



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

BA Program in Art History and Theory
(VI Level of Academic Higher Education),
BA Program in Fine Art
(VI Level of Academic Higher Education),
MA Program in Cultural Heritage and Modernity
(VII Level of Academic Higher Education),
MA Program in Fine Art
(VII Level of Academic Higher Education),
PhD Program in Art History and Theory
(VIII Level of Academic Higher Education)

LEPL - Ivane Javakhishvili Tbilisi State University

Evaluation Date(s): 18-20, September, 2023

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Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Ivane Javakhishvili Tbilisi State University LEPL
Identification Code of Institution	204864548
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Ramune Baleviciute - Lithuanian Academy of Music and Theatre, Lithuania
Member (Name, Surname, HEI/Organization, Country)	Levan Kharazishvili - LEPL Ilia State University, Georgia
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5
Name of the educational programme	Art History and Theory	Fine Art	Cultural Heritage and Modernity	Fine Art	Art History and Theory
Level of higher education	Select Appropriate I	I	II	II	III
Qualification to be awarded	Bachelor of Art History and Theory	Bachelor of Fine Arts	Master of Art History and Theory	Master of Fine Arts	PhD in Art History and Theory
Name and code of the detailed field	0213.1.5 Art History and Theory	0213.1.1 Fine Arts	0213.1.5 Art History and Theory	0213.1.1 Fine Arts	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 education ¹					
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240	240	120	120	40
Programme Status (Accredited/Non-accredited/Conditionally)	Accredited, 198, 28/10/2011	Accredited, 199, 28/10/2011	Accredited, 198, 28/10/2011	Accredited, 235, 28/10/2011	Accredited, 232, 18/07/2012

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

Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)					
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II. Accreditation Report Executive Summary

- General Information on the Cluster of Education Programmes²

In the cluster of Art five programmes of all the three levels (BA, MA, PhD) are collected: 1. BA Programme in Art History and Theory; 2. BA Programme in Fine Art; 3. MA Programme in Cultural Heritage and Modernity; 4. MA Programme in Fine Art; 5. PhD Programme in Art History and Theory. All the five programs are united by the aim of transferring the theoretical and practical knowledge of the fields of Art.

The bachelor programmes of Art History and Theory and Fine Art were accredited by the National Center for Education Quality Assurance in 2011, the master's programmes of Cultural Heritage and Modernity, Fine Art and the Doctoral programme of Art History and Theory - in 2012. While preparing for the evaluation, the University has introduced some changes in the structure and content of the programmes. According to the self-evaluation report, (1) the re-evaluation of the goals of the programmes and specification of the learning outcomes took place; (2) new courses were introduced; (3) syllabi were updated involving new literature and new teaching methods; (4) applied aspects were actualized.

- Overview of the Accreditation Site Visit

The site visit took place from 18 till 20 of September, 2023. During three days, the experts met and conducted interviews with the following target groups: (1) Administration, (2) Self Evaluation team, (3, 4) Heads of Fine Art Programme (BA, MA), Art History and Theory (BA, PhD) and Cultural Heritage and Modernity (MA) Programmes, (5, 7) Academic Staff, (6, 8) Invited Staff, (9, 10) BA, MA and PhD students, (11) Stakeholders, (12, 13) Alumni of BA and MA programmes, (14) Quality Assurance Office, (15) Supervisors of BA, MA and PhD thesis. The observation of facilities of the main building took place. Several examples of BA and MA thesis were provided. The site visit was well organized, all the representatives of the University expressed their willingness to collaborate.

It has to be mentioned that the text of the Self-Evaluation Report is pretty laconic and additional information was necessary. Although the University provided several requested documents during the site-visit, some information in English was still missing. It should be mentioned that the group of experts faced particular difficulties when evaluating the PhD programme of Art History and Theory because no thesis was defended during the last five years and no examples were provided.

- Brief Overview of Education Programme Compliance with the Standards

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

- 1.1. Programme Objectives

All the programmes substantially comply with requirements, except with the Programme 5 which complies with requirements.

- 1.2. Programme Learning Outcomes

All the programmes substantially comply with requirements.

- 1.3. Evaluation Mechanism of the Programme Learning Outcomes

All the programmes comply with requirements.

- 1.4. Structure and Content of Educational Programme

All the programmes substantially comply with requirements, except with the Programme 1 which complies with requirements.

- 1.5. Academic Course/Subject

All the programmes substantially comply with requirements.

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

All the programmes substantially comply with requirements.

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

2.1. Programme Admission Preconditions

All the programmes comply with requirements.

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

All the programmes substantially comply with requirements.

2.3. Teaching and Learning Methods

All the programmes substantially comply with requirements.

2.4. Student Evaluation

All the programmes substantially comply with requirements, except with the Programme 5 which complies with requirements.

All the programmes substantially comply with requirements, except with the Programme 5 which complies with requirements.

3. Student Achievements, Individual Work with Them

3.1. Student Consulting and Support Services

All the programmes partially comply with requirements.

3.2. Master's and Doctoral Student Supervision

All the programmes substantially comply with requirements.

All the programmes substantially comply with requirements.

4. Providing Teaching Resources

4.1. Human Resources

All the programmes comply with requirements.

4.2. Qualification of Supervisors of Master's and Doctoral Students

All the programmes comply with requirements.

4.3. Professional Development of Academic, Scientific and Invited Staff

All the programmes substantially comply with requirements.

4.4. Material Resources

All the programmes comply with requirements except with the Programme 2 which substantially complies with requirements.

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

All the programmes comply with requirements.

All the programmes comply with requirements except with the Programme 2 which substantially complies with requirements.

5. Teaching Quality Enhancement Opportunities

5.1. Internal Quality Evaluation

All the programmes comply with requirements.

5.2. External Quality Evaluation

All the programmes comply with requirements.

5.3. Programme Monitoring and Periodic Review

All the programmes comply with requirements.

All the programmes comply with requirements.

- Recommendations

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

1.1. Programme Objectives

Programme 1 (Art History and Theory, BA)

To revise the formulations of the Programme Objectives to make sure they consider local labor market demands.

To reformulate the Programme Objectives to make them more concrete and specific.

Programme 2 (Fine Art, BA)

To reformulate the Programme Objectives to make them more concrete and specific.

Programme 3 (Cultural Heritage and Modernity, MA)

To revise the Programme Objectives to make sure they reveal the individuality of the Programme

To concentrate different definitions of the goals into major generative objectives

Programme 4 (Fine Art, MA)

It is recommended to reformulate the Programme Objectives to make them concrete and specific.

1.2. Programme Learning Outcomes

General recommendations of the cluster:

It is recommended to update the learning outcomes involving the development of soft skills.

To ensure that the learning outcomes are relevant to the needs of the current labor market.

Programme 4 (Fine Art, MA)

To revise the formulations to make sure that the learning outcomes are allocated to the right category (knowledge or skills)

To reflect stronger the research component in the skills section

Programme 5 (Art History and Theory, PhD)

To revise the formulations to make sure that the learning outcomes are allocated to the right category (knowledge or skills)

1.4. Structure and Content of Educational Programme

Programme 3 (Culture Heritage and Modernity, MA)

It is recommended to take into account the wishes of the students and add practical fieldwork to the program.

To specify and define the modern research methodology and specificity for the master's thesis.

Programme 5 (Art History and Theory, PHD)

To specify and define the modern research methodology and specificity for the PHD's thesis.

The prerequisite for admission to the program should be determined and specified based on the specifics of the program.

It is recommended that The academic staff and the head of the PHD program Art history and theory would work and would elaborate the schedule for the midterms deadline of the PHD thesis.

1.5. Academic Course/Subject

Programme 1 (Art History and Theory, BA)

To make readers.

Programme 2 (Fine Art, BA)

The drawing and painting equipment needs to be updated.

Programme 3 (Culture Heritage and Modernity, MA)

Defining and clarified the research methodology for the MA thesis.

Programme 4 (Fine Art, MA)

The drawing and painting equipment needs to be updated.

Programme 5 (Art History and Theory, PHD)

In the syllabi “Learning/Teaching Methods and Strategies” Update of mandatory foreign language literature and additional literature.

In the syllabi of “research project I” and “research project II” defining and clarified the research methodology according to the field’s research subject.

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

General recommendations of the cluster:

To enhance students’ participation in international conferences and other events abroad.

2.3. Teaching and Learning Methods

General recommendations of the cluster:

Critical analysis has to add teaching methodology .

Should be added more practical field work.

2.4. Student Evaluation

Programme 1 (Art History and Theory, BA)

It is recommended that the student receives timely information about the grade received in the midterm and final exams so that he can appeal/improve the grade within a reasonable time.

In addition, it is recommended that, in the form of comments, the teacher points out the flaws that became the basis for reducing the score.

Programme 2 (Fine Art, BA)

It is recommended that the student receives timely information about the grade received in the midterm and final exams so that he can appeal/improve the grade within a reasonable time.

In addition, it is recommended that, in the form of comments, the teacher points out the flaws that became the basis for reducing the score.

Programme 3 (Cultural Heritage and Modernity, MA)

It is recommended that the student receives timely information about the grade received in the midterm and final exams so that he can appeal/improve the grade within a reasonable time.

In addition, it is recommended that, in the form of comments, the teacher points out the flaws that became the basis for reducing the score.

Programme 4 (Fine Art, MA)

Recommendation(s): It is recommended that the student receives timely information about the grade received in the midterm and final exams so that he can appeal/improve the grade within a reasonable time. In addition, it is recommended that, in the form of comments, the teacher points out the flaws that became the basis for reducing the score.

3. Student Achievements, Individual Work with Them

3.1. Student Consulting and Support Services

General recommendations of the cluster:

It is recommended that the administration, as far as possible, promptly responds to students' letters; in addition, to provide timely information about important dates to students with suspended status and those in an additional semester;

It is recommended the international mobility to be strengthened and, as far as possible, more students should be included in the exchange programmes;

It is recommended to improve and make multi-component student surveys. Special attention should be paid to the problematic sections of the student survey results. In addition to subject surveys, its scale should be increased at the general university level; Also, maintain close feedback with graduates, including at the level of surveys.

3.2. Master's and Doctoral Student Supervision

General recommendations of the cluster:

·It is recommended to pay more attention to qualification papers, especially in terms of academic and scientific standards, so that the paper includes: valid sources, academic styles, orderly bibliography, architecture of scientific text;

·It is recommended to clearly define and make the deadlines mandatory for doctoral students, so that they can manage both the semester colloquiums and the dissertation on time.

Recommendations according to the programmes:

Programme 3 (Cultural Heritage and Modernity, MA)

It is recommended that a training course - "Academic writing for graduate students" be built into the master's program of fine arts, so that the shortcomings in the process of working on the thesis in this direction are reduced to a minimum;

Programme 4 (Fine Art, MA)

It is recommended that a training course - "Academic writing for graduate students" be built into the master's program of fine arts, so that the shortcomings in the process of working on the thesis in this direction are reduced to a minimum;

4. Providing Teaching Resources

4.3. Professional Development of Academic, Scientific and Invited Staff

General recommendations of the cluster:

To enhance the participation of the staff in research and artistic projects.

4.4 Material resources

Programme 2 (Fine Art , BA)

It is recommended that all the machines and other equipment are actively used in the teaching, to further enhance the learning process.

- Suggestions for the Programme Development

1.1. Programme Objectives

General suggestions of the cluster:

It is suggested to perform the comparative analysis of the similar profile programmes implemented in the universities abroad and to consider the analysis outcomes when formulating the objectives.

1.2. Programme Learning Outcomes

General suggestions of the cluster:

To assure the participation of all the stakeholders in the development of learning outcomes.

Programme 2 (Fine Art, BA)

It is suggested to revise the learning outcome “describe and distinguish the main stages, concepts and methods of the development of humanities, the main tasks, stages, facts and events of philosophy, history, art” to make it more realistic and achievable.

Programme 3 (Cultural Heritage and Modernity, MA)

It is suggested to reflect stronger the objectives of the Model II - New and Contemporary Art - in the general learning outcomes, as they are related to contemporary art issues.

1.4. Structure and Content of Educational Programme

Programme 2 (Fine Art, BA)

It would be desirable if the hours of Major subjects are increased and plastic anatomy will be added.

1.5. Academic Course/Subject

General suggestions of the cluster:

It would be desirable if academic writing would be added to the elective courses as well.

To add mandatory courses' subjects specific English language courses according to the Field's terminology.

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

General suggestions of the cluster:

To activate collaboration with cultural, educational and research institutions to provide more possibilities for professional practice.

2.3. Teaching and Learning Methods

General suggestions of the cluster:

It would be desirable for the teaching process if modern research methodology would be defined, such as the use of modern technologies in the research process and the inclusion of artificial intelligence.

3.1. Student Consulting and Support Services

It is suggested to increase and intensify the activities/events useful for students both locally and internationally.

