



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

N(N)LE St. Tbel Abuseridze Teaching University of
the Patriarchate of Georgia

Faculty of Humanities and Education
Programmes Grouped in the Cluster of Art Studies

1. Art History and Theory - BA
2. Art History and Theory - MA

Evaluation Date(s): 7/8 November 2023

Report Submission Date

18/12/2023

Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	N(N)LE St. Tbel Abuseridze Teaching University of the Patriarchate of Georgia
Identification Code of Institution	247865289
Type of the Institution	Teaching University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Sarah Bennett, Kingston University, UK (Chair)
Member (Name, Surname, HEI/Organization, Country)	Tamar Chkheidze, Tbilisi State Conservatoire, Georgia (field expert)
Member (Name, Surname, HEI/Organization, Country)	Levan Silagadze, Tbilisi State University, Georgia (field expert)
Member (Name, Surname, HEI/Organization, Country)	Ia Natsvlishvili, Ivane Javakhishvili Tbilisi State University, Georgia (higher educational expert/internal QA)
Member (Name, Surname, HEI/Organization, Country)	Mariam Gorgodze, Sul Khan-Saba Orbeliani University, Georgia (student expert)

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	ხელოვნების ისტორია და თეორია Art History and Theory	ხელოვნების ისტორია და თეორია Art History and Theory
Level of higher education	Bachelor's Degree	Master's Degree
Qualification to be awarded	Bachelor of Art History and Theory	Master of Art History and Theory
Name and code of the detailed field	0213 Fine Arts	0213 Fine Arts
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹		
Language of instruction	Georgian	Georgian
Number of ECTS credits	240	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited 13/12/2012 N795	Accredited 13/12/2012 N805

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

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes²**

The cluster of Education Programmes to be accredited consists of two Art History and Theory Programmes, one of which is a Bachelor's Degree - Level VI of National Qualifications Framework and Level 1 of Higher Education, and the other is a Master's degree - Level VII and Level II respectively. Both programmes are based in the Faculty of Humanities and Education of the Tbel Abuserisdze Teaching University of Georgian Patriarchate (TATU) and were last accredited in 2012, under the award title 'Art Studies'.

The grouping in this cluster took place based on the Minister's Order N83/N in July 2022 with key conditions for the grouping being: consideration of programme content, learning objectives and learning outcomes; that both programmes are classified in the field of 'Art Studies'; that continuation of study is provided by the two programmes (in preparation for Level VIII); and that they are unified by the scientific research methods. Both programmes are understood to have been built on the experience developed within the University since its founding in 2008, in Shuakhevi, Adjara. The university is characterized as a valued provider of lifelong learning opportunities, and specifically to enable the young to continue their education locally and prevent an exodus of young people from the already depopulated region.

The focus on the BA Programme, which comprises 240ECTS is the history and theory of the fields of architecture and visual arts, in relation to the development of Georgian and world art. A distinctive feature of the BA is the opportunity for students to choose an integrated teacher training educational programme in Fine and Applied Arts (60 credits). Successful certification of the teacher training enables the student to enter the profession of a teacher of Fine and Applied Arts; an employment area identified as in need of qualified graduates. The MA programme, which comprises 120ECTS, aims to give the students deep and comprehensive knowledge in the history and theory of Medieval Georgian art and its connections with Theology.

BA Programme Data: In the academic year 2022/23 there was 1 enrolled student (in third year) and in 2023/24 there are 11 enrolled (10 in first year and 1 in fourth year); the number of academic staff is 3; the number of affiliated staff is 8. Out of the 11 staff, 7 are scientific staff.

MA Programme Data: In the year 2022/23 there were 2 enrolled students, and in 2023/24 there are 5 enrolled (3 in first year and 2 in second year); the number of academic staff is 5; the number of affiliated staff is 3. Out of the 8 staff, 5 are scientific staff.

- **Overview of the Accreditation Site Visit**

In the lead up to the site visit, the members of the accreditation expert team familiarised themselves with the self-evaluation report (SER) and the provided documents. Key documents (SER, BA and MA Programme documents, BA and MA syllabi, and some official documents – the Orders of the

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

Minister of Education and Science of Georgia #3 and #65, and the national Standards for HE programmes) were translated into English, with the remaining documents being provided in Georgian. In consultation with the EQE team the Chair allocated responsibilities for the standards to the experts, and these were revised through email exchange. The experts met online on Friday 3 November 2023 and shared first impressions of the self-evaluation report and related documents and discussed some key issues and questions in preparation for the site visit the following week. The expert team's preliminary questions were collated by the Chair in preparation for the site visit, which took place on 7 and 8 November.

