program 1 BA Art studies (Art History and Theory)Level 6	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programs 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
Program 1 BA Art studies (Art History and Theory) Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Providing Teaching Resources

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

4.1 Human Resources

- Program staff consists of qualified persons who have necessary competences in order to help students to achieve the program learning outcomes.
- The number and workload of program 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 program sustainability.
- The Head of the Program possesses necessary knowledge and experience required for program elaboration, and also the appropriate competences in the field of study of the program. He/she is personally involved in program implementation.
- Program 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 Programs Grouped in a Cluster with the Requirements of the Standard Component

The documentation presented by faculty confirms that the academic and invited staff of the BA, MA and PhD programs are involved in the implementation of the programs in accordance with the legislation of Georgia and internal university regulations. The analysis of the personal files of the academic and visiting

staff confirmed that their qualifications fully correspond to the qualification requirements, functions and applicable legislation. which is not less important that they have the education, educational and scientific-research relevant to the learning outcomes of the educational and research component, as well as professional experience. In addition, during the last five years, they have published relevant profile works: monographs, scientific articles in refereed journals with international recognition, etc. as scientific supervisors of master's students. The schedule of the academic and invited staff workload of the bachelor and master programs presented in the cluster is updated every semester, it includes both - educational, scientific-research and other activities. The analysis of the workloads shows that the smooth implementation of the programs and the proper performance of the duties assigned to them by the personnel are ensured.

The interviews with students assured the expert team that student satisfaction voiced about administrative staff reflects a satisfactory number and level of competence in the support roles.

The Head of the Programs is a leading specialist in the field, has appropriate knowledge and competencies, and is directly involved in the management and implementation of the program. The expert team were concerned with the very high workload of the Head of Programs due to being responsible for: the BA, MA and PhD programs, Head of Art Sciences, Media and Management, as well as part of the QA Service of the Faculty.

Description and Analysis - Program 1 Bachelor’s programme Art studies (Art History and Theory) Level 6

The folder did not contain sub folders for information about different types of professors/teachers that would enable the expert team to complete the table for the BA Program.

TABLE 1. Program 1 Bachelor’s programme Art studies (Art History and Theory) Level 6⁷

Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with sectoral expertise⁸	Including the staff holding PhD degree in the sectoral direction⁹	Among them, the affiliated academic staff
Total number of academic staff	26			
- Professor	5			
- Associate Professor	13			
- Assistant-Professor	6			
- Assistant	2			

⁷ In case of necessity please add the appropriate number of tables for the educational programs grouped in a cluster.

⁸ Staff implementing the relevant components of the main field of study

⁹ Staff with relevant doctoral degrees implementing the components of the main field of study

Invited Staff	26			
Scientific Staff	5			

Description and Analysis - Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

The folder did not contain sub folders for information about different types of professors/teachers that would enable the expert team to complete the table for the MA Program.

TABLE 2. Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7¹⁰				
Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with sectoral expertise¹¹	Including the staff holding PhD degree in the sectoral direction¹²	Among them, the affiliated academic staff
Total number of academic staff	12			
- Professor	4			
- Associate Professor	4			
- Assistant-Professor	3			
- Assistant	1			
Invited Staff	12			
Scientific Staff	3			

Description and Analysis - Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

The folder did not contain sub folders for information about different types of professors/teachers that would enable the expert team to complete the table for the PhD Program.

TABLE 3. Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8¹³				
Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with	Including the staff holding PhD degree in	Among them, the affiliated academic staff

¹⁰ In case of necessity please add the appropriate number of tables for the educational programs grouped in a cluster.