4.2. Qualification of Supervisors of Master's and Doctoral Students

General suggestions of the cluster:

It is suggested that supervisors strengthen their competences in mastering the latest research methods and methodologies and are more active on the international research scene.

4.3. Professional Development of Academic, Scientific and Invited Staff

General suggestions of the cluster:

It is suggested to provide more different trainings for academic and invited staff.

The University would have to expand the scope of support for internationalization of the academic and invited staff.

4.4. Material Resources

Programme 2 (Fine Art, BA)

It is suggested that the academic staff critically review the textbooks (those being published in 1970-1980 into Russian) at the same time make sure all of them are accessible into the university library.

Programme 5 (Arts History and Theory, PhD)

It is suggested that individual working spaces across the campus for PhD students, as being in the library and working with other students might not be that relevant and helpful for PhD students, considering the fact that sometimes they might have Online meetings when collecting the data within their research.

5.1. Internal Quality Evaluation

General suggestions of the cluster:

In order to increase the effectiveness of the quality assurance mechanisms, it is suggested the feedback to the academic staff can be communicated in a written way, in both positive and negative cases.

5.3. Programme Monitoring and Periodic Review

General suggestions of the cluster:

It is suggested that a few open-ended questions are added in the student's survey, so that they see it from the very beginning. It might be attractive for some of the students wishing to express themselves narratively.

It is suggested that the institution enhances the collaboration with the employees to further develop the given study programs.

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

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

The group of experts, after careful consideration of the argumentative position of the HEI, has made the following changes in the final report:

Standard 1.5.

The recommendation regarding professional English has been modified as a suggestion.

Standard 3.1.

The recommendation regarding students' activities has been moved to the suggestions' section.

Standard 4.4.

The group of experts carefully studied the institution's position regarding the given recommendation. As stated in the draft report, the mentioned recommendation is not addressed to the mandatory literature, but to the learning materials in general, where additional literature is also considered. In the majority of the mandatory and elective courses of the given bachelor's program, the only study material is a reader prepared by the lecturer and the additional material in many cases includes textbooks in the Russian language. The group of experts believes that the additional reading material should be identified in such a way that its reference does not become meaningless. Interviews with students and graduates made it clear that the majority of them cannot familiarize themselves with the materials in the Russian language, therefore, it makes no sense to refer to them in the syllabus. In addition, it is quite possible to find an English-language edition of a similar topic and replace them.

Despite of the above mentioned explanation, the expert team shares the institution's position and changes this recommendation into the suggestion, as the accent is on the mandatory literature only. Accordingly, the assessment of standard 4.4 in the case of Bachelor of Fine Arts program will be changed from Substantial to Fully Compliance. However, this recommendation stays as a suggestion and expert team hopes that the academic staff consider it in further development of the program.

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

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

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 Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual

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

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

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

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

The educational programmes grouped in the cluster are interconnected since their object is either art practice or art history and theory. The University seeks to provide art makers with the solid background of theoretical knowledge and art theoreticians - with basic artistic skills. This conceptual direction determines a general objective to train a specialist in visual arts of a rather broad profile. The graduates of the programmes should obtain knowledge and skills that would allow them to find jobs in public services, non-governmental organizations or various educational-cultural-art institutions in the positions corresponding to their level of education. According to the Self-Evaluation Report, the University seems that theoretical and practical activities of the graduates would “contribute to the exchange and dissemination of knowledge related to the field of art in the society and facilitate the establishment of democratic, universal, and multicultural values in the country”. The objectives of all the programmes grouped in the cluster are substantially related to the content and learning outcomes of these programmes, and correspond to the standard and field characteristics. However, some formulations of the objectives are very abstract and lack the definition of an identity of a certain programme. The SER states that the objectives also correspond to the strategic plan of LEPL Ivane

Javakhishvili Tbilisi State University; however, the translation of this plan is not available. In general, it can be stated that Programme objectives consider the specificity of the field of study, level and an educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society. One of the strategic goals of the University is “to develop the university traditions through research and innovations”. In the field of arts, innovation seems to be the weak point, since the topics and methodologies of research in large part do not lead to innovations.

Programme 1. Art History and Theory, BA

According to the SER, the BA programme of Art History and Theory seeks “to provide students with specialized knowledge in the history of World and Georgian art from pre-Christian times to the present day”; “to form and develop methodological skills for performing work due to professional positions”. The goal of the Programme is “to prepare a competitive specialist in the field, who will have the appropriate skills and competencies in the field, according to the international standards”. These formulations of objectives are pretty abstract, they avoid naming what kind “professional positions” are possible and what kind of a specialist precisely is to be trained. Later, the SER specifies that the Programme aims at (1) Training of a specialist with skills corresponding to modern requirements in the field of art history and theory; (2) Providing the student with appropriate broad knowledge about the history of World and Georgian art on the basis of lecture courses and practical training; (3) Develop specific skills by using specialized terminology and mastering artistic methodology and (4) Developing the skills of protecting ethical norms in professional activities, based on the principles of justice, tolerance, pluralism and objectivity. Again, the notions are too abstract in order to evaluate the consideration of local labor market demands as well as the contribution to the development of the field and the society. Besides, it is not clear what is regarded as “modern requirements in the field of art history and theory”, because there is no evidence that the objectives of the Programme were formulated taking into consideration the implementation of similar programmes abroad.

Programme 2. Fine Art, BA

According to the SER, the objective of the BA programme in Fine Art is “to prepare a competitive practitioner-specialist, equipped with the knowledge of humanities and art, in accordance with the international standards and requirements of the modern labor market and artistic academic space, in the field of fine arts”. The Programme seeks to train a specialist who would be able “to create works of visual and material culture” while mastering the skills of drawing, painting and compositional thinking and demonstrating the knowledge and understanding of modern art and humanities. No evidence was provided that the objectives of the Programme were formulated taking into consideration the implementation of similar programmes abroad. Also, since the areas of possible employment of the graduates are not indicated, the lack of the professional identity of the “practitioner-specialist” is evident in the Programme Objectives, i.e. the term a “practitioner-specialist” is not specific enough to define the profession of the future graduate.

Programme 3. Cultural Heritage and Modernity, MA

According to the SER, the objective of the MA programme Cultural Heritage and Modernity is “to prepare a competitive graduate equipped with deep and systematic knowledge of the modern labor

market and academic space, as well as international standards and requirements in the field; who, commands complex knowledge about cultural heritage, sectoral and general transferable skills, taking into account the interdisciplinary nature of the field of specialization”. It is noteworthy that the first part of the formulation is intricate and inappropriate as it fails to describe the uniqueness of the Programme (every and each programme seeks to prepare “a competitive graduate” who has knowledge of the modern labor market). Later in the text, the more specific goals are established and dissected according to the modules. It is stated that the goals of the Programme are (1) to train a highly qualified specialist in the field of art history and theory, as well as museum work, (2) to transfer deep and systematic field knowledge to the student as a result of delivering lectures and practical courses provided by the MA program (3) to master by students the modern research methods and ensure their practical application in relation to the study and protection of cultural heritage; implementation of projects related to the promotion of cultural heritage using interdisciplinary approaches, (4) to comply with ethical norms in professional activities; to discuss the conflicting issues in the research and protection of cultural heritage monuments based on the principles of justice, tolerance, pluralism and objectivity. Also, separate goals are established for each of three modules. Although these goals reflect what knowledge, skills and competences the programme aims to develop in graduate students, it is recommended to concentrate different definitions of the goals into major generative objectives. No evidence was provided that the objectives of the Programme were formulated taking into consideration the implementation of similar programmes abroad.

Programme 4. Fine Art, MA

According to the SER, the objective of the MA programme Fine Art is “to prepare a competitive and highly qualified practitioner-specialist with a wide creative range, deep systematic knowledge and erudition, in accordance with the modern labor market and academic space, as well as international standards and requirements in the field of fine arts”. This formulation is pretty vague because of the lack of clarity of such notions as a “practitioner-specialist” (later only artistic skills of painting are mentioned) and the “international standards and requirements”. No evidence was provided that the objectives of the Programme were formulated taking into consideration the implementation of similar programmes abroad. Also, it is not clear how the objectives consider local labor market demands. Later, it is specified that “a graduate should possess the art of creating works of visual and material culture at a high professional level and the skills of performing practical-creative tasks, both with traditional methods of painting and on the basis of modern creative practice and thinking”. The objectives reflect what knowledge, skills and competences the programme aims to develop in graduate students: skills of painting, compositional thinking and creating an original artistic project, knowledge of concepts and basic methodological approaches of modern art as well as knowledge of modern trends of philosophy, psychoanalysis and semiotics.

Programme 5. Art History and Theory, PhD

According to the SER, the objective of PhD programme Art history and theory is “In accordance with the practice and experience of Western university education, to prepare a highly competent, motivated and responsible researcher of art history and theory based on the knowledge of the latest achievements in the field of art history studies, focused on the aspects of cultural heritage, modernity, and the presentation of national cultural identity”. The programme aims at preparing a researcher able to

“create new knowledge using innovative approaches, plan and carry out research works in various fields of art both at the general theoretical level and specific and/or comparative studies in relation to the monuments of different eras and regions - starting from the ancient times, including the modern era”. The objectives reflect what knowledge, skills and competences the programme aims to develop in graduate students: skills of independently organizing and conducting scientific-research activities, including interdisciplinary research projects, and preparing scientific publications for high-rated refereed publications; skills of responding creatively and independently to new challenges in the field and finding ways to solve complex problems in the field; skills of teaching in higher educational institutions. The ethical component based on academic and human and civil values is also present in the objectives. The objectives reflect main issues of internationalization of the educational programme, however no evidence was provided that the objectives of the Programme were formulated taking into consideration the implementation of similar programmes abroad.

Evidences/Indicators

- University Website
- SER
- Interview results
- TSU Mission and Strategic Plan (in Georgian)
- Benchmark Document in Fine Art (in Georgian)
- Qualification Descriptor of the National Qualifications Framework:
<https://eqe.ge/en/page/parent/787/erovnuli-kvalifikatsiebis-charcho>

General recommendations of the cluster:

General suggestions of the cluster:

It is suggested to perform the comparative analysis of the similar profile programmes implemented in the universities abroad and to consider the analysis outcomes when formulating the objectives

Recommendations and Suggestions according to the programmes:

Programme 1. Art History and Theory, BA

Recommendation(s):

- To revise the formulations of the Programme Objectives to make sure they consider local labor market demands;
- To reformulate the Programme Objectives to make them more concrete and specific

Programme 2. Fine Art, BA

Recommendation(s):

To reformulate the Programme Objectives to make them more concrete and specific.

Programme 3. Cultural Heritage and Modernity, MA

Recommendation(s):

To revise the Programme Objectives to make sure they reveal the individuality of the Programme;

To concentrate different definitions of the goals into major generative objectives.

Programme 4. Fine Art, MA

Recommendation(s):

It is recommended to reformulate the Programme Objectives to make them concrete and specific.

Evaluation

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

Cluster and individual evaluation

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

In general the learning outcomes of all three levels of educational programmes included in the cluster are measurable, achievable, and realistic. Teaching and research components that are present in the programmes ensure an achievement of the set objectives. The learning outcomes of all programmes are logically related to the programme objectives and the specificity of the field of study. The learning outcomes describe knowledge, skills, and sense of responsibility and autonomy which students gain upon completion of the programmes.

Although it is stated in the SER that the learning outcomes are developed with involvement of all stakeholders (the academic/scientific/visiting staff, students, graduates, employers, and others), the interviews have revealed that not all social partners are aware of expected learning outcomes.

During the interviews, the results of labor market research were introduced. Among the main challenges, the lack of practice and weak soft skills (adaptability and effective communication, also working in a team) were highlighted. The University acknowledged that it had responded to these indicated issues, however it was not reflected in the learning outcomes. It is recommended to update the learning outcomes involving the development of soft skills.

Programme 1. Art History and Theory, BA

Learning outcomes of the BA programme Art History and Theory reflect general and sectoral competencies, in accordance with the Bachelor's level descriptor and sectoral characteristics of the Higher Education Qualifications Framework. According to the international standards, they are divided into sections of knowledge and comprehension, skills and sense of responsibility and autonomy. Knowledge and comprehension involves knowledge of world and national art history (mainly visual art and architecture) and its makers, understanding of cultural trends and processes. Among the skills are the ability to work with relevant information, to analyze the works of architecture, to analyze processes of Georgian art and to use field specific terminology and methods. In the section of responsibility and autonomy, the ability of taking care of the student's own academic and professional development, of demonstrating respect for intellectual property and working ethically individually as well as in the team are marked out.

These learning outcomes are measurable, achievable and realistic and, in general, they are consistent with the appropriate level of qualification and the qualification to be awarded. However, it is not clear to what extent the general knowledge and basic skills of analysis of art works and processes can be applied in the actual labor market.