During the one and a half days of the site-visit, the accreditation expert team met with representatives from the university and faculty administration including the Vice-Rector, the Dean of Faculty (also the Head of BA and MA programmes) and other key employees; the Self-Evaluation Report (SER) team; the recently appointed Head of Programmes (also Dean of Faculty); Academic Staff; Invited Staff; BA and MA Students; BA and MA Graduates; Employers covering education, tourism, museums, and civic leaders; and finally, with representatives of the Quality Assurance Service. The interviews were conducted in Georgian, with a translator present for the benefit of the Chair (UK). A substantial number of additional documents were requested by the expert team during the site visit, and these were provided in the days following the site visit.

On the second day of the site-visit, the expert team were given a tour of the facilities at TATU comprising: the library and its stock (including online resources); a collection of material and historical artefacts and resources; weaving facilities (looms); teaching rooms; IT facilities; and a large lecture room. The university benefits from being located in a rural landscape, with local food sources at hand.

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

The BA and MA programmes are substantially compliant with the requirements in **Standard One**: Educational Program Objectives, Learning Outcomes and their Compliance with the Programme. The BA and MA programmes are substantially compliant with the requirements in **Standard Two**: 2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering. The BA and MA programmes are substantially compliant with the requirements in **Standard Three**: Student Achievements, Individual Work with them. The BA and MA programmes are substantially compliant with the requirements in **Standard Four**: Providing Teaching Resources. The BA and MA programmes are compliant with the requirements in **Standard Five**: Teaching Quality Enhancement Opportunities.

- **Recommendations**

- **1.1.1** It is recommended that programme objectives for the BA and MA should be more explicit about preparing the graduates for the world of work with, for example with transferable skills, such as communication, IT skills and teamwork (cluster).
- **1.1.2** It is recommended that an additional programme objective linked to internationalisation should be carefully devised to reflect the main issues of internationalisation of the educational programmes. At MA level this should be nuanced towards developing international research

experience, while at BA it should relate to international awareness and would complement the expressed objective ‘*to be able to respect other people's culture*’ (cluster).

- **1.2.1** It is recommended to add an international dimension to the learning outcomes for both programmes in the cluster. Broadly speaking, for the BA this should be related to increasing awareness of international contexts and cultures, and for the MA should be related to scientific research within an international context (cluster)
- **1.2.2** It is recommended that the employers and programme team work together to ensure that the BA learning outcomes cover transferable skills for the workplace (BA)
- **1.3.1** It is recommended in the map of the evaluation of the learning outcomes to indicate the training courses of all three levels (Introduction; Deepening; Strengthening), through which the given result is achieved (cluster)
- **1.3.2** It is recommended to determine the target marks based on the specific evaluation form from the relevant study courses to measure each learning outcome (cluster).
- **1.4.1** It is written in the “Programme volume in credits ”: “Programme volume 120 credits, including: 60 mandatory credits, 30 elective credits, 30 credits for MA thesis.” The curriculum is attached to the Programme and it states that: in the mandatory part there are 10 disciplines of the specialty (50 credits), English language (10 credits) and master's practice (10 credits) , which is a total of 70 credits. This is not consistent with the previous entry, and it is recommended that the volume of credits and their allocation to components should be specified in the curriculum. (MA)
- **1.5.1** It is recommended that the system of using foreign language literature in the syllabi should be improved. In the basic literature, literature in the native language should be found, which will replace the content in a foreign language, or an appropriate lecture course should be made (BA)
- **1.5.3** It is recommended that the system of using foreign language literature in the syllabi should be improved. In the basic literature, literature in the native language should be found, which will replace the content in a foreign language, or an appropriate lecture course should be made (MA).
- **2.1.1** It is recommended to correct the technical mistake in the programme curriculum and clarify that the admission precondition for the MA programme is the unified master’s examination (MA).
- **2.1.2** It is recommended to eliminate non-compliance with the legislation of Georgia in the admission procedure to the master's programme of Art History and Theory – in particular, the institution should amend the regulations and include an exam in the specialty (oral and/or written), not an interview, as an admission precondition (MA).
- **2.1.3** It is recommended to clarify the provision regarding foreign language examination in the programme admission preconditions – clarify the specific language, in which the exam will be held, the required level of knowledge, and alternative means of proving knowledge (MA).
- **2.4.1** It is recommended to revise the syllabi to ensure that all of them contain full information regarding evaluation criteria and rubric (cluster).
- **2.4.2** It is recommended to revise the syllabi to ensure that none of them include participation in at least 50% of the contact hours as an admission precondition to final exams (BA).
- **2.4.3** It is recommended that the institution must ensure the elimination of non-compliance of university rules with the existing national regulations – a bachelor’s thesis should be considered as a study course and evaluated accordingly – with mid-term and final assessment (BA).