¹¹ Staff implementing the relevant components of the main field of study

¹² Staff with relevant doctoral degrees implementing the components of the main field of study

¹³ In case of necessity please add the appropriate number of tables for the educational programs grouped in a cluster.

		sectoral expertise ¹⁴	the sectoral direction ¹⁵	
Total number of academic staff	9			
- Professor	3			
- Associate Professor	5			
- Assistant-Professor	1			
- Assistant	0			
Invited Staff	8			
Scientific Staff	3			

Evidence/Indicators

- Self -Evaluation Report
- BA, MA and PhD Educational Programs and syllabi
- BA Staff CVs
- MA Staff CVs
- PhD Staff CVs
- IV ENG. TAFU Annex Information about the Quantitative Data_Cluster_30.09.2022
- Interviews with Head of Programs, academic staff, invited lecturers
- Maps of Learning Outcomes

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs:

Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

¹⁴ Staff implementing the relevant components of the main field of study

¹⁵ Staff with relevant doctoral degrees implementing the components of the main field of study

Recommendation(s): none

Suggestion(s): none

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the programs with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory)Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Programs Grouped in a Cluster with the Requirements of the Standard Component

The MA program was developed in April 2011, approved in December 2011 and accredited in 2012, it underwent a thorough update in 2023. The scientific-research component of the program is led by the supervisor of the program or the group. The supervisor is determined before the beginning of studies based on the decision of the direction of the art history and theory department. The topic of the research component is individual and is chosen by the joint agreement of the student and the supervisor. Also, the subject of the master's thesis will be chosen by the master's student by his/her own decision and in agreement with the supervisor. The form of the master's thesis must meet the requirements established by the University. The supervisors of completed MA and PHD works are Head of Program and Emeritus Professor from the staff. Interviews with these supervisors and students confirmed that in the process of writing a master's or PhD thesis students have qualified supervisors who have scientific research experience relevant to the research topic (theses, publications, projects, etc.), which is also confirmed by their CVs and their research and practical activities.

Description and Analysis - Program 2 MA Art History and Theory Level 7

The regulatory document for the development of the master's thesis contains transparent qualification requirements for the supervisor and co-supervisor of the master's thesis. The scientific supervisor of the master's thesis can be a professor, an associate professor of the Shota Rustaveli State University of Theater and Cinema of Georgia, as well as a senior teacher with a doctorate degree and/or an invited specialist who has experience in the field relevant latest knowledge, has published a scientific paper and/or conducted scientific research related to the content and specificity of the Master's topic. The supervisor of the master's thesis may be of the relevant direction or field a researcher with a PhD.

The folder did not contain sub folders for information about different types of supervisors that would enable the expert team to complete the table for the MA Program.

TABLE 4. Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7¹⁶

Number of supervisors of Master's/Doctoral theses	Theses supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁷	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	5	3	
- Professor	4	3	
- Associate Professor			
- Assistant-Professor			
Invited Staff			
Scientific Staff			

Description and Analysis - Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

According to the Regulations of Doctoral and Dissertation Council the University provides doctoral students with a scientific supervisor with the academic degree of a doctor (and doctoral students of performing faculties with an additional creative component supervisor). The scientific supervisor of the doctoral student shall be a member of the dissertation council, Professor or Associate Professor or Principal Researcher or Senior Researcher involved in the doctoral program. The scientific supervisor of a performing direction may be a professor of a theoretical field, associate professor, assistant professor, a major or senior researcher, or a researcher with a doctorate academic degree. A co-supervisor of the dissertation can be another member of the Dissertation Board or a person with a PhD academic degree who is not a member of the Dissertation Board. A specialist can also be invited according to the qualifications.

¹⁶ In case of necessity please add the appropriate number of tables for the educational programs grouped in a cluster.

¹⁷ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational program.

The folder did not contain sub folders for information about different types of supervisors that would enable the expert team to complete the table for the PhD Program.

TABLE 5. Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8¹⁸

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	3	3	3
- Professor	3	3	3
- Associate Professor			
- Assistant-Professor			
Invited Staff			
Scientific Staff			

Evidence/Indicators

- Staff CVs
- Annual reports with the registration of the research
- Programs of international conferences held at the university, with data reflecting the work of the art studies section;
- University website
- IV ENG. TAFU Annex Information about the Quantitative Data_Cluster_30.09.2022

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs:

Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

Recommendation(s): none

Suggestion(s): none

¹⁸ In case of necessity please add the appropriate number of tables for the educational programs grouped in a cluster.

¹⁹ These supervisors having a PhD degree relevant to the qualification awarded by the educational program.