Programme 2. Fine Art, BA

Learning outcomes of the BA programme Fine Art reflect general and sectoral competencies, in accordance with the Bachelor's level descriptor and sectoral characteristics of the Higher Education Qualifications Framework. According to the international standards, they are divided into sections of knowledge and comprehension, skills and sense of responsibility and autonomy. Knowledge and comprehension involves theoretical knowledge of the craft of drawing and painting and general knowledge of humanities. However, the latter is defined too broadly: it is doubtful if it is realistic to achieve a goal to "describe and distinguish the main stages, concepts and methods of the development of humanities, the main tasks, stages, facts and events of philosophy, history, art". Among the skills there are drawing, painting, composition, an ability to analyze the visual material, to implement a research or practical-creative project and to use one of the European languages (optional) and one of the classical or oriental languages (optional) for academic and practical purposes. In the section of responsibility and autonomy, the ability of planning individual further learning and taking into account the values of personal and academic freedom, along with ethical ideals and a respect for intellectual property.

Most of these learning outcomes are measurable, achievable and realistic and, in general, they are consistent with the appropriate level of qualification and the qualification to be awarded. However, it

is not clear to what extent the acquired knowledge and skills can be applied in the actual labor market. There is a lack of reflection of the current cultural needs and requirements of the labor market in the learning outcomes.

Programme 3. Cultural Heritage and Modernity, MA

The learning outcomes of the MA programme Cultural Heritage and Modernity reflect general and sectoral competencies, they involve learning and research components. According to the international standards, they are divided into sections of knowledge and comprehension, skills and sense of responsibility and autonomy. Knowledge and comprehension involves determination of the nature of the monument of cultural observation, its main characteristics and features, artistic and historical value; understanding of modern views and principles related to cultural heritage research, protection, adaptation and promotion; understanding of cultural differences as well as the significance of cultural heritage research and protection and the role of museums in the modern stage of development of society. As there are three modules in the programme, each of them has its own goals. It can be mentioned that the objectives of the Model II - New and Contemporary Art - are not sufficiently reflected in the general learning outcomes, as they are related to contemporary art issues. Among the skills are obtaining and analyzing information in the field of cultural heritage, modern art and museology; the ability to use special terminology, to present research results in written and oral form for the professional as well as general audience, and to plan and carry out research using appropriate scientific methods and established academic standards. Some of the skills, such as ability “to understand the importance of cultural heritage protection and its promotion in contemporary society” repeats the knowledge section. In the section of responsibility and autonomy, a respect for different values, ideas, beliefs and culture of different countries and nations as well as for intellectual property and the following ethical norms are mentioned. The ability of writing a scientific paper would have to be moved to the skills section.

These learning outcomes are measurable, achievable and realistic and, in general, they are consistent with the appropriate level of qualification and the qualification to be awarded. However, the development of important soft skills such as leadership, creativity, adaptability and team work, are missing in the learning outcomes.

Programme 4. Fine Art, MA

Learning outcomes of the MA programme Fine Art reflect general and sectoral competencies, in accordance with the Master's level descriptor and sectoral characteristics of the Higher Education Qualifications Framework. Knowledge and comprehension involves knowledge of various types of fine arts and their historical development, understanding the differences of traditional and alternative artistic thinking and the trends of contemporary art. Some elements should be moved from the knowledge to the skills section, for example, “performs an analysis of the work” or “solves original artistic ideas”. Among the skills are the ability to apply technical skills of painting in a original and innovative way, to choose specific ways for conveying the artistic idea; the ability to determine the relevance of the topic, adapting it to modern artistic processes; the ability to develop a unique artistic manner as well as an original creative method for the examination of the artistic value of artifacts and projects. It should be mentioned that the research component is not sufficiently reflected in the skills

section. Responsibility and autonomy involves understanding of ethical norms and value of academic integrity as well as the ability to plan artistic careers.

In general, the learning outcomes of the Programme correspond to the master's level of education and the qualification awarded to it.

Programme 5. Art History and Theory, PhD

In general, according to the SER, the study and research components of the PhD programme Art History and Theory ensure the achievement of learning outcomes that correspond to the aims of the Programme and cover main knowledge, skills and responsibility and autonomy envisaged by the content. Knowledge and comprehension involves the ability to evaluate the latest art theories, to define main developments in the field and to develop existing knowledge of the main trends and directions of world and Georgian art. The skills developed by the Programme are the ability to create academically argued, scientifically valuable publications for highly rated scientific periodicals in the research field and to present the results of own research locally and internationally at seminars and conferences; the ability to plan and implement a research project independently, including the management for fundraising. The aspect of participation in media projects is formulated inappropriately, without exposing the trained competencies (“participates in the organization and implementation of various media projects, exhibitions, as well as presentations of various nature, promotions on the issues of museum, tourist infrastructure and tourism planning”). The outcomes of responsibility and autonomy and the ability to carry out research in accordance with the principles of academic and professional integrity and to present “original methods/approaches in academic/professional activities” which is rather relevant to the skills chapter.

In the learning outcomes, the innovation is emphasized; however no evidence was provided to confirm the novelty of doctoral research. Since there was no possibility to review the recent doctor thesis (due to the fact that there were no graduates during the last five years) or the papers in the highly rated scientific periodicals, it is impossible to assess how realistic the learning outcomes are in the current circumstances. Also it is not clear how the competencies of writing the application for research grants are formed.

Evidences/Indicators

- University Website
- SER
- Interview results
- Benchmark Document in Fine Art
- Qualification Descriptor of the National Qualifications Framework:
<https://eqe.ge/en/page/parent/787/erovnuli-kvalifikatsiebis-charcho>

General recommendations of the cluster:

- It is recommended to update the learning outcomes involving the development of soft skills.
- To ensure that the learning outcomes are relevant to the needs of the current labor market.

General suggestions of the cluster:

To assure the participation of all the stakeholders in the development of learning outcomes.

Recommendations and suggestions according to the programmes:

Programme 2. Fine Art, BA

Recommendation(s):

Suggestion(s):

It is suggested to revise the learning outcome “describe and distinguish the main stages, concepts and methods of the development of humanities, the main tasks, stages, facts and events of philosophy, history, art” to make it more realistic and achievable.

Programme 3. Cultural Heritage and Modernity, MA

Recommendation(s):

Suggestion(s):

It is suggested to reflect stronger the objectives of the Model II - New and Contemporary Art - in the general learning outcomes, as they are related to contemporary art issues.

Programme 4. Fine Art, MA

Recommendation(s):

To revise the formulations to make sure that the learning outcomes are allocated to the right category (knowledge or skills)

To reflect stronger the research component in the skills section

Suggestion(s):

Programme 5. Art History and Theory, PhD

Recommendation(s):

To revise the formulations to make sure that the learning outcomes are allocated to the right category (knowledge or skills)

Suggestion(s):

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

Cluster and individual evaluation

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

The mechanism for evaluating the programme learning outcomes of the program includes direct and indirect evaluation methods.

The direct mechanism of learning outcomes of the program involves several activities, namely, the development of the evaluation system of the program learning outcomes which encompasses specific outcomes of the program, the course, activity, exam, or other means by which the evaluation is undertaken.

Indirect evaluation methods include student self- evaluation, employer student assessment, student, focus group discussions, interviews, employment rate, program completion rate, graduate and employer surveys, etc.

One of the mechanisms for evaluating the program is considered to be confirmation of the correspondence between goals and results, as well as the possibility of achieving them. The alignment of the programmes learning outcomes and objectives are illustrated by the alignment map. To analyze the content of the program, a curriculum map is created. The map indicates which study course ensures the development of which learning outcome with three progressive levels - 1. familiarization; 2- deepening; 3 - reinforcement. It is important that all learning outcomes are developed at all three levels.

Based on the studied documents and the results of the interviews, it should be noted that: the university has developed mechanisms for evaluating the learning outcomes of programs. These mechanisms are relevant and sufficient for all programs grouped in a cluster.

Also important the student academic performance monitoring is carried out, it should be distinguished from evaluation of programme learning outcomes. As based on the standards' requirements and recommended methodology of the NCEQE, the programme learning outcomes evaluation should be carried out when a student finalizes achievement of the programme learning outcomes, the evaluation of the programme learning outcomes should happen when the student achieves learning outcomes based on the curriculum map, and the evaluation method should be chosen from that concrete course(s). Based on the specificities of the programmes (BA Fine Art and MA Fine Art) grouped in a cluster, it is logical to evaluate programme learning outcomes within the creative project, practice, etc.

Evidences/Indicators

- „Learning Outcomes of the Educational Program Formulation and Evaluation“;
- Annexes of the programs grouped in the cluster "Mapping of relevance of program
 - objectives and results"; Curriculum Map: "Program Learning Outcomes and Courses";

- Interview results;
- Self-evaluation report;
- Sillaby and Programmes.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Evaluation

Component 1.3 - Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

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

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

Cluster and individual evaluation

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

The programs on all levels (BA, MA and PHD) are drawn up using the methodology of planning, designing and development of educational programs operating at HEI. The structure of the programs is consistent and logical. Their content and structure ensure that the learning outcomes of the programme are achieved. The qualifications to be awarded are in accordance with the content of the programs and the learning outcomes.

The programs BA, MA, PHD are designed in accordance with the legislation of Georgian and ECTS-European Credit Transfer and Accumulation system.

BA programs include 8 academic semesters, master's programs 4 and doctoral programs 6. 1 credit for all three levels = 25 hours.

The workload of the training courses of the programs is distributed in such a way that the student gradually acquires in-depth field knowledge.

Modern international needs of the field are not outlined in the structure of the programmes. In this case is an important new publication of the foreign literature according to the program and modern research methodologies such as the use of modern technologies in the research process and the inclusion of artificial intelligence.

Programme 1. Art History and Theory, BA

The volume of the undergraduate program is eight semesters (240 ECTS credits) and is distributed as follows: basic compulsory courses of humanitarian competence - 20 credits, optional foreign language courses (European languages) - 10 credits, optional foreign language courses (classical or oriental language) - 10 credits, Basic elective courses of humanitarian competence (introductory courses) – 10 credits, 120 ECTS credits are intended for basic and optional disciplines (100+20) of the main specialty (profiling, including bachelor's thesis - 10 credits), within 60 ECTS credits, the student is given the opportunity to choose the desired additional program, and 10 ECTS credits are determined by the student's so-called for free choice.

120 ECTS credits for the main and optional disciplines of the profiling specialty serve to achieve the learning outcomes of the program. The structure is coherent and each component is arranged logically. the Program for learning outcomes have four goal; “Training of a specialist with skills corresponding to modern requirements in the field of art history and theory; To provide the student with appropriate broad knowledge about the history of World and Georgian art on the basis of lecture courses and practical training; To develop specific skills by using specialized terminology and mastering artistic methodology.; To develop the skills of protecting ethical norms in professional activities, based on the principles of justice, tolerance, pluralism and objectivity. “

The educational program attends the standards framework.

Programme 2. Fine Art,BA

Fine Art BA program's structure are involves Faculty courses - 50 ECTS, in which faculty mandatory courses - 20 ECTS and faculty elective courses(european languages) - 10 ECTS, Faculty elective courses (Classical or oriental languages)-10 ECTS, faculty elective courses (Introduction courses)-10 ECTS.

Major Mandatory courses - 100 ECTS, there are 12 subjects and bachelor's work - 10 ECTS. Major elective courses- 20 ECTS, free credits- 10 ECTS.

Compulsory courses of Major Program involve 19 subjects.

Minor Program -Fine Art -60 ECTS and it's involves mandatory courses-45ECTS, elective courses-15ECTS,

The student's hourly workload is logically divided attended the courses. But the courses; Drawing - The Figurative Plastic, stageI, Drawing - The Figurative Plastic, stage II. the contact hourly workload can be increased, now hourly workload for each of them is-60 hours.

The learning outcomes of the program correspond to the Bachelor's level of education and the qualification awarded to it (Fine Art).

Learning outcomes reflect general (transferable) and sectoral competencies, in accordance with the Bachelor's level descriptor and sectoral characteristics of the Higher Education Qualifications Framework.

The teaching and research components used to achieve the objectives of the Bachelor of Fine Art program ensure the achievement of the following results: Knowledge and awareness, skills, responsibility and autonomy.

Along with the practical and basic subjects in the program, the head of the program believes that they contribute to the education of an artist with an academic education. However, the students mentioned in the interview that they would like to have more contact hours for major mandatory courses. Students also wanted to add plastic anatomy to enhance their professional skills.

During the interview, the students wished for a program to add modern technologies and computer programs as minor mandatory courses.

It can be said that the study map and structure of the program are almost in accordance with the given standard, but if we take into account the comments of the students, I think it would be good to make some changes in the compulsory elective and free elective courses in favor of the mandatory courses.

Programme 3. Culture Heritage and Modernity, MA

MA programme in Culture Heritage and Modernity Studies is written for four semesters (total - 120 ECTS credits) with compulsory subjects (general and module) - 70 credits, optional subjects - 20 credits; and the master's thesis - 30 credits. The prerequisite for awarding the academic degree of Master is the accumulation of 120 ECTS credits by the student and the completion of the educational and scientific component of the program (90+30 ECTS credits).