- **2.4.4** It is recommended to ensure the transparency of the bachelor's thesis evaluation, the institution must define the evaluation rubrics for each assessment criterion (BA).
 - **2.4.5** It is recommended to ensure the transparency of the master's thesis evaluation, the institution must state the procedure and distribution of the points clearly and define the evaluation rubrics for each assessment criterion (MA).
 - **3.1.1** It is recommended that the institution must ensure that students have the possibility to participate in various extracurricular activities which are relevant to the specificity of the programmes (cluster).
 - **3.1.2** It is recommended that the institution should ensure that students have proper opportunities to participate in international exchange programs (e.g., through participating in Erasmus+ programs, signing memoranda of partnership with foreign HEIs, etc.) (cluster).
 - **3.1.3** It is recommended to review and update the information on the institution's website so that only valid versions of regulations and other relevant documents are available (cluster).
 - **3.2.1** It is recommended that institution should develop a methodology for determining the ratio of the number of supervisors of MA theses to the number of Master's students (MA).
 - **4.1.1** It is recommended to establish an institutional corporate E-mail network (cluster).
 - **4.3.1** It is recommended to activate programme staff involvement in scientific projects, conferences and activities for professional development, to increase the scientific efficiency of the programme (cluster).
 - **4.3.2** It is recommended to sign memoranda and deepen cooperation with local universities, including institutions with similar programmes, implementing joint projects (cluster).
 - **4.3.3** It is recommended to be activated Mechanisms of international cooperation and internationalization of "TASU" and mechanisms of evaluation of their effectiveness (cluster).
 - **4.3.4** A very small budget is allocated for research and development, which cannot eliminate the identified problems. It is recommended to increase the support of the staff in this regard (cluster).
 - **4.4.1** It is recommended that the institution should ensure access to international library databases from the outside of the TATU building (cluster).
 - **4.4.2** It is recommended that a commitment to the use of databases in an academic writing course should be made so that students learn how to use these databases (cluster).
 - **4.4.3** It is recommended that the instructions for the use of international databases should be accessible to the interested parties (cluster).
 - **4.5.1** It is recommended that the budget for research and development should be increased, to ensure further development of the educational programmes (cluster).
 - **5.3.1** It is recommended that the university should conduct and analyse the satisfaction surveys of academic/research/invited personnel (cluster).
 - **5.3.2** It is recommended that the university should ensure that: students evaluate (through questionnaires or other means) every mandatory study course at the end of each course; master students evaluate the implementation of the scientific-research component, as well as scientific supervision (cluster).
- **Suggestions for the Programme Development**
 - **1.1.3** It is suggested that the reference to 'new strategic approaches' vis à vis the work environment referred to in programme objective 'C', and it is suggested that the programme team should be further explained (MA).