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory) Level 6	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of program 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 Programs Grouped in a Cluster with the Requirements of the Standard Component

The expert panel confirms that surveys are regularly performed by the University to evaluate the academic, invited and scientific staff teaching in a student survey. The interviews with the staff confirmed that they receive the feedback from the QA as a result of their evaluation by students, which are then analyzed and used to review their teaching methods and make improvements as necessary to the curriculum. The University/Faculty also runs a teachers' survey for the whole range of teaching staff to determine the satisfaction of the personnel involved in the implementation of the programs – again confirmed in the interviews. Additionally, every year, the academic, scientific, and invited staff present a report of their activities performed including evaluation of both academic, research and creative activities.

The International Conference of Art Researchers, held by the university is an opportunity provided for program staff (including the invited staff and PhD students) to present their work to a wider scientific circle, representing support by the University for fostering the scientific, research, creative work of

academic, scientific, and invited staff. The conference proceedings, papers and presentations, are published in the 'International Journal of Art and Media Studies' in both Georgian and English. It is worth mentioning that participation in these activities is free.

The expert team found that a lump sum is allocated in the annual budget to support academic staff in fieldwork, participation in conferences, workshops, etc. both countrywide and internationally. As a suggestion, now that the International conference, and its publication are well-established, the expert team encourages the University to direct their efforts and support in increasing the participation of its staff in international activities beyond Georgia

Even though the library at the University has a quite limited list of professional literature, the university supports its staff through the collaboration with different HEIs and libraries (National Parliamentary Library of Georgia) to ensure access to the existing professional literature (see 4.4). The international library databases i.e., Elsevier, Scopus are available for the academic staff to have access to international scientific publications.

The Covid-19 global pandemic accelerated the process of introduction of e-learning and the use of online tools in general. The University provided special trainings for the staff to help them familiarize with different online platforms. Some of these platforms are still in use for staff meetings and distant learning in exceptional cases.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Staff activity reports
- The results of the personnel survey
- Trainings conducted for the development of academic, scientific and visiting staff (electronic methods of distant learning, trainings conducted within Erasmus +) information is posted on the university's website;
- Staff business trips and financed expeditions;
- International Conference of Art Researchers http://www.tafu.edu.ge/wm.php?page=conf_samec
- Periodical "International collection of art and media studies" (printing and electronic):
- English - <https://artsmediajournal.tafu.edu.ge/en/>
- Georgian - <https://artsmediajournal.tafu.edu.ge/>
- Periodical publication 'Research of artistic sciences' <https://dziebani2.tafu.edu.ge/>
- International projects, business trips and participation in projects of the professorate of art studies abroad

- Interviews with academic, scientific and invited staff and QA Office
- Tour of the facilities

General recommendations of the cluster: none

General suggestions of the cluster:

4.3.1 It is suggested that, as the International conference and its publication are well-established, the expert team encourages the University to direct their efforts in increasing the participation of its staff in international activities beyond Georgia

Recommendations and Suggestions according to the programs (if any): none

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory) Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Cluster and individual evaluation

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

The three programs grouped in this cluster are provided with library and digital resources. The teachers, the faculty and the library itself ensure placement and update of core literature indicated in syllabi. Still the library at University has quite limited list of professional literature, especially in contemporary art. The scarcity in publications is partially compensated via collaboration with different HEIs and libraries (National Parliamentary Library of Georgia) to ensure the access of students and staff to the existing professional literature. During the site visit the librarians mentioned the possibility to order the books to the National Parliamentary Library of Georgia and deliver them at HEI library, which is an offer to students and staff organized by the university. However, the expert team suggests that the University and

Faculty prioritize some budget for purchasing books on contemporary art practice, to maintain an up-to-date collection of publications. The expert team also suggest to the University to make the library more convenient and comfortable place for both students and academic staff, to provide various services such as individual study cabins and online reservation system.

In order to have access to international scientific publications the international library databases i.e., Elsevier are available for students and academic staff. The library staff offer trainings in using these digital resources to the students and staff. However, the low rate of the use of international databases, mentioned in the SER as an area to be improved, shows the need for further trainings and promotion among students to be offered by the library staff. The university has an electronic database tafu.ini.ge, where additional digital teaching materials are uploaded by the lecturers.