In the structure of the program the Student's hourly workload is distributed logically according to the subject. The contact hours are supplied for the students and the working process. The students for each subject's final exam have three hours.

At the map of the alignment of program goals and outcomes is given information about educational program, that the MA program is divided into three modules: Module I - Ancient Art, Module II - New and Contemporary Art, III module – museology / museum studies, each of them have mandatory courses - 30 ECTS. III module - Museology has also elective courses.

Module I - Ancient Art involves six subjects of mandatory courses. Each of the subjects has 5 ECTS.

Module II - New and Contemporary Art involves six subjects of mandatory courses. Each of the subjects has 5 ECTS.

III module – museology involves 6 subjects of mandatory courses, 13 subjects from elective courses and the master's thesis. Each of the subjects has 5 ECTS and the master thesis has 30 ECTS.

The structure of the program has four mandatory courses for all modules.

The program is a logical continuation of the bachelor's program. In the master's program, as on the study map, we can see a specific direction and various subjects related to it.

The goal of the programs is practical fieldwork. During interviews with students, they indicated that they would like more fieldwork in the future, as it is important for their professional development.

The description of the program is given following information "The objective of the Master's program "Cultural Heritage and Modernity" is to prepare a competitive graduate equipped with deep and

systematic knowledge of the modern labor market and academic space, as well as international standards and requirements in the field; who, commands complex knowledge about cultural heritage, sectoral and general transferable skills, taking into account the interdisciplinary nature of the field of specialization.“ However, it should be noted that the research methods and scope in the Master's level program is not clarified. Modern approaches and standards of research methodology are not found in the program.

Aside of the visit of an acquaintance's MA thesis, I have to note that most of the theses missed the description of the research methodology.

Learning outcomes will be monitored and evaluated after the completion of each study course and program.

Programme 4 Fine Art, MA

The MA program is essentially no different from the Bachelor's program. It is a direct extension of the BA program. The program is loaded with core subjects and thesis hours.

The Fine Art AM program's structure involves mandatory courses-70 ECTS, elective courses - 30 ECTS and Master' work - is assigned 30 credits. The student's hourly workload is distributed logically and in accordance with the subjects. However, it is possible that the workload of the contact hour of the mandatory courses's subject "The Model's Plastic in the Genre-given, Figurative Composition (sketch exercises)" can be increased in the practical part, now we have given 60 hours in the said load. That has a positive impact on the outcomes of the program. Volume of 1 credit - 25 hours. One academic year - 2 semesters.

The map of the alignment of program goals and outcome, the program has 6 goals for 12 outcomes. Learning outcomes will be monitored and evaluated after the completion of each study course and program. The program's Curriculum map for learning outcomes has 12 mandatory courses. Learning outcomes reflect general (transferable) and sectoral competencies, in accordance with the Master's level descriptor and sectoral characteristics of the Higher Education Qualifications Framework.

Based on the description of the program and the study map, it would be desirable to use an interdisciplinary research methodology in the process of working on the master's thesis. Through providing complex knowledge along with sectoral and general transferable skills developed as a result of the synthesis of practical-creative and intellectual work. The teaching and research components which will be used to achieve the objectives of the Master of Fine Art program ensure the achievement of the following results: Knowledge and awareness, skills, responsibility and autonomy.

programme 5. Art the History and Theory, PHD

The doctoral program involves an in-depth research process related to a specific topic. The structure of the PHD program involves -40 ECTS, in which mandatory courses/activities-25 ECTS; doctoral Seminar-15ECTS, Professores assistant-5ECTS, and Methodology of research in the Humanities-5 ECTS. Electives courses/ activities-15ECTS, in which is given B) Research component, mandatory courses; research project I, research project II and Preparation and Defense of the Dissertation.

Aside from visiting an acquaintance's PHD thesis, we have not seen any of them, because during the last five years the PHD program of art history and theory has no PHD alumni. This problem also stems from the fact that the program does not have a no schedule of the midterms deadline for the doctoral dissertation.

For a doctoral program, it is important to have certain and predetermined deadlines in the process of working on the thesis. It should be noted that during the interview, it was clarified that the doctoral program has no schedule for the midterms deadlines. The absence of a schedule leads to an artificial prolongation of the learning process, which is unacceptable for doctoral thesis supervisors. This information is shared by the supervisors of the doctoral thesis during the interview.

In the process of working on the dissertation, it is important to determine the research methodology. The description of the program research methodology includes analytical skills, the use and analysis of visual material, and the research and analysis of relevant literature. But we do not meet any of the modern research methodology, such as the use of modern technologies in the research process and the inclusion of artificial intelligence.

Evidences/Indicators

- Programme documents (curricula and Interviews with teaching staff, students, graduates and administrators - Self-Evaluation Report
- self-Evaluation Report

General recommendations of the cluster:

General suggestion of the cluster:

Recommendations and suggestions according to the programmes:

Programme 2 Fine Art, BA

Suggestion(s):

It would be desirable if the hours of Major subjects are increased and plastic anatomy will be added.

Programme 3 Culture Heritage and Modernity, MA

Recommendation(s):

- It is recommended to take into account the wishes of the students and add practical fieldwork to the program.
- To specify and define the modern research methodology and specificity for the master's thesis.

Programme 5 Art History and Theory, PHD

Recommendation(s):

- To specify and define the modern research methodology and specificity for the PHD's thesis.
- The prerequisite for admission to the program should be determined and specified based on the specifics of the program.

- It is recommended that The academic staff and the head of the PHD program Art history and theory would work and would elaborate the schedule for the midterms deadline of the PHD thesis.

Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Fine Art, BA	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Culture Heritage and Modernity MA	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Fine Art, MA	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Art History and Theory PHD	<input type="checkbox"/>	x	<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 programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

Cluster and individual evaluation

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

The learning outcomes of the training courses are aligned with the learning outcomes of the program. The results of the teaching and research components provide the learning outcomes of the program. The syllabuses of the training courses contain the name of the course (in Georgian and English), course author(s), lecturer(s), code, status, number of credits, number of hours (hourly workload of the student - lecture, seminar, independent work hours), admission to the course Prerequisites, objective, learning

outcomes according to the qualification framework, teaching and learning methods, evaluation system (forms and grades), academic integrity, course content (lecture/seminar topics and compulsory and supporting literature for each topic)

According to the programme's structure, syllabi and the interview with students it would be desirable if the subject "Academic writing" added a program not only at the mandatory courses first stages, but also at the elective courses. During the interview with the students, students noted that they need academic writing skills for working at the BA and MA thesis.

During the interview with the students they also note that there are some problems about making the readers. To have the readers is important for the teaching process and outcomes as well. All of the syllabi involve foreign language literature and most of them are Russian literature. The students noted that for them to better understand English literature. Also, it would be desirable if the mandatory and elective subjects' courses add some new publications according to the field.

Aside from visiting the workshops, we noted that the drawing and painting equipment need to be updated.

Programme 1 Art History and Theory BA

It is important to note that the program Art History and Theory has existed since the foundation of the university and therefore has a long history. The prerequisite for awarding the bachelor's academic degree is the accumulation of 240 credits. 120 credits are intended for the main (profiling) specialty chosen by the student (95 credits are assigned to the mandatory training courses of the specialty, 15 credits to the optional subjects of the specialty, and 10 credits to the bachelor's thesis). 50 credits are allocated to basic compulsory and optional training courses of humanitarian competence. Within the framework of 60 credits, the student can choose the desired additional bachelor's program (specialty) both at the Faculty of Humanities implementing the main 42 specialty, and at other faculties of TSU. In case of not choosing an additional program, the student has the opportunity to use 60 credits to study courses/modules of his or another bachelor's program. 10 credits are defined by the so-called for free credits.

During the interview with the students they noted that it would be desirable if they have the possibility to learn the English language according to the field's terminology.

Programme 2 Fine Art, BA

Fine Art BA program's structure are involves Faculty courses - 50 ECTS, in which faculty mandatory courses - 20 ECTS and faculty elective courses(european languages) - 10 ECTS, Faculty elective courses (Classical or oriental languages)-10 ECTS, faculty elective courses (Introduction courses)-10 ECTS.

The student's hourly workload is logically divided by the courses. But the courses; Drawing - The Figurative Plastic, stageI, Drawing - The Figurative Plastic, stage II. the contact hourly workload can be increased, now hourly workload for each of them is-60 hours.

The learning outcomes of the program correspond to the Bachelor's level of education and the qualification awarded to it (Fine Art).

Learning outcomes reflect general (transferable) and sectoral competencies, in accordance with the Bachelor's level descriptor and sectoral characteristics of the Higher Education Qualifications Framework.

Programme 3 Culture Heritage and Modernity, MA

MA programme in Culture Heritage and Modernity Studies is written for four semesters (total - 120 ECTS credits) with compulsory subjects (general and module) - 70 credits, optional subjects - 20 credits; and the master's thesis - 30 credits. The prerequisite for awarding the academic degree of Master is the accumulation of 120 ECTS credits by the student and the completion of the educational and scientific component of the program (90+30 ECTS credits).

The description of the program is given following information "The objective of the Master's program "Cultural Heritage and Modernity" is to prepare a competitive graduate equipped with deep and systematic knowledge of the modern labor market and academic space, as well as international standards and requirements in the field; who, commands complex knowledge about cultural heritage, sectoral and general transferable skills, taking into account the interdisciplinary nature of the field of specialization." However, it should be noted that the research methods and scope in the Master's level program is not clarified. Modern approaches and standards of research methodology are not found in the program.

ASide of the visit of an acquaintance's MA thesis, I have to note that most of the theses missed the description of the research methodology.

Programme 4 Fine Art, MA

The Fine Art AM program's structure involves mandatory courses-70 ECTS, elective courses - 30 ECTS and Master' work - is assigned 30 credits. The student's hourly workload is distributed logically and in accordance with the subjects. However, it is possible that the workload of the contact hour of the mandatory courses' subject "The Model's Plastic in the Genre-given, Figurative Composition (sketch exercises)" can be increased in the practical part, now we have given 60 hours in the said load. That has a positive impact on the outcomes of the program. Volume of 1 credit - 25 hours. One academic year - 2 semesters.

The map of the alignment of program goals and outcome, the program has 6 goals for 12 outcomes. Learning outcomes will be monitored and evaluated after the completion of each study course and program. The program's Curriculum map for learning outcomes has 12 mandatory courses. Learning outcomes reflect general (transferable) and sectoral competencies, in accordance with the Master's level descriptor and sectoral characteristics of the Higher Education Qualifications Framework.

Programme 5, Art History and Theory PHD

The doctoral program represents the weakest part of the cluster.

It has 40 credits, of which

25 credits - compulsory course

15 credits are free. Electives courses/ activities-15ECTS, in which is given B) Research component, mandatory courses; research project I, research project II and Preparation and Defense of the Dissertation.

Aside from visiting an acquaintance's PHD thesis, we have not seen any of them, because during the last five years the PHD program of art history and theory has no PHD alumni. This problem also stems from the fact that the program does not have a no schedule of the midterms deadline for the doctoral dissertation.

Important for learning process and outcomes defining modern research methodologies; Defined research methodology is an important part of academic and scientific working process. For PHD Students to have this skill is very important and helpful for future field working processes. Nowadays parallel classical research methodology (demonstration visual materials, research some texts or literature, analyzing some facts around the research subject) is also important modern methodologies, such as technologies in the research process and the inclusion of artificial intelligence.

Evidences/Indicators

- Structure and content of the programme (Annex N2, folder BA Hebrew Studies);
- Web-page of the program: <https://www.tsu.ge>.
- Site-visit and interview with the head of the program.
- Site-visit and interview with the students.
- site- visit to the workshops and library.
- Self-evaluation report

General recommendations of the cluster:

General suggestions of the cluster:

- It would be desirable if academic writing would be added to the elective courses as well.
- To add mandatory courses' subjects specific English language courses according to the Field's terminology.

Recommendations and suggestions according to the programmes:

Programme 1, Art History and Theory , BA

Recommendation(s): To make readers.

Programme 2, Fine Art, BA

Recommendation(s): The drawing and painting equipment needs to be updated

Programme 3, Culture Heritage and Modernity, MA

Recommendation(s): Defining and clarified the research methodology for the MA thesis.

Programme 4, Fine Art, MA

Recommendation(s): The drawing and painting equipment needs to be updated

Programme 5 Art History and Theory, PHD

Recommendation(s):

- In the syllabi “Learning/Teaching Methods and Strategies” Update of mandatory foreign language literature and additional literature.
- In the syllabi of “research project I” and “research project II” defining and clarified the research methodology according to the field’s research subject.

Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Fine Art, BA	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Culture Heritage and Modernity, MA	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Fine Art, MA	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Art History and Theory	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Fine Art, BA	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 Culture Heritage and Modernity, MA	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Fine Art, MA	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Art History and Theory, PHD	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

According to the results of the self-assessment report of the cluster, the documentation attached to it and the results of the accreditation visit, the prerequisites for admission to the programs are logical and transparent, corresponding to the level of education. Admission prerequisites are logically related to the content of the program, learning outcomes, level of education, qualifications awarded and language of education, ensure the inclusion of persons with relevant knowledge and skills in the program and comply with the applicable legislation. Admission of students to the program is carried out in accordance with the methodology of planning the number of students.

The prerequisite for admission to the program is defined in accordance with the Law of Georgia on Higher Education and the Order No. 127 of the Minister of Education and Science of Georgia dated March 28, 2005 on the approval of the regulations on holding Unified National Higher Education Entry Exams. Prerequisites for admission to the programs are available to everyone: information is posted on the university's website and is also accessible on social networks. Additional information will be provided to applicants at open days and information meetings

According to the self-assessment report of the cluster, the enrollment of foreign citizens in MA programs of Oriental studies is carried out in accordance with the legislation of Georgia. Also, based on the results of the internal qualifying competition.

Programme 1 Art History and Theory, BA

The preconditions for the admission to the programme and its procedures are relevant, transparent, fair, public, relevant for the level and accessible for individuals, who wish to choose this program as a major or minor. Preconditions for the admission to the program are in accordance with the Law of Georgia on Higher Education and order of the Minister of Education and Science of Georgia №127 of March 28, 2005, on Approval of the Provision of conducting the Unified National Examinations, which are essential prerequisites for citizens of Georgia. Enrollment for foreign citizens follows the legislation of Georgia (Order of the Minister of Education and Science of Georgia dated December 29, 2011 No. 224/N). Mobility from other faculties of TSU and other higher educational institutions to the undergraduate program is carried out in accordance with the legislation of Georgia.

Programme 2, Fine Art, BA

The preconditions for the admission to the programme and its procedures are relevant, transparent, fair, public, relevant for the level and accessible for individuals, who wish to choose this program as a major or minor. Enrollment for foreign citizens follows the legislation of Georgia (Order of the Minister of Education and Science of Georgia dated December 29, 2011 No. 224/N). Mobility from other faculties of TSU and other higher educational institutions to the undergraduate program is carried out in accordance with the legislation of Georgia.

Programme 3, Cultural Heritage and Modernity, MA

The preconditions for the admission to the programme and its procedures are relevant, transparent, fair, public, relevant for the level and accessible for individuals, who wish to choose this program as a major or minor.

Enrollment for foreign citizens follows the legislation of Georgia (Order of the Minister of Education and Science of Georgia dated December 29, 2011 No. 224/N). Mobility from other faculties of TSU and other higher educational institutions to the undergraduate program is carried out in accordance with the legislation of Georgia.

Prerequisites for admission to the cultural heritage and modernity master's program of the Faculty of Humanities of TSU are:

- General Master's Examination;
- passing the exam in the specialty;
- Foreign language (English/ German/ French) B1
- Confirmation of knowledge at the level by an exam or with an internationally recognized certificate (with a perspective to improve language proficiency up to B2 level before graduation).perspective)

Enrollment of foreign citizens is done in accordance with the rules established by the legislation of Georgia.

Programme 4, Fine Art, MA

The preconditions for the admission to the programme and its procedures are relevant, transparent, fair, public, relevant for the level and accessible for individuals, who wish to choose this program as a major or minor.

Enrollment for foreign citizens follows the legislation of Georgia (Order of the Minister of Education and Science of Georgia dated December 29, 2011 No. 224/N). Mobility from other faculties of TSU and other higher educational institutions to the undergraduate program is carried out in accordance with the legislation of Georgia.

The programme admission preconditions are:

- Bachelor's academic degree.
- General Master's Examination;
- Passing the exam in the specialty as a creative round;
- Confirmation of knowledge of a foreign language (English/German/French) at the B1 level by an exam or an internationally recognized certificate (with the prospect of improving language knowledge to the B2 level before completing the master's program).

Programme 5, Art History and Theory, PHD

Prerequisites for admission to the doctoral program of the Faculty of Humanities of TSU are a master's degree or an equivalent degree (in qualifications in a broad field of study, such as: Arts and Humanities; Knowledge of one of the foreign languages (English, German, French) at a B2 level;

A documented recommendation of the head of the programme and the presumable supervisor of the doctoral thesis.

A documented recommendation of the supervisor

Recommendation by the admissions committee by results of the interview of specialty (presenting the doctoral research project plan (prospectus).

Enrollment of citizens of foreign countries in the doctoral program of art studies is carried out in accordance with the legislation of Georgia, as well as on the basis of the results of the internal selection competition. Special prerequisite of the program: In order to receive a recommendation from the head of the program, an applicant for admission to the art history doctoral program is required to submit a CV and a two-page motivational letter to the Institute of Art History and Theory, in which they define their areas of interest and scientific goals, and explain why they want to continue their studies in the art history doctoral program. He is also tasked with presenting a scientific paper on one of the problematic issues in the field of art history. The scientific work is transferred to two professors for their review. Those willing to continue their studies on the Doctoral level shall present a scientific paper at the public session; the results of the public review of the paper will serve as the basis for recommendations from the Head of the Art Studies Program.

In the self-assessment document, the procedure for passing foreign-language students, which is regulated by Georgian legislation, is clearly stated, however, during the interview, it was noted that they do not have foreign-language students, because teaching is conducted in the Georgian language.

Evidences/Indicators

- Structure and content of the programme;
- Web-page of the program: <https://www.tsu.ge/ka/programs/98>;
- Site-visit and interview with the head of the program;
- Self-Evaluation Report.

General recommendations of the cluster:

General suggestions of the cluster:

Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Fine Art, BA	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Culture Heritage and Modernity, MA	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Fine Art, MA	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Art History and Theory, PHD	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

According to the learning outcomes and the level of education, the programmes seek to ensure development of practical and creative skills of students. The site-visit revealed that students of both Fine Arts (BA and MA) programmes have more opportunities for their professional performance, although even they feel the lack of practice (especially when studying particular subjects such as Clothes Modeling). Some of the students shared the impression that the main goal is just to pass the exam and not to provide the student with transferable skills. According to the SER, students of all three levels of educational programmes have the opportunity to participate in various types of student scientific conferences held annually by the Faculty of Humanities at TSU. They can also publish scientific papers in the student journals of the faculty and educational-scientific institutes, and students of the bachelor and master programmes of fine arts of the Institute of Visual Arts JSC have the

opportunity to participate in student exhibitions, including international art festivals, within the framework of symposia. However, students' engagement in the research projects is pretty low. Also students are not aware of the mobility opportunities, so they hardly use the advantages of the international exchange. There are some examples of students' participation in international conferences and workshops abroad, it is recommended to strengthen this component. Although many teachers work in various cultural institutions and they involve students into the practical activities or introduce their professional activities to the students, the agreements or memorandums signed with employers or centers of practice envisaging the number of students, objectives, outcome and duration of practice, would make the development of transferable skills more effective.

Evidences/Indicators

- SER
- Interview results
- University website

General recommendations of the cluster:

To enhance students' participation in international conferences and other events abroad.

General suggestions of the cluster:

To activate collaboration with cultural, educational and research institutions to provide more possibilities for professional practice.

Evaluation

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
Programme 1 Art History and Theory, BA	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Fine Art, BA	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Culture Heritage and Modernity, MA	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Fine Art, MA	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Art History and Theory, PHD	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

Understandably, all level curricula and syllabi of the given programmes refer to the usual classical teaching and learning methodologies (lecture, seminar discussion, learning assignments, group discussions etc.). Innovative forms of teaching and learning are missing (design-thinking process, project-based learning, inquiry-based learning, use of digital humanities etc.).

But the programs grouped in the cluster differ depending on the specifics of teaching the main subjects. In the case of programs 2 and 4, the teaching methods are based more on the demonstration of practical examples with little theoretical attachment. And in the case of programs 1 and 3, the teaching method includes providing visual material to students and developing reasoning around them, as well as the process of sharing theoretical information, which always accompanies the process of getting to know any visual material.

For the teaching process is important to determine the research methodology. The description of the program research methodology includes analytical skills, the use and analysis of visual material, and the research and analysis of relevant literature. But we do not meet any of the modern research methodology, such as the use of modern technologies in the research process and the inclusion of artificial intelligence.

There are no modern approaches in the teaching method, including the development of critical reasoning and the formation of free thinking, the use of interdisciplinary research methodology, and others.

However, it should be noted that during the interview with the supervisors, one of the supervisors mentioned that it is important for him to develop "independent thinking" in the moment of interaction with the students. But this method is not officially included in the syllabus as such.

The basic method(s) of teaching for doctoral and master's programs should be based on modern trends and with the help of technology.

Evidences/Indicators

- Programme documents (curricula and syllabi)
- Interviews with teaching staff, students, graduates and administrators
- Self-Evaluation Report

General recommendations of the cluster:

- Critical analysis has to add teaching methodology .
- Should be added more practical field work.

General suggestions of the cluster:

It would be desirable for the teaching process if modern research methodology would be defined, such as the use of modern technologies in the research process and the inclusion of artificial intelligence.

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Fine Art, BA	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Culture Heritage and Modernity, MA	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Fine Art, MA	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Art History and Theory, PHD	<input type="checkbox"/>	X	<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 Programmes Grouped in a Cluster with the Requirements of the Standard Component

Assessment of students in the training courses of all three levels of educational programs included in the artistic cluster of the Ivane Javakhishvili Tbilisi State University is carried out according to the legislation of Georgia and the regulation of the educational process of TSU. The evaluation system is relevant to the given training course or other training and research, practical component, is derived from their goals and evaluates their results according to the principle of transparency and fairness.

The student's knowledge assessment system is outlined in the program description. The evaluation system and criteria are described in the syllabus of each subject. Credit utilization by the student is evaluated by one of the positive evaluations provided by the evaluation system. The assessment system provides an equal approach to all students.

Assessment forms, components and methods, detailed point distribution are known to students in advance. The academic staff is in contact with the student - informs the student about the evaluation results, the student's weaknesses and strengths. The student can receive information about the results of his studies through the learning process management system (lms.tsu.ge) and the e-learning portal (e-learning.tsu.ge).

If the student is dissatisfied with the grade, they have the opportunity to appeal the grade. In such a case, the administration of the relevant faculty of Tbilisi State University will provide a review of the evaluation of the paper/assignment/activity.

The evaluation system consists of several components and includes: a single or multiple midterm exam and a final exam. A student can get a maximum of 100 points in each subject. The minimum positive grade is 51 points.

A student who has accumulated at least 21 points in the intermediate evaluations of the study courses is allowed to take the final exam at the Faculty of Humanities.

Mid-term and final assessment include assessment components that determine the ways of assessing the student's knowledge, skills and competencies. Student assessment includes: assessment of students' activity in working groups, practical classes and seminars; midterm exam evaluation; evaluation of the final exam; evaluation of presentation, creative work; Evaluation of the research paper. Credit is given to the student only if he receives a positive assessment. The grading system provides five types of positive grades: A (91-100), B (81-90), C (71-80), D (61-70), E (51-60). A negative grade is considered: FX (41-50), F (40 or less).

As I mentioned above, the university has an appeal mechanism for the results of midterm and final exams. In accordance with the regulation of the educational process of the university, the student has the right to appeal the received grade. Within 48 hours after the reflection of the exam score, the student must send an appeal from the TSU electronic system.

It should be noted that there is an examination center at TSU, which plays an important role in conducting the examination process objectively and transparently. However, it should be noted here that there is some dissatisfaction with the detailed analysis of the grades: students often find out the grades received in the exams late, and, as they noted, they do not get an indication, in the form of a comment, why they received a given grade.

The rules for preparing bachelor's and master's theses are detailed, which students can see both on the university's website and in the educational database. The criteria for evaluating qualification papers are written in detail and students, as a rule, should have information about it in advance.

As for the doctoral level, before writing the thesis, the doctoral student completes a seminar paper, 60% of which is evaluated by the reviewer and 40% by the commission during the presentation. It

should be noted that this work is not a part of the thesis, it is different from it. The doctoral student has the obligation to publicly present two scientific research projects related to the thesis.

The evaluation of the scientific-research component/components of the doctoral educational program is carried out according to the rules defined by the faculty's doctoral regulations and the minimum standard of doctoral studies of TSU. Dissertation evaluation by the members of the Dissertation Protection Commission is done confidentially, with a scoring system.

It should be noted that the existing assessment system is understandable and acceptable for both students and academic/visiting staff. They did not wish to change in this direction.