- 1.2.3 It is suggested that the reference to *new strategic approaches* in C2 needs to be clarified and explained (MA)
 - 1.2.4 It is suggested that the introductory text for A-1 to A-3: “Upon completion of the master's programme in Art Studies, the graduate has deep and systematic knowledge, knows the methods of artistic research” does not work syntactically for each learning outcome, and should therefore be revised for clarity, and for understanding by the students (MA).
 - 1.3.3 It is suggested to use maximum two-three verbs from Bloom's updated taxonomy denoting a specific action when formulating one learning outcome of the programmes (cluster)
 - 1.5.2 It is suggested that in the supporting literature it is desirable to increase the specific share of books published in the native language, as well as to make the list more diverse at the expense of modern publications (BA).
 - 2.2.1 It is suggested that the work in the direction of joint conferences should be intensified, both locally and internationally, so that participation in conferences can be available for all students (cluster)
 - 3.1.4 It is suggested that the institution fully utilize the existing portal's capabilities to further improve and simplify communication between students and personnel and the organization of the educational processes (cluster).
 - 3.1.5 It is suggested that the institution offers more career support in all areas of employment included in the curricula of the programmes (cluster).
 - 4.1.2 It is suggested to check the collected employee data (CVs), which should be presented in a consistent form (cluster).
 - 4.1.3 It is suggested that it would be desirable to clarify the data about the teaching staff. The database of programme personnel must be accurate and relevant to the actual situation (cluster)
 - 4.4.4 It is suggested that the university collects the rate of using international library databases, especially by students (cluster).
 - 4.5.2 It is suggested that the administration of the University should develop a strategy for fundraising to ensure budget increase for the programmes (cluster).
 - 5.2.1 It is suggested that programme staff utilise developmental peer review involving foreign colleagues working at other Higher Educational Institutions/ scientific-research centres (cluster).
- **Brief Overview of the Best Practices (if applicable)³**
 - The expert panel commend the extensive work that has been done on undertaking a systematic mapping process for each programme through the ‘Map of the programme objectives and [programme] learning outcomes’, and the Map of learning outcomes and field competencies (1.1 and 1.2).
 - Following the implementation of distance learning during the pandemic, continued and rational use of the distance learning component enables programmes to include highly qualified specialists in the educational process, which is very important for a region remote from university centres (2.3).

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

- The expert panel commend the level of qualified academic and invited staff, as well as the qualified (potential) supervisors of master's thesis (4.1).
- The expert panel consider that by providing students with free accommodation and victuals, and the fact that students do not pay tuition fees, the university is positively facilitating inclusion, and enabling diverse applicants to apply, regardless of social background (4.4).
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI TBC**
 - The N(N)LE St. Tbel Abuseridze Teaching University of the Patriarchate of Georgia found that there were no inaccuracies in the report of programs cluster of Art History and Theory – BA and Art History and Theory – MA. Therefore, no argumentative position was provided.
- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable).** n/a

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 Programme Objectives for both the BA and MA Art History and Theory programmes at Tbel Abuseridze Teaching University are clearly established - being built upon the experience of the academic staff in delivering the previous award 'Art Studies', since 2009 and 2010 respectively. They are

in line with the appropriate National Qualifications Framework levels VI and VII, and the cluster of programmes are definitively located under the classifier of field of study – ‘Art Studies’ - considering the major field of study. The programme objectives (see below A, B, C), provide an effective framework for programme learning outcomes and the field competences that the two programmes aim to develop in their graduates, through the acquisition of specialist knowledge, research methods and the application of practical skills. The programme objectives comprehensively foreground the recognizable characteristics expected of arts professionals, with an emphasis on Georgian and World art (BA) and Medieval Georgian Art and Theology (MA).

It is evident in the programme documents for the Art History and Theory cluster, that a substantial amount of work has been done on undertaking a systematic mapping process for each programme through the ‘Map of the programme objectives and [programme] learning outcomes’, and the Map of learning outcomes and field competencies. The expert panel commend this work, albeit that there are still some refinements to make in the process of writing of the learning outcomes to enhance their measurability (see recommendation in 1.3). The mapping process ensures that the educational levels and acquisition of field competences are scaled such that students are able to continue their studies by progressing from bachelor to masters in the same institution and extend and deepen their learning.

The expert panel note that the new award titles ‘Art History and Theory’ brings the programmes into line with named award of similar programmes delivered in Georgia, although the foci of the programmes in the cluster at Tbilisi Abuseridze Teaching University are distinctly nuanced towards making contributions to cultural heritage within a regional and national Georgian context, and this ‘reach’ aligns with the University’s mission *‘to make a significant contribution to the development of the region and the country by training highly qualified and competitive specialists on the basics of national self-awareness, civic responsibility, equipped with theoretical and practical skills’*. In support of this the expert panel heard during the site visit how the employers are already ‘embedded’ in the programmes, and some are graduates, and therefore the links to the professional work field are strong, and close at hand, reflecting that the programme is well attuned to the labour market in a mainly regional context. The expert panel do however consider that there is room for improvement in the programme objectives under ‘C’ and recommend that programme objectives for the BA and MA should be more explicit about preparing the graduates for the world of work with, for example with transferable skills, such as communication, IT skills and teamwork.