The University also owns the video library and computer center, which is available for students of every level; the theatre and television (TAFU TV) broadcasting facilities and smart-cafe in the university, which was created and equipped by the framework of the Erasmus+ institutional development project; auditorium facilities in both buildings are equipped with monitors and computers to ensure the demonstration of visual and audiovisual materials, which is an essential part of teaching art historical courses. Some auditoriums in the second building belonging to University (Aghmashnebeli str) need and are awaiting renovation works. There is a gallery/exhibition space in the second building that can be used for curated exhibitions.

Description and Analysis - Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

The BA Program shares the facilities of the cluster, which also serve other programs in the University

Description and Analysis - Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

The MA Program shares the facilities of the cluster, which also serve other programs in the University

Description and Analysis - Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

The PhD Program shares the facilities of the cluster, which also serve other programs in the University

Evidence/Indicators

- Self-Evaluation report (SER);
- Interviews with students,academic and library staff;
- Actual state of University's infrastructure, documentation proving ownership of material resources;
- Electronic catalog of the library;
- Access to international electronic library databases
- Tour of facilities

General recommendations of the cluster: none

General suggestions of the cluster:

4.4.1 It is suggested that consideration be given to purchasing or providing access to publications on 21st century artistic processes and newest achievements and trends (see suggestions 1.4.3 and 1.5.1)

4.4.2 It is suggested to the University that the library is made into a more convenient and comfortable place for both students and academic staff, and to provide various services such as individual study cabins, and an online reservation system

Recommendations and Suggestions according to the programs:

Program 1 Bachelor's programme Art studies (Art History and Theory) Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 Master's programme Art studies (Georgian art – research and conservation) Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory)Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

The Faculty Budget is composed of two main funding sources: the annual budget subsidized by the Ministry of Culture, Sport and Youth of Georgia (984434 Gel for 2023) and own funds (578537 Gel for 2023), which guarantee the financial sustainability of the programs.

The Faculty budget includes: the remuneration of the staff, communication, communal costs, the maintenance and renewal of the material and technical base, the travel and accommodation costs for the staff etc.

The budget provided with the SER is general for the cluster and does not specify details per each program. As a suggestion, it would be preferable in future to develop a more elaborate budget template accompanied with a narrative, which explains the details about the sources of funding and types of the costs.

Evidence/Indicators

- The budget of the Faculty of Arts, Media and Management
- Site visit
- Interviews with Head of Programs; and Rector, Dean, Financial Manager, Head of Administration.

General recommendations of the cluster: none

General suggestions of the cluster:

4.5.1 It is suggested that it would be preferable in future to develop a more elaborate budget template accompanied with a narrative, which explains the details about the sources of funding and types and allocations of the costs, in order for the cluster to review its budget allocations and spending

Recommendations and Suggestions according to the programs:

Program 1 Bachelor’s programme Art studies (Art History and Theory) Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 Master’s programme Art studies (Georgian art – research and conservation) Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

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

Component 4.5 Program/faculty/school budget and program financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory)Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programs with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory) Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

According to the submitted documentation, it was determined that the standard approaches of internal quality assurance are used in case of the educational programs given in this cluster. In particular, the mentioned process works like – ‘Plan, Do, Check, Act’ cycle. This process includes both staff evaluations and analysis of student survey forms. Based on the obtained results, the quality assurance office submits recommendations to the heads of the programs and the governing body of the university, based on which interventions are planned if necessary.

The Program’s Self-Evaluation teams include both academic and administrative staff at the faculty level and from different structural units providing university services. The expert team had the opportunity to meet the staff involved in the self-evaluation process, as a result of which it was identified that they actively participate in the process of program implementation and development, the roles are distributed according to their competencies. However, it should be noted that the activity of the administrative staff in this process is more noticeable than that of the academic staff. After the interviews, the expert team got the impression that the academic staff is more focused on the preparation of the syllabus of the courses and less on the achievement of program goals and learning outcomes. It is recommended to promote the active participation of the academic staff in the self-evaluation process, in order for the quality assurance mechanisms to work effectively.