Evidences/Indicators

- Programs and syllabi;
- Rules for the preparation and defense of bachelor's and master's theses of the Faculty of Humanities of TSU;
- Mechanisms for evaluating the learning outcomes of the program;
- TSU Faculty of Humanities Doctoral Regulations;
- Order of the Minister of Education and Science of Georgia dated January 5, 2007 N3 "On approval of the rules for calculating higher education programs with credits" (consolidated);
- Regulation of the educational process of Ivane Javakhishvili Tbilisi State University;
- Academic integrity policy document;
- Electronic portal and university website;
- Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1 (Art History and Theory, BA)

Recommendation(s): It is recommended that the student receives timely information about the grade received in the midterm and final exams so that he can appeal/improve the grade within a reasonable time. In addition, it is recommended that, in the form of comments, the teacher points out the flaws that became the basis for reducing the score.

Programme 2 (Fine Art, BA)

Recommendation(s): It is recommended that the student receives timely information about the grade received in the midterm and final exams so that he can appeal/improve the grade within a reasonable time. In addition, it is recommended that, in the form of comments, the teacher points out the flaws that became the basis for reducing the score.

Programme 3 (Cultural Heritage and Modernity, MA)

Recommendation(s): It is recommended that the student receives timely information about the grade received in the midterm and final exams so that he can appeal/improve the grade within a

reasonable time. In addition, it is recommended that, in the form of comments, the teacher points out the flaws that became the basis for reducing the score.

Programme 4 (Fine Art, MA)

Recommendation(s): It is recommended that the student receives timely information about the grade received in the midterm and final exams so that he can appeal/improve the grade within a reasonable time. In addition, it is recommended that, in the form of comments, the teacher points out the flaws that became the basis for reducing the score.

Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, Ph.D.)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standard

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4 (Fine Art, MA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, Ph.D.)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

At Tbilisi State University, students are informed with the help of several information channels and structural units, including: SMS message, learning base LMS, learning process management service, individual counseling receptions, special groups in social networks, e-mail and others.

The most extensive counseling, which the students of different educational levels of the university receive immediately after enrolling in the university, is planned in the first week of the university. It involves not only academic staff, but also all important links of university services. These meetings involve providing students with the most comprehensive and complete information on university services and the latest information in the university space. During one week, students receive comprehensive information about services and services at scheduled meetings with representatives of the university and faculty administration, which makes it easier for them to receive the information and services they want in a timely and quality manner in the course of their studies.

Students are provided with information regarding interesting and useful events for them. As mentioned during the interview, students were involved in international workshops, exhibitions, including in Italy, Turkey. They also had an online exhibition during the pandemic. Taking into account the existing experience in this direction, it was noted that students involved in similar international events were funded. According to the head of the program, they have intensive relations internationally, however, as the representatives of the quality service noted, internationalization

remains a challenge for most of the programs represented in the cluster. According to them, there is still a lot of work to be done in this direction in order to increase international mobility. Moreover, the interviews with students revealed that they have not been aware of the mobility opportunities, so they hardly use the advantages of the international exchange.

At the very first lecture, students receive the necessary information regarding the study courses themselves. As mentioned during the interview, the lecturer of the relevant subject provides information regarding the activities and evaluation criteria provided by the syllabus in the very first lecture.

Based on the results of interviews with students, several postulates written in the self-assessment document presented by the university have been invalidated. In particular: during the interview, the students mentioned that the reaction/feedback of the administration to the letters written on various issues in the learning base (LMS) is often delayed. In the part of informing, students with suspended status and those in additional semesters expressed their complaint regarding untimely warnings from the administration.

According to them, they would like more active activities, including: exhibitions, workshops, etc. Also, international mobility.

Although students are periodically sent a questionnaire, once a semester, which determines their satisfaction with the subject and its teacher, the said questionnaire is mostly composed of static/closed questions, which is why the students expressed the following claim during the interview: they wanted the lecturer of a specific subject to be verbally to write down their attitudes, although the only level was to rate the said lecturer with zero points. Despite the negative evaluations sent by the students, the lecturer of this particular subject usually continued to give lectures in the following semester.

As mentioned during the interview by the quality service and the administration, focus groups are often used to identify the needs of students. However, this is mostly carried out before the accreditation or authorization processes, which leaves the impression that the mentioned tool is used only when necessary and does not have a traditional character. In addition, the involvement of students and graduates in the working group was explained by the presence of focus groups, although it is questionable how appropriate the absence of these two important links in the self-evaluation group is.

Postscript, - student surveys are voluntary, anonymous, every semester; Focus-groups are created before important events, especially before accreditation, during program changes... Focus-groups are composed of students of different academic achievements, of all three levels, including graduates and students on academic leave.

In addition to the subject questionnaire, it is important for the university administration to provide students with a general university questionnaire. As mentioned during the interview, such questions do not go well with them or at all.

The students voiced the following needs: renewal of blackboards, blackboard stands, pumps; addition of the subject of plastic anatomy before drawing the still lifes; Technical troubleshooting/updating (computers, projectors).

As for informing students about career development, TSU has a student career development center that advises students on employment.

It should also be noted that the university tries to adapt to the needs of students with special needs. In this direction, it should be said: in order to plan the learning process for students with disabilities,

improve academic achievements and create the necessary conditions for a full-fledged education, Tbilisi State University is gradually and consistently improving the infrastructure and material-technical base, providing a support person, and developing an individual study plan if necessary. It should also be noted that the rights of students are regulated by the student ombudsman. Also, if necessary, students are provided with psychological counseling.

Evidences/Indicators

- Scientific work reports of the Faculty of Humanities of TSU;
- TSU Faculty of Humanities Regulations;
- planned and implemented consulting services;
- workload, functions and duties of persons involved in consulting services (academic/scientific/guest/administrative/support staff involved in the program, faculty/school coordinator, tutor or others), their job descriptions;
- documents/information on student involvement in local and international activities;
- University website;
- Results of the interview.

General recommendations of the cluster:

- It is recommended that the administration, as far as possible, promptly responds to students' letters; in addition, to provide timely information about important dates to students with suspended status and those in an additional semester;
- It is recommended the international mobility to be strengthened and, as far as possible, more students should be included in the exchange programmes;
- It is recommended to improve and make multi-component student surveys. Special attention should be paid to the problematic sections of the student survey results. In addition to subject surveys, its scale should be increased at the general university level; Also, maintain close feedback with graduates, including at the level of surveys.

General suggestions of the cluster:

It is suggested to increase and intensify the activities/events useful for students both locally and internationally.

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

Programme 3 (Cultural Heritage and Modernity, MA)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Programme 5 (Art History and Theory, Ph.D.)	<input type="checkbox"/>	<input type="checkbox"/>	x	<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 programmes, ratio of students and supervisors enables to perform scientific supervision properly.

Cluster and individual evaluation

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

Master's and doctoral students grouped in the artistic cluster of Tbilisi State University are supervised by highly qualified specialists in the field who have relevant publications, research projects, participation in scientific conferences, which is confirmed by the documentation of their activities. As noted during the interview, the professors express their willingness, within limits, to guide interested master's and doctoral students. On the other hand, students have freedom in the process of choosing both the topic and the supervisor. It is an important circumstance that the supervisor adapts to the specifics of the Master's/PhD student's topic, in this case, collaboration is possible. In addition to the supervisor, if necessary, a co-supervisor provides assistance to the graduate.

The master's thesis can be supervised by the academic and visiting staff involved in the program, who, after the selection of the topic, is chosen by the student in consultation with the head of the master's program. In this way, the student's freedom and autonomy are ensured, on the one hand, and on the other hand, the student's right to have a qualified supervisor who will be able to help the student perfectly. One supervisor can take a maximum of five students. The supervisor is actively involved in the work process at all stages of the work;

After the supervisor and the student agree on common visions, consultation hours are set, during which the supervisor helps the student organize the paper: from the table of contents to the conclusion. The frequency of consultations depends on the specifics of the topic, but the meetings are regular and continuous.

Even at the doctoral level, the doctoral student is in constant contact with the scientific supervisor, on whose recommendation he enters the doctoral program and who has the appropriate qualifications in

relation to the research topic of the doctoral student. The qualifications of the personnel involved in the implementation of the program fully correspond to the needs of the supervision of doctoral students.

Issues related to the implementation of doctoral education programs at TSU, the teaching and research component, admission and study in doctoral studies, thesis submission, defense and evaluation, and the awarding of the academic degree of doctor are regulated by the minimum standard of doctoral studies of TSU and the doctoral regulations of the faculty. These documents determine the issues related to the scientific supervisor of the doctoral student and his qualifications and functions.

The scientific supervisor of the doctoral student must have an academic degree of doctorate in the relevant field, research experience in the scientific field related to the topic of the doctoral student's dissertation, and relevant publications. The scientific supervisor controls the implementation of the individual study and research plan of the doctoral candidate.

A doctoral candidate may have more than one supervisor. The faculty council makes a decision on the appointment of more than one scientific supervisor. The doctoral candidate establishes an individual study plan in agreement with his scientific supervisor.

As for the rules and criteria, besides the fact that the supervisor informs his student about them, the documentation is also available on the university's website.

In order to ensure academic integrity, the university has an anti-plagiarism program called TURNITIN, in which the master's/doctoral student is obliged to upload the thesis before it is submitted for defense. The plagiarism detection program is integrated into the Learning Process Management System (LMS) of TSU.

All faculties have a scientific research and development service, whose function is not only to inform about scientific activities, but also to attract doctoral and master's students. The faculty has a scientific magazine in both printed and electronic form. They have a close relationship with scientific bases, including: EBSCO, ERIC. Also, they have an edition "Annual" - where student editions come together every year.

Successful doctoral and master's students, who have an international invitation, are financed by the university; They actively present projects to the Rustaveli Science Foundation, which are organized by the students' leaders.

Supervisors are also involved in the process of searching for relevant international scientific journals. They make recommendations to foreign colleagues regarding participation in various international projects.

Despite these best practices, there are a number of challenges that I will discuss in this section:

After a detailed examination and examination of the master's and doctoral theses, several notable deficiencies related to academic writing standards and scientific apparatus were identified. In this regard, flaws are revealed in the written part of the papers: in the direction of academic styles, bibliography, validity of sources, verification method. Also, academic "disorganization" related to the text.

However, it is important, especially at the master's and, more so, at the doctoral level, that students develop scientific skills that should be accurately reflected in their qualifying theses. In this direction, it should be noted that the apparatus of scientific research is not perfect, which is manifested by the absence or malfunction of research components in the work. It is important, from the academic and scientific point of view, to pay more attention to the papers.

It is also worth considering how much a master's level student will be able to work on the thesis perfectly without taking the course "Academic Writing for Masters". I think this discipline is relevant and important for all three levels. As mentioned during the interview, these gaps have to be filled later by the supervisors of theses.

The need for deadlines in doctoral studies is on the agenda. As mentioned during the interview, PhD students set their own deadlines. One of the doctoral students has been under this status for ten years. As we have received information, doctoral students have two colloquiums, but it is up to them whether they keep it or not. If the deadlines in this direction are not written, it is likely that the defense of the thesis will be postponed for an indefinite period.

Data related to the supervision of master's/doctoral students Programme 3, Cultural Heritage and Modernity, MA	
Number of master's/doctoral theses supervisors	11
//Number of doctoral thesis supervisors	
Number of master's students	7
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.73
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students Programme 4, Fine Art, MA	
Number of master's/doctoral theses supervisors	13
//Number of doctoral thesis supervisors	
Number of master's students	6
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.71
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students

Programme 5, Art History and Theory, PHD	
Number of master's/doctoral theses supervisors	8
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	7
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	0.00

Evidences/Indicators

- Scientific work reports of the Faculty of Humanities of TSU;
- TSU Faculty of Humanities Regulations;
- TSU Faculty of Humanities Doctoral Regulations;
- Rules for the preparation and defense of bachelor's and master's theses of the Faculty of Humanities of TSU;
- Personal data of program implementers (including supervisors of doctoral students - CVs);
- University website;
- Results of the interview.

General recommendations of the cluster:

- It is recommended to pay more attention to qualification papers, especially in terms of academic and scientific standards, so that the paper includes: valid sources, academic styles, orderly bibliography, architecture of scientific text;
- It is recommended to clearly define and make the deadlines mandatory for doctoral students, so that they can manage both the semester colloquiums and the dissertation on time.

Recommendations according to the programmes:

Programme 3 (Cultural Heritage and Modernity, MA)

It is recommended that a training course - "Academic writing for graduate students" be built into the master's program of fine arts, so that the shortcomings in the process of working on the thesis in this direction are reduced to a minimum;

Programme 4 (Fine Art, MA)

It is recommended that a training course - "Academic writing for graduate students" be built into the master's program of fine arts, so that the shortcomings in the process of working on the thesis in this direction are reduced to a minimum;

Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, Ph.D.)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, Ph.D.)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

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

4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
 - The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
 - The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
 - Programme students are provided with an adequate number of administrative and support staff with relevant competence.
-

Cluster and individual evaluation

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

The documentation presented by Tbilisi State University confirms that the academic and invited staff of the bachelor's, master's and doctoral programmes presented in the cluster are involved in the implementation of the programs in accordance with the legislation of Georgia and internal university regulations. The analysis of personal files of academic and invited staff confirmed that their qualifications Fully compliant with qualification requirements, functions and applicable legislation.