At present an international aspiration is not mentioned in the goals or objectives of the cluster, although the expert team heard that international exchange agreements are being established, visits are being made across national borders, scientific staff are required to present papers at international conferences, students learn English language (20ECTS on BA and 10ECTS on MA), and an international data base is available in the library. In light of these factors, the expert panel recommends that an additional programme objective linked to internationalisation should be carefully devised to reflect the main issues of internationalisation of the educational programmes. At MA level this should be nuanced towards developing international research experience, while at BA it should relate to international awareness and would complement the expressed objective *‘to be able to respect other people’s culture’*.

Description and analysis - Programme 1 Art History and Theory, BA, Level 6

A distinctive feature of the BA programme presented for accreditation is the integration of a 60ECTS teacher training elective (minor), that the expert panel heard was offered by the Ministry at the same time that the termination of Art Studies was under consideration (due to low numbers of enrolments following the Covid-19 global pandemic). Additionally, the urgent need for art teachers at secondary level across Georgia has brought about the resurgence of the educational study programme History of Art and Theory, and the evidence is that there are increased enrolments on the BA in 2023/24 (10). The inclusion of both generalist and specialist programme objectives at BA therefore supports a range of career destinations for graduates on the BA, including teaching (with the 60ECTS elective), and the expert panel recognise that programme objectives and learning outcomes relating to pedagogy are coupled with the teacher training elective.

Subject to the two recommendations above under the cluster analysis, the expert panel considers the following programme objectives are well written, realistic and achievable. They are clear for the students and other stakeholders and are publicly available on the website as pdfs. The expert team note that at present on the website the programme is named “Art History” in the English version and “Art Studies” in the Georgian version. This could be just a technical issue, but it needs to be addressed, and the new title “Art History and Theory” can be added in both languages when accreditation of the new award title is granted.

A _To give the student a broad knowledge in the fields of art and prepare a specialist in the field of art history and theory, who will be able to understand the artistic-historical context, general theories and principles of the main stages of art development. Particularly: to provide the students with the opportunity to acquire knowledge in the history and theory of the fields of architecture and visual arts; to study the stylistic features characterized to the stages of development of Georgian and world art, specific works of art; to study the main stages of the development of art taking into account the artistic-historical contexts; to study the aesthetic, cultural-historical, philosophical-theological, social and other aspects of art.

B _To equip the student with the opportunity to apply the knowledge and acquired skills into practice, in particular, to be able to describe and analyse an artistic work; to master the general principles and methodological approaches of the research of Georgian works of art; to acquire knowledge and skills relevant to the qualification in order to be able to continue studying at the next level of academic education.

C _To prepare the graduate to carry out artistic activities in a work environment corresponding to the qualification and to contribute to the development of the field under his/her own responsibility. to care about their own and others' professional growth and development; to follow the ethical norms, to protect the national cultural heritage and to be able to respect other people's culture.

Description and analysis - Programme 2 Art History and Theory, MA, Level 7

The distinctive character of the MA History of Art and Theory is clearly expressed in Programme Objective A, that describes the aim for graduates to have deep and comprehensive knowledge of medieval Georgian art and architecture and specifically, its rootedness in Theology. The expert panel also heard that some teachers enrol on the MA for professional development, and consider this is well served by the programme objectives. It is not altogether clear to the expert panel what the ‘new strategic approaches’ are vis à vis the work environment referred to in programme objective ‘C’, and it is suggested that the programme team should explain this further. Otherwise, and subject to the two

recommendations above under the cluster analysis, the expert panel considers the following programme objectives are well written, realistic and achievable. They are mainly clear for the students and other stakeholders and are publicly available on the website as pdfs.

A _The programme aims to give the students deep and comprehensive knowledge in history and theory of arts, to make them understand the theological foundations of medieval arts in peculiarities of fine arts and issues of style.