During the interviews with students, as well as alumni, academic staff several times confirmed that they fill the surveys, for students it is mandatory while for academic staff it is optional. All of these stakeholders are well informed that based on their feedback some changes might be planned on the program level. Some students, as well as, academic staff recall examples of their recommendations that have already been considered. In addition to this, due to the small number of the students, informal meetings and feedback providing is also used within the programs given in the cluster. Students confirmed that they can address the faculty administration likewise to the head of the program in any case they are facing a problem or

suggesting further actions. On their behalf, the faculty administration and the program head confirm that sometimes direct communication is a more effective way of getting insights from the stakeholders.

The expert team asked a few questions to find out how the outcomes of the academic staff evaluation is communicated to them. As it turned out during the interviews, if the assessment is positive, the academic staff does not receive information about it. If the areas for improvement are identified during the evaluation, this information will be communicated verbally directly from the Head of the Program to the specific academic staff. The expert team recommends informing the academic staff (via written feedback) about their evaluation outcomes (in both positive and negative cases) and to formalize this process. This will have a positive impact on the motivation of the staff and improve the quality of the programs.

The institution has developed recommendations for the Emergency Remote Teaching, and it was communicated to academic staff as well as to students. Due to the local legislation rules fully, online learning is not permitted so far, thus currently there are not any online courses running within any program. However, if the emergency situation arises the institution has a measure in place.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Self-Evaluation Report
- Questionnaires of students, graduates, teachers, employers developed by the Quality Service
- Analysis of the results of the survey and responses
- Statistical data related to the educational programs grouped in the cluster (student profiles, student progress, status suspension and termination rate, student satisfaction with their program, information on the career development of graduates, etc.)
- Methods and system of evaluation of the developed educational process
- Analysis of the results of internal and external evaluation of quality assurance according to the data of the 2022-2023 academic year
- Interviews with the students, alumni, employers, university administrative and academic staff
- University website

General recommendations of the cluster: none

5.1.1 It is recommended to promote the active participation of the academic staff in the self-evaluation process, in order the quality assurance mechanisms to work effectively.

5.1.2 It is recommended to inform the academic staff (via written feedback) about their evaluation outcomes (in both positive and negative case) and to formalize this process.

General suggestions of the cluster: none

Recommendations and Suggestions according to the programs (if any): none

Evaluation

Please, evaluate the compliance of the programs 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
Program 1 BA Art studies (Art History and Theory) Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

According to the submitted documentation the university is working in two major dimensions when it comes to external quality evaluation of the programs given in the cluster. The first is working on the recommendation the programs are given during the accreditation and/or university authorization process and second is the external reviewers (both local and international partners) included in the assessment process.

The programs given in the cluster were accredited back in 2011-2012. At that time, they were grouped with other programs from the same field. One of the major changes was to transform the programs to specifically Arts History sub-field. In addition to this, due to the change in the National Qualification Framework and the Study Field Classifier all of the programs were modified, with their goals and learning outcomes in order to meet the requirements of the current legislation.

As for the external collegial evaluation, the programs given in the cluster were sent for assessment to Ivane Javakhishvili Tbilisi State University and to Giorgi Chubinashvili National Center of Georgian Art History. As seen from the evaluation reports, they are mostly positive and do not highlight any recommendations or suggestions. The expert team believes, in order to effectively use the mentioned model of external

evaluation, it is suggested that the external collegial evaluation is carried out at predetermined intervals and not only before the submission of the program's accreditation package, so that if there is any advice and recommendations, they can be implemented.

In addition to this, due to the legal status of the university, it goes through an audit by the Ministry of Culture of Georgia each year. The Audit covers both financial and content wise aspects.

If necessary, description and analysis according to the education programs

Description and Analysis - Program 1 (Name and Level)

Not necessary

Evidences/Indicators

- Self-Evaluation Report
- Analysis of the results of the internal and external assessment of quality assurance according to the data of the 2022-2023 academic year
- External Evaluation Report by Tbilisi State University
- External Evaluation Report by Giorgi Chubinashvili National Center for Georgian Art History
- Interviews with academic and administrative staff
- University Website

General recommendations of the cluster: none

General suggestions of the cluster:

5.2.1 It is suggested that the external collegial evaluation is carried out at predetermined intervals and not only before the submission of the program's accreditation package, so that if there are any advice and recommendations, they can be implemented.