The hourly workload schedule of academic and invited staff of bachelor's, master's and doctoral programs presented in the cluster is updated every semester. The analysis of the schedule shows the implementation of the programs and the proper performance of the duties assigned to them by the personnel are ensured.

64 members of academic and invited staff are involved in the implementation of educational programs of all three levels included in the cluster. The academic staff is 65% (38 in total, of which 5 are professors, 21 are associate professors, 12 are assistant professors, and 35% are invited staff (26 in total). The program is sustainable in terms of providing academic staff.

Interviews with program staff and administration, students and graduates revealed that program leaders are actively involved in advising students, in organizational matters of programs, and during the preparation for accreditation, they participated in the evaluation of the implementation of programs and effectively coordinated the process of updating programs in active cooperation with the quality assurance service.

Programme 1, Art History and Theory, BA

As a result of the personal affairs of the academic staff involved in the undergraduate educational program, it was revealed that the academic and invited staff implementing the program are in full compliance with the specifics of the program and ensure the achievement of the program's goal and learning outcomes. All compulsory training courses are led by a highly qualified specialist in the field, the author of many scientific publications and textbooks. In total in the program participate 11 academic and invited staff: 7 of them are academic staff (1 professors, 5 associate professors, 1 assistant professor and 1 assistant), and 4 are invited specialists. All the above-mentioned ensures sustainability of the program.

Programme 1 Art History and Theory, BA				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated academic staff
Total number of academic staff	31	7	7	7
- Professor	4	1	1	1
- Associate Professor	16	5	3	3
- Assistant-Professor	11	1	3	3
- Assistant				
Invited Staff	4	4		–
Scientific Staff				–

Programme 2, Fine Art, BA

The following are participating in the implementation of the bachelor's program of fine arts: University academic staff (professors, associate professors, assistant professors), invited lecturers and researchers with relevant qualifications. All compulsory training courses are led by a highly qualified specialist in the field. In total in the program participate 16 academic and invited staff: 7 of them are academic staff (1 professor, 3 associate professors, 3 assistant professor and 1 assistant), and 9 are invited specialists. All the above-mentioned ensures sustainability of the program.

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

Programme 2 Fine Art, BA				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁸	Including the staff holding PhD degree in the sectoral direction ⁹	Among them, the affiliated academic staff
Total number of academic staff	31	7	7	7
- Professor	4	4	4	1
- Associate Professor	18	18	18	3
- Assistant-Professor	9	9	9	3
- Assistant	-	-	-	-
Invited Staff	17	16		-
Scientific Staff	-	-	-	-

Programme 3, Cultural Heritage and Modernity, MA

In implementation of the educational programs are involved Academic personnel of the university; (professors, associate professors and assistant professors), visiting lecturers and researchers with relevant qualifications. All compulsory training courses are led by a highly qualified specialist in the field, the author of many scientific publications and textbooks. In total in the program participate 13 academic and invited staff: 9 of them are academic staff (1 professor, 4 associate professors, 4 assistant professor and 1 assistant), and 4 are invited specialists.

Programme 3 Cultural Heritage and Modernity, MA				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹⁰	Including the staff holding PhD degree in the sectoral direction ¹¹	Among them, the affiliated academic staff
Total number of academic staff	11	11	11	11
- Professor	3	6	6	3
- Associate Professor	6			6
- Assistant-Professor	2	2	6	2
- Assistant	-	-	-	-

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

¹⁰ Staff implementing the relevant components of the main field of study

¹¹ Staff with relevant doctoral degrees implementing the components of the main field of study

Invited Staff	4	4	-	-
Scientific Staff	-	-	-	-

Programme 4, Fine Art, MA

Highly qualified specialists participate in the implementation of the program: University academic staff (professors, associate professors and assistant professors), invited lecturers and researchers with appropriate qualifications. All compulsory training courses are led by a highly qualified specialist in the field, the author of many scientific publications and manuals, creative practical projects and a participant in the exhibition. In total in the program participate 16 academic and invited staff: 7 of them are academic staff (1 professors, 3 associate professors, 3 assistant professor and 1 assistant), and 9 are invited specialists. All the above-mentioned ensures sustainability of the program.

Programme 4, Fine Art, MA				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹²	Including the staff holding PhD degree in the sectoral direction ¹³	Among them, the affiliated academic staff
Total number of academic staff	9	9	9	9
- Professor	1	1	1	1
- Associate Professor	4	4	4	4
- Assistant-Professor	4	4	4	4
- Assistant	-	-	-	-
Invited Staff	9	9	-	-
Scientific Staff	-	-	-	-

Programme 5, Art History and Theory, PHD

2. The persons participating in the implementation of the doctoral programme are:

It is mainly accepted by the academic staff of the university (professors, associate professors and assistant professors), however, if necessary, depending on the topic of the doctoral student, it is possible to invite a co-supervisor with the appropriate qualification and academic degree. Training courses are led by highly qualified specialists in the field, authors of many scientific publications and manuals. In total, 8 academic staff (1 professor, 6 associate professors and 1 assistant professor) participate in the implementation of the program. All the above-mentioned ensures sustainability of the program.

Programme 5, Art History and Theory, PHD

¹² Staff implementing the relevant components of the main field of study

¹³ Staff with relevant doctoral degrees implementing the components of the main field of study

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹⁴	Including the staff holding PhD degree in the sectoral direction ¹⁵	Among them, the affiliated academic staff
Total number of academic staff	8	8	8	8
- Professor	1	1	1	1
- Associate Professor	6	6	6	6
- Assistant-Professor	1	1	1	1
- Assistant	-	-	-	-
Invited Staff	-	-	-	-
Scientific Staff	-	-	-	-

- Evidence/indicators
- Presented educational program with attached syllabi;
- Curriculum map;
- Results of the evaluation of the learning outcomes of the study course/subject;
- Personnel personal data and qualification documents
- Educational program, educational material/resources described in the attached syllabi, international electronic library databases;
- Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Humanities, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Programme 4 (Fine Art, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, PhD)	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 Programmes Grouped in a Cluster with the Requirements of the Standard Component

The students of the MA and PhD programmes grouped in the Art cluster are supervised by high-qualified specialists of the field. The qualification of the staff involved in the implementation of the programmes is sufficient for archiving the most of the learning outcomes. As regards the outcome of innovations, the supervisors would have to strengthen their competences in mastering the latest research methods and methodologies and to be more active on the international research scene.

Programme 3 Cultural Heritage and Modernity, MA			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁶	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	11	11	11
- Professor	3	3	3
- Associate Professor	6	6	6
- Assistant-Professor	2	2	2
Invited Staff	7	-	-
Scientific Staff	-	-	-

Programme 4, Fine Art MA

¹⁸ These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Number of supervisors of Master's/Doctoral theses	These 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	9	9	9
- Professor	1	1	1
- Associate Professor	4	4	4
- Assistant-Professor	4	4	4
Invited Staff	13	-	-
Scientific Staff	-	-	-

Programme 5, Art History and Theory, PHD

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁸	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	7	7	7
- Professor	1	1	1
- Associate Professor		-	
- Assistant-Professor	6	6	6
Invited Staff	-	-	-
Scientific Staff	-	-	-

Programme 3 (Cultural Heritage and Modernity, MA)

The students of MA programme Cultural Heritage and Modernity are supervised by highly qualified specialists. Usually, the supervisors are chosen from academic staff, although in some cases, due to the topic of the student's MA Thesis, an invited professor can be appointed as supervisor. The qualifications of the personnel involved in the implementation of the programs are sufficient, although the students would benefit from the stronger internationalization of their supervisors.

Programme 5 (Art History and Theory, PhD)

Issues related to the implementation of PhD educational programmes are regulated by TSU Minimal Standard of doctorate. The mentioned document, along with the statute of University Dissertation

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

¹⁸ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Council and Doctorate Statute of the Faculty of Humanities, determines the issues related to the scientific supervisor of the doctoral student, his/her qualifications, and functions (PhD degree, research experience in the relevant scientific field, publications, control of PhD student’s activities, etc.) to the specificity of related matters. Usually, the supervisors are chosen from academic staff, although in some cases, due to the topic of student’s PhD Thesis, an invited professor can be appointed as supervisor. The qualifications of the personnel involved in the implementation of the programs are sufficient, although the students would benefit from the stronger internationalization of their supervisors.

- Evidence/indicators
- Presented educational program with attached syllabi;
- Curriculum map;
- Results of the evaluation of the learning outcomes of the study course/subject;
- Personnel personal data and qualification documents
- Educational program, educational material/resources described in the attached syllabi, international electronic library databases;
- Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

It is suggested that supervisors strengthen their competences in mastering the latest research methods and methodologies and are more active on the international research scene.

Evaluation

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
Programme 1 (Art History and Theory, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Humanities, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 5 (Art History and Theory, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4.3 Professional Development of Academic, Scientific and Invited Staff

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

Cluster and individual evaluation

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

The professional development of the staff is defined in TSU strategic and action plans.

The rule of personnel assessment is defined by the ordinance №81/2018 of February 26 by the Board of Tbilisi State University - on Approval of the Procedure of the Personnel Assessment of LEPL - Ivane Javakhishvili Tbilisi State University, according to which the aims of work assessment are: a) Making aware the personnel what expectations the University has in terms of their performance; b) Systematic monitoring of personnel performance, revealing strengths and weaknesses; c) Revealing personnel development needs, exploring individual potential and develop them in the right direction; d) Increasing motivation and satisfaction with a job; e) improving the quality of performed duties.

The University evaluates the academic performance of the staff annually.

The TSU academic staff participates in the conferences organized by the University, also the scholars have a possibility to publish the outcomes of their research in the academic journal. Some teachers also participate in scientific conferences and staff trainings abroad but these activities, as well as participation in international research projects, are quite limited. The University organizes some workshops and trainings providing methodological support, however the interviews revealed that the teachers would appreciate more trainings on various topics.

It has to be mentioned that the SER gives only the summarized information about the Faculty of Humanities and no concrete data about the academic staff of the evaluated programmes.

Evidences/Indicators

- SER
- University website
- Interview results
- Personal files of heads of educational programs of the cluster, academic and invited staff.

General recommendations of the cluster:

- To enhance the participation of the staff in research and artistic projects.

General suggestions of the cluster:

- It is suggested to provide more different trainings for academic and invited staff.
- The University would have to expand the scope of support for internationalization of the academic and invited staff.

Evaluation

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
Programme 1 (Art History and Theory, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Humanities, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Cluster and individual evaluation

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

As the programs in the given cluster are required to have space for both practical and theoretical classes, during the site visit expert team had a chance to see the classrooms, labs and open spaces that are being used for this reason. The expert team also visited other spaces like University Museum, Exhibition Hall, Conference Halls that are used by the students and the faculty members of these programs, mostly they were in the first building of the university.

According to the submitted documents the university owns a library reading hall in each building of the campus. During the interviews with students and graduates, also after the visit to the library it was determined that there is a group working space at the library in addition to the possibility for individual work. The library is run with open shelving principle and in addition to the printed resources Elsevier's databases – ScienceDirect and Scopus are accessible to readers (the access is provided by the Ministry of Education of Georgia through the Shota Rustaveli National Science Foundation) in addition to WOS, Jstor and few more. The library staff explained that they are giving individual consultations upon on student's requests.

Program 1 BA in Arts History and Theory

The expert team went through the list of the mandatory literature given within the BA program in Arts History and Theory. As it was seen the majority of the sources were Georgian, some into Russian or English. The literature was accessible at the university library. In some courses the course instructors designed the reading materials by themselves, mostly translating it from different sources. Those readers together with other course materials are being uploaded on LMS that the university is using. In addition to the face-to-face classes, it is worth mentioning that it is a common practice to conduct a museum visit within the course related to museum studies and not only. Overall students were quite satisfied with the university environment.

Program 2 BA in Fine Art

During the interviews all of the students confirmed that they are satisfied with the infrastructure that existed at the first building of the university, however, they had not had the similar experience with the fifth building. The students noted that they could not use the machines that are designed for practical tasks, although they have attended all the classes, still they did not have a chance to work on them. The expert panel asked what was the experience of students with the learning materials. The majority of the students mentioned they got all the required materials from their teachers and hardly ever went to the library. As the expert team noted that in some of the courses some reading materials were given into Russian first asked the Academic staff and later to students to find out whether they were helpful enough. As the teaching staff declared, due to some field specification the majority of the literature is not translated into Georgian yet, thus, in some cases they have included the textbooks into Russian. The expert team asked students if they could read Russian, as it turned out a very small number of the interviewed students confirmed they could read in Russian. Moreover, students wish to change those reading materials either with Georgian or English textbooks. The expert team used the library catalog to double check if the books were accessible in the library. As it turned out not all the

books are accessible in the library (for. Example the courses related to Figurative Plastic). For the above-mentioned reasons, considering that the program is taught on BA level the expert team suggests academic staff critically reviews the textbooks (those being published in 1970-1980 into Russian) and make sure they are accessible into the university library. Moreover, it is recommended that all the machines and other equipment be actively used in the teaching and learning process, to further enhance the teaching process.