B _To develop the skills for ideological- artistic analysis of artworks, to understand them in historical and cultural context. To understand the identity issues of medieval Georgian architecture and fine arts in relation to the world cultures of the relevant period. To be able to conduct scientific research using appropriate methods.

C _The graduate should be able to manage the work environment appropriate to the qualification through new strategic approaches, as well as contribute to the development of the field, take care of the activities and professional development of others.

Evidence/Indicators

- Self-evaluation report
- BA Programme in Art History and Theory - Programme Objectives - Folder No 1
- MA Programme in Art History and Theory - Programme Objectives - Folder No 1
- <https://tbeli.ge/en/programebi/sabakalavro-programebi/khelovnebatmtsodneoba>
- <https://tbeli.ge/en/programebi/samagistro-programebi/khelovnebatmtsodneoba>
- <https://tbeli.ge/ge/universiteti/strategiuli-gegmebi/7-tsliani-strategiuli-gegma>
- <https://tbeli.ge/files/inglisuri/University-mission-and-vision.pdf>
- Interview results with Administration, SER team, Head of Programmes, Invited staff, employers

General recommendations of the cluster:

1.1.1 It is recommended that programme objectives for the BA and MA should be more explicit about preparing the graduates for the world of work with, for example with transferable skills, such as communication, IT skills and teamwork (cluster).

1.1.2 It is recommended that an additional programme objective linked to internationalisation should be carefully devised to reflect the main issues of internationalisation of the educational programmes. At MA level this should be nuanced towards developing international research experience, while at BA it should relate to international awareness and would complement the expressed objective '*to be able to respect other people's culture*' (cluster).

General suggestions of the cluster: none

Recommendations and Suggestions according to the programmes:

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s): none

Suggestion(s): none

Programme 2 Art History and Theory, MA, Level 7

Recommendation(s): none

Suggestion(s):

1.1.3 It is suggested that the reference to ‘new strategic approaches’ vis à vis the work environment referred to in programme objective ‘C’, and it is suggested that the programme team should be further explained (MA).

Evaluation ⁴

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<input type="checkbox"/>	<input checked="" 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

⁴ Evaluation is performed for each programme separately.

The programme learning outcomes (field competences) are based on the National Qualifications Framework (NQF), but there are no sectorial benchmarks. It is the understanding of the expert panel is that there is a national working group of academics from the field of study who are currently developing benchmarks for Art Studies, and that the previous Head of Programmes for Art Studies at the university was involved in the working group.

The expert panel recognise and commend the extensive amount of work that has been done to develop the learning outcomes (field competences), map them to the programme objectives, to the course components to show where each competency is taught, to the three levels: 1- Introduction, 2 - deepening, 3 – strengthening, and to the assessment plan. It is clear that the work done with the University of Groningen has been valuable. It was apparent that it will take some time for all staff to be familiar with devising and mapping the learning outcomes, but the experts heard that one member of staff had been able to attend a three-day training on learning outcomes, which is a positive step forward.

In considering the learning outcomes in the cluster programmes it was found that some refinement is still needed, in relation to missing information, as identified in recommendation 1.3.1, and on revising the active verbs as suggested in 1.3.3, but on the whole the learning outcomes for the cluster's two programmes are well written, and correspond to the aims of the programme and cover the main knowledge, skills and responsibility and autonomy envisaged by the content. The learning outcomes are also differentiated between levels 6 and 7 in terms of difficulty and complexity, such that BA students' progression to the MA is a logical advancement and also follows a consistent pattern in terms of content.

There was found to be a close, and familiar relationship between the cluster programmes and the employers, who attend open days and are always ready to offer advice and opinion, as well as formally hosting internships or employing graduates. This close contact with the employers enables the programmes to be aware of the labour market demands in the region, and the employers were positive about the students and graduates that they employ or host on internships, and their specialist knowledge and skills. Furthermore, the outcome of the graduate employment survey indicates that 12 out of 13 BA graduates, and 4 out of 4 MA graduates are employed in their specialist area. The expert panel nonetheless consider that there is scope for additional learning outcomes in the BA, related to the transferable skills required in the workplace that are consistent with employment demands of programme graduates. The expert panel sees the involvement of the employers more formally in devising (and evaluating) the learning outcomes as a positive step. With this in mind, the expert panel recommend that the employers and programme team work together to ensure that the BA learning outcomes cover transferable skills for the workplace, and these competencies would map to the additional programme objective recommended in 1.1.1. The MA learning outcomes include a number of professional skills that are consistent with employment demands of programme graduates, particularly for research posts and academia (B2 and B3). However, the expert team suggest that the reference to *new strategic approaches* in C2 needs to be clarified.