Recommendations and Suggestions according to the programs (if any): none

Evaluation

Please, evaluate the compliance of the programs 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
Program 1 BA Art studies (Art History and Theory)Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Program Monitoring and Periodic Review

Program 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 program improvement.

Cluster and individual evaluation

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

The expert team heard that program monitoring and periodic review is conducted with the involvement of academic, scientific and invited staff; students; and employers, through systematically sending out online surveys and questionnaires at the end of each year, then collecting and analyzing information in order to refine and modify the programs. In the interviews with the Quality Assurance office representatives, they detailed examples of a couple of student issues that had arisen in the surveys that had been swiftly addressed. In the interviews with BA and MA students they admitted to questionnaire fatigue and reported that as the questionnaires are online and compulsory, they sometimes completed them with no relevant data. The Quality Assurance office was aware of this and had shortened the number of questions in mitigation of this fact and increased the available space for freeform responses. Other ways that students could raise issues were shared with the expert team – notably the monthly Faculty Council, at which the Dean announces the student matters, and the student representatives can raise issues. Any matters arising in the surveys are analyzed by the QA Office and can be sent as recommendations to Faculty Council. The few MA and PhD students the expert team met, confirmed that they evaluate the implementation of the scientific-research component, as well as scientific supervision. At the interviews with graduates one of them had been sent surveys in the previous year, and others had more recently been contacted about their experience of the program.

The University sets out in the document ‘Analysis of the results of internal and external evaluation of quality assurance’ the process for evaluating stakeholder feedback. The expert team understand that in the process of writing the revised programs in this cluster, the programs of foreign HEIs were reviewed and used as a comparative reference point.

The Quality Assurance office meets weekly to ensure that any matters from the previous week are addressed and uses the PDCA process to follow up on actions. The expert team heard that any outcomes regarding changes to the programs are communicated to academic staff during regular faculty meetings, which are also used as a forum for discussion, and communicated to invited staff in online meetings that are called as and when needed. The expert team is not aware of any recent need for academic and invited staff teaching classroom observation to be carried out but is assured that a template exists for future use.

In conclusion, the accreditation expert team is satisfied that QA processes are in place for periodic monitoring and evaluation of the three study programs and that a quality culture is very much in evidence in the Art History and Theory cluster at TAFU.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- The procedure for evaluating the quality of teaching and monitoring the educational process;
- The Results of program monitoring and periodic evaluation
- Minutes of the interviews of the departments
- As a result of the recommendations, the changes implemented in the programs
- Academic/scientific and visiting staff teaching evaluation results based on surveys
- The activities and changes implemented for the purpose of evaluation of the study course/subject, as well as for the development of the scientific research component
- The results of the student survey
- Interviews with academic staff, invited staff, QA Office, Graduates, Students,
- Self-Evaluation Report

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and Suggestions according to the programs (if any):none

Evaluation

Component 5.3. Program Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory)Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programs with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art studies (Art History and Theory) Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

LEPL - Shota Rustaveli Theatre and Film Georgia State University

Name of Higher Educational Programs, Levels:

Bachelor's programme Art studies (Art History and Theory) Level 6

Master's programme Art studies (Georgian art – research and conservation) Level 7

Doctoral programme Art studies (Georgian Art in the Context of World Art) Level 8

Compliance of the programs with the standards

Contents Standard	1. Educational Program Objectives, Learning Outcomes and their Compliance with the Program	2. Methodology and Organization of Teaching, Adequacy Evaluation of Program Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Program 1 BA Art studies (Art History and Theory) Level 6	Complies	Complies	Complies	Complies	Complies
Program 2 MA Art studies (Georgian art - research and conservation) Level 7	Substantially Complies	Complies	Complies	Complies	Complies
Program 3 PhD Art Studies (Georgian art in the context of world art) Level 8	Substantially Complies	Complies	Complies	Complies	Complies

Signatures

Chair of Accreditation Expert team

Sarah Bennett, 

Of the member(s) of the Accreditation Experts team

Giga Khositashvili, signature 

Ana Shanshiashvili, signature

Khatuna Khabuliani, signature 

Giorgi Beridze, signature. 