Program 3 MA in Cultural Heritage and Modernity

The literature indicated in the course syllabuses are accessible in both the central library and in the reading hall of the first building of the university. Although the majority of the sources are into local language, some are into English. The students mentioned they do not have any issue regarding the learning materials as the teachers/professors send the resources via email or submit them in LMS. In addition to the course materials, the university library is subscribed to academic databases like Jstor, WOS, ScienceDirect, which is mostly used by students when working on their MA theses. Although the major instructions are freely available on the web-page, students mostly get information from their supervisors and professors. They confirmed getting the general information regarding the library services during the orientation weeks.

Program 4 MA in Fine Art

The students stated that they have access to all the learning materials required within the courses, some of them are given as e-copies. In most cases those readers are produced by the teachers/professors and sent directly to students. The expert team double checked with students if they used the academic databases that are being offered by the library. The students mentioned although they have information regarding this possibility, due to the field specification they are not actively using those databases. Overall, both students and alumni positively assess the infrastructure.

PhD in Art History and Theory

All of the textbooks/literature that are given within the mandatory courses on PhD level are accessible at the university library. In addition to this, students confirmed that they have access to the academic databases the library is offering. Moreover, some students mentioned there was training related to usage of those databases and other related tasks conducted by the Academic Library of TSU, although they could not attend the workshops, they got the information through email. The expert team double checked if the access to academic databases was guaranteed at campus and if the remote access was provided. As it turned out both were working and the university provided access to Scopus, WOS, Journal Citation Report, that said, not only the databases with full text, but those related to research activities as well. There were three students with ongoing research projects funded by the National Science Foundation, as the students mentioned the university supported them in both when submitting the application as well as during the implementing their projects. During the interviews some of the PhD students mentioned, it would be more helpful if they have separate/individual working space. The expert team suggests to the university to design that individual working spaces across the campus for PhD students, as being in the library and working with other students might not be that relevant and helpful for PhD students, considering the fact that sometimes they might have Online meetings when collecting the data for their research.

Evidences/Indicators

- The self-evaluation report
- The site visit at the university
- Interviews during the site-visit
- Agreement with the providers of the academic databases
- University web-page

Recommendations and Suggestions according to the programmes:

Programme 2 (Fine Art , BA)

Recommendation(s): It is recommended that all the machines and other equipment are actively used in the teaching, to further enhance the learning process.

Suggestion(s):

It is suggested that academic staff critically review the textbooks (those being published in 1970-1980 into Russian) at the same time make sure all of them are accessible into the university library.

Programme 5 (Arts History and Theory, PhD)

Suggestion(s):

It is suggested that individual working spaces across the campus for PhD students, as being in the library and working with other students might not be that relevant and helpful for PhD students, considering the fact that sometimes they might have Online meetings when collecting the data within their research.

Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 5 (Art History and Theory, Ph.D.)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

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

Cluster and individual evaluation

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

The mentioned program is financed from the budget of the Faculty of Humanities, which is an integral part of the University budget. Thus, financial support of the University is taken into consideration in the budget, which is economically compassable for the mentioned educational program.

Faculty budget ensures the labor remuneration of the academic personnel and invited lecturers involved in the program implementation, maintenance and development of material-technical base of the program, participation fees on assignment and of international conferences (for academic personnel, as well as for the students participating in exchange programs and for invited Ph.D students at international scientific forums); the renovation, editing, scientific-research costs of book funds.

The Faculty of Humanities at TSU, due to the importance of integration of teaching and research and also to encourage the researchers of the field of Humanities, actively provides the policy of financial assistance for the Ph.D. students.

Revenues 371,250

Total expenses 345,258

Total scientific and research expenses 142,371

Total educational/learning/and other expenses 202,887

Salary (academic staff of the program)-educational 142 046

Scientific/research expense 142 046

Salary (hourly invited staff) 43,650

Salary (faculty administrative staff) 720

Salary (faculty support staff) 4,286

Scientific/research expense 325

Cost of purchase of books/ supporting literature 75

Business trips of academic staff of the faculty 200

Purchase of normative acts, reference and special literature, magazines and newspapers and publishing and printing press related to the same purposes (non-core activity) expenses 50

Representative expenses 115

Student exchange programs, various scientific in conferences, practices, expeditions and other events financing costs 12 070

The budget document does not specify the costs of individual programs.

Evidences/Indicators

- The self-evaluation report
- Programmes Budget

General recommendations of the cluster:

Recommendations and Suggestions according to the programmes:

Evaluation

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Fine Art, BA	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Cultural Heritage and Modernity, MA	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Fine Art, MA	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Art History and Theory, PHD	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Programme 1 Art History and Theory, BA	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Fine Art, BA	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Cultural Heritage and Modernity, MA	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 Fine Art, MA	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 Art History and Theory, PHD	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

Based on the interviews with all the stakeholders of the programs in the given cluster it was determined that the standard approaches of internal quality assurance are used in case of these study programs. In particular, it works like - "Plan, Implement, Evaluate, Develop" cycle. This process includes both staff evaluations and analysis of student survey forms. Based on the obtained results, the faculty quality assurance office submits recommendations to the program's supportive committee – working group, which gathers the program heads, together with the representative of academic staff, student and alumni representative, administrative staff member from the faculty level and in some cases the employers. This committee discusses the ongoing tasks and requests related to the study program and drafts the recommendations or interventions that are forwarded to the faculty council and central quality assurance office. The programs supportive committee is working on the programs with a holistic approach, meaning to monitor study programs for all study levels existing at the university. In the case of the programs in the given cluster there were two committees, one for Fine Arts (responsible for two programs) and the second for Art History (responsible for three programs).

The Programs Self-Evaluation teams include both academic and administrative staff at the faculty level and from different structural units providing university services. The expert panel had an 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. Mostly the academic staff were responsible for designing the program learning outcomes, as well as on the courses given in the curriculum, while the administrative staff was engaged in collecting data from different 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, some of the academic staff confirmed that the quality assurance office is providing the outcomes of the evaluation to each faculty member, if there is a need they communicate together with the head of the program. The expert team suggests in order to increase the effectiveness of the quality assurance mechanisms, the feedback to the academic staff can be communicated in a written way, in both positive and negative cases. As the expert panel noted due to the reason, that the number of the students is not that high on the given study programs on MA and PhD levels the direct communication with academic staff and faculty administration was also an active mechanism.

The Emergency Remote Learning equally affected all five programs given in this cluster, due to the outbreak of Covid19 the university was delivering classes online for almost four semesters. As the submitted documents confirms there were guidelines and additional policies/mechanisms developed in order to smoothly run the process. Moreover, the teaching staff mentioned they got support from the university administration to run the teaching and learning activities. In addition to this, students confirmed to have access to LMS and Video conferencing tools. The quality assurance office on the faculty level proactively met the academic staff members to guide them during the online teaching.

Evidences/Indicators

- Self-Evaluation Form;
- Statute of Quality Assurance Service of LEPL - Ivane Javakhishvili Tbilisi State University;
- The enactment of the faculty of Humanities approved by the decision of the Representative board of LEPL - Ivane Javakhishvili Tbilisi State University;
- Procedure for planning, establishing, evaluating, and developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University ;
- Resolution #75/2018 of the Academic Council of February 19, 2018 on the approval of the composition of the committees supporting the planning, establishment, evaluation and development of educational programs of the Art cluster of the Faculty of Humanities of Ivane Javakhishvili Tbilisi State University; Amendments made to it by the resolution of the Faculty Council of October 4, 2022;
- The results of the survey of employers of graduates of Art cluster educational programs and the results of the labor market survey (Appendix 9); Analysis of labor market and employers' demands (Appendix 9);
- The outcomes of the interviews;
- University web-page.

General recommendations of the cluster:

General suggestions of the cluster:

In order to increase the effectiveness of the quality assurance mechanisms, it is suggested the feedback to the academic staff can be communicated in a written way, in both positive and negative cases

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, Ph.D.)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

When it comes to external quality assurance the university is working on the recommendations the programs were given during the previous accreditation process. It is worth mentioning that the programs given under the Arts History umbrella have been taught at the university for almost a hundred years, therefore they went through the external evaluations several many times. As it was explained during the interviews due the fact that the last evaluation took place more than ten years ago, the programs were modified and improved for this time with the recommendations of the specially designed committee, which actively involved all stakeholders.

In addition to this, the university went through the institutional accreditation in 2018, got some recommendations and suggestions that were also considered when working on the programs given in this cluster. The quality assurance office on the faculty level is responsible for the quality mechanism to be working for the study programs, they communicate the major tasks to the program heads and the working groups.

As it was declared during the interviews, the university did not conduct an external peer-review of the study programs given in the cluster, as they see this mechanism as a non-effective tool. According to them, instead of having the positive and general feedback from their colleagues they choose a different approach. The heads of all programs stated that they were involved in the working groups that were formed in the country to design the sectoral benchmarks – one in Fine Arts and the other in Art History. In the given working groups, they had a chance to present their own programs and get feedback from colleagues from different Higher Educational Institutions in Georgia offering the same study programs. As it was mentioned during the interviews this experience was way more effective as they got supportive and detailed feedback to further improve the given programs.

Evidences/Indicators

- Self-evaluation report
- The mechanisms of Internal Quality Assurance
- The methodology of Planning and Implementing the Education Program
- The mechanism for evaluation the learning outcomes
- The survey forms created by the quality assurance team
- The outcomes of the interviews
- University web-page

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes (if any):

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, Ph.D.)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

According to the submitted documentation, the monitoring and periodic evaluation of the given programs are carried out in accordance with the rules and procedures existed at the university. Namely, academic and administrative staff, as well as students, graduates and employers are involved in this process. Based on meetings with them, the needs are identified, which are discussed in the program self-evaluation group, then at the faculty council, and if changes are needed, they are submitted to the academic council for approval. During the interviews it was confirmed 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. During the interviews with students they admitted to questionnaire fatigue and reported that as the questions are multiple-choice and compulsory, they were missing the open-ended questions. 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, given the last question as an open-ended. However, students do not reach the final question and give it up before that. The expert team suggests that the few open-ended questions are added in the student's survey, so that they see it from the very beginning, it might be attractive for some of the students wishing to express themselves narratively. The students and graduates mostly fill out questionnaires sent via email or through study information system. The content of the questionnaire covers specific study courses, as well as university services.

During the interview, the employers noted that programs mostly cover the needs on the country level. They stated that the university is in contact with them and trying to determine their needs through the personal interviews. The expert panel met quite a number of the employers and it was confirmed that the university is closely collaborating with them. However, some of the employees were not familiar with the study programs content and rather expressed opinions in general about the university. It is suggested that the institution enhances the collaboration with the employees to further develop the given study programs.

The MA and PhD students are assessing their supervisors in addition to the forms they are filling. As the university administrative staff mentions, the outcomes of the assessment are used to further improve the program.

As it was determined during the site visit, the heads of the programs were using the personal contacts and links to compare the given programs to the similar programs that existed either in the country or outside it. They captured the major similarities and differences and discussed those with the working groups and self-evaluation teams.

The Quality Assurance office meets once in a month 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.

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

Evidences/Indicators

- Self-Evaluation Report;
- Evaluation Mechanism of Program Learning Outcomes;
- Statute of Quality Assurance Service of Ivane Javakhishvili Tbilisi State University;
- Procedure for planning, designing, evaluating, and developing the Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University;
- The results of the survey of educational program graduates of the cluster, employers, and the labor market research;
- Questionnaire forms for students', graduates', employers', and staff surveys;
- Interviews during the site-visit;

- University Web-page.

General recommendations of the cluster:

General suggestions of the cluster:

- It is suggested that a few open-ended questions are added in the student's survey, so that they see it from the very beginning. It might be attractive for some of the students wishing to express themselves narratively.
- It is suggested that the institution enhances the collaboration with the employees to further develop the given study programs.

Evaluation

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Cultural Heritage and Modernity, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, Ph.D.)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Art History and Theory, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Fine Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Cultural Heritage and Modernity, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Fine Art, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Art History and Theory, Ph.D.)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution: LEPL - Ivane Javakhishvili Tbilisi State University.

Name of Higher Educational Programmes, Levels: BA Program in Art History and Theory; BA Program in Fine Art; MA Program in Cultural Heritage and Modernity; MA Program in Fine Art; PhD Program in Art History and Theory.

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Art History and Theory BA)	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Fine Art BA)	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 3 (Cultural Heritage and Modernity MA)	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements
Programme 4 (Fine Art MA)	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements
Programme 5 (Art History and Theory Ph.D.)	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

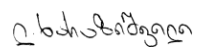
Ramunė Balevičiūtė



Leila Grigolia



Levan Kharazishvili



Giga Khositashvili



Soso Gazdeliani