In line with the increasing number of international facing activities and aspirations that the expert panel heard about during the site visit, the expert panel recommend that there is scope to add an international dimension to the learning outcomes for both programmes in the cluster. Broadly speaking, for the BA this should be related to increasing awareness of international contexts and cultures, and for the MA should be related to scientific research within an international context. These would map to the recommended additional programme objectives in 1.1.2.

Description and analysis - Programme 1 Art History and Theory, BA, Level 6

The following learning outcomes for the BA Art History and Theory are measurable, achievable and realistic and are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded;

Upon completion of the Bachelor of Art Studies programme, a graduate:

A_1. knows the peculiarities of the general history of world and Georgian art as well as artistic-historical processes, main styles of art, development stages and trends including artistic trends;

A_2. knows the basic approaches to the classification of works of art; is familiar with specific terminology, knows the basic principles of form analysis, is familiar with the method of fine art analysis; understands the fundamental principles of art theory, and the basics of art historiography.

A_3. knows the peculiarities of adjacent artistic fields and humanities, realizes their importance for understanding artistic processes from different aspects.

Upon completion of the Bachelor's degree in Art Study, a graduate:

B_1. reviews the artistic tendencies in the stages of development of architecture and visual art, peculiarities of the main styles, artistic schools, trends in the history of art, overviews the works of artists with landmark impact.

B_2. s/he interprets the work using appropriate terminology, analyses the work in terms of content and style, separates general/common and individual signs in artistic processes, and shows the ability to analyze artistic processes critically; examines a work of art, an artistic sample employing the method of form analysis, as well as historical, cultural, philosophical, social, etc. aspects of contextualization.

B_3. analyzes the importance of studying and protecting different fields of art in the case of protecting and preserving national identity and world cultural values; forms opinions on the importance of cultural heritage and the need to care or and preserve it.

B_4. finds and uses visual materials, relevant sources of scientific, electronic, museum and other adjacent interdisciplinary fields, uses scientifically proven methods to study architecture and visual artworks and performs practical tasks in accordance with pre-defined instructions, creates a Bachelor's thesis, observing academic standards and principles of integrity.

C_1. independently plans and manages his/her own professional activities.

C_2. adheres to the principles of professional ethics, respects cultural diversity and national values.

Description and analysis - Programme 2 Art History and Theory, MA, Level 7

The following learning outcomes for the MA Art History and Theory are measurable, achievable and realistic and are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded. However, it is suggested that the introductory text for A-1 to A-3: "Upon completion of the master's programme in Art Studies, the graduate has deep and systematic knowledge, knows the methods of artistic research" does not work syntactically for each learning outcome, and should therefore be revised for clarity, and for understanding by the students.

Upon completion of the master's programme in Art Studies, the graduate has deep and systematic knowledge, knows the methods of artistic research:

A-1. About Medieval Georgian architectural types, stylistic signs of fine art, local schools of mural painting, ideological- stylistic solution of plastic fields, essence and purpose of miniature.

A-2. About the main types of Medieval Georgian architecture - cult, fortification and secular architecture samples and is able to analyze them from historical and arts points of view; understands the problems of research of the history, samples of Georgian architecture.

A_3. Knows the iconographic editing of images developed on the basis of theological texts and their ideological-symbolic meaning. Knows the Old and New Testament, the history of the world church and the Church of Georgia, is familiar with world Ecumenical councils and important issues of dogmatic theology.

Upon completion of the Master's programme in Art Studies, the graduate:

B_1. Can outline and assess an issue of a specific era of art history; can classify, explain materials on Georgian and world art history.

B_2. Possesses artistic research methods and analyzes works of art using them; is able to deliver the conclusions, arguments and research results to the professional community in compliance with the standards of academic ethics. Adhering to the principles of academic integrity, has the ability to make public speeches, create a scientific paper and conduct a presentation using the latest methods and approaches.

B_3. Can organize his/her own learning process with social and ethical responsibilities, effective and rational use of time and knowledge.

B_4. Has the ability to pose art history problems, critically analyze complex or incomplete information (including recent research), evaluate and formulate conclusions.

With responsibility and independently he/she can:

C_1. Take responsibility for one's own and others' activities and professional development.

C_2. Manage and adapt artistic learning and work environments through new strategic approaches.

Evidence/Indicators

- Self-evaluation report
- BA Programme in Art History and Theory - Programme Learning Outcomes - Folder No 1
- MA Programme in Art History and Theory - Programme Learning Outcomes - Folder No 1
- <https://tbeli.ge/files/M.-Xelovnebatmcodneoba.-PROGRAMA- -29.06.2023.pdf>
- <https://tbeli.ge/files/M.-Xelovnebatmcodneoba.-PROGRAMA- -29.06.2023.pdf>
- Interview results with Administration, SER team, Head of Programmes, Invited staff, employers

General recommendations of the cluster:

1.2.1 It is recommended to add an international dimension to the learning outcomes for both programmes in the cluster. Broadly speaking, for the BA this should be related to increasing awareness of international contexts and cultures, and for the MA should be related to scientific research within an international context (cluster)

General suggestions of the cluster: none

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

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s):

1.2.2 It is recommended that the employers and programme team work together to ensure that the BA learning outcomes cover transferable skills for the workplace (BA)

Suggestion(s): none

Programme 2 Art History and Theory, MA, Level 7

Recommendation(s): none

Suggestion(s):

1.2.3 It is suggested that the reference to *new strategic approaches* in C2 needs to be clarified and explained (MA)

1.2.4 It is suggested that the introductory text for A-1 to A-3: “Upon completion of the master's programme in Art Studies, the graduate has deep and systematic knowledge, knows the methods of artistic research” does not work syntactically for each learning outcome, and should therefore be revised for clarity, and for understanding by the students (MA).

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<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 analysing 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 university has a mechanism for evaluating the learning outcomes of the educational programme and target benchmarks. The mechanisms for evaluating the programme learning results include both direct and indirect methods. The University conducts the evaluation of the programme learning outcome on a regular basis: monitoring of students' academic performance and evaluation of study courses and teaching staff - at the end of each semester; self-evaluations on educational/scientific/creative activities of academic staff - annually; survey of graduates and market research (determining the requirements of employers) - periodically.

As an indirect assessment of learning outcomes, the university uses: results of students' surveys; results of the survey of the academic staff/teachers/guest professors; academic performance of students participating in the programme; results of the survey of the programme graduates and statistics of their employment and/or continuation of studies.

Indirect evaluation of the learning outcomes of the programme also is conducted by involving in the evaluation process graduates and employers. They fill out questionnaires, according to which their attitude towards the learning outcomes outlined in the programme is determined. The graduate does this by describing the satisfaction with the outcome achieved, and the employer by the knowledge and skills of the person (graduate) employed in the organization.

The evaluation of the learning outcomes of the 2021-2022 academic year was carried out according to the learning outcomes evaluation plan and evaluation rubrics attached to the educational programs. On the basis of collected data the university produced results of students' academic performance and student achievements according to the study courses. Based on these results, recommendations were formulated for further development of educational programmes.

The mechanism of evaluation of learning outcomes of the programme is also based on determining the average level of the student's academic workload, where the standard normal distribution range for the A-level assessment is 10%; 25% for B; 30% for C; 25% for D and 10% for E. According to the mentioned scale, 10% of the total number of students at the A level of assessment is considered "high" academic performance for the Tbel Abuseridze Teaching University. "Average" academic performance is considered to be 80% of the total number of students at the B, C, D level. "Low" academic performance is considered to be 10% of the total number of students at the E grade level. The mentioned percentage is a target benchmark as well, both in terms of the evaluation of learning outcomes and the academic performance of a single student (within the syllabus).

According to the University regulation and the maps of programme learning outcomes described in curriculum maps of the educational programmes it is necessary to indicate the extent/level to which the study course develops the learning outcomes (indicating levels: I- Introduction, II - deepening, III – strengthening). Each learning outcome of the programme should be developed at all three levels. It is possible to evaluate several learning results of the programme in one study course. It is necessary to indicate in the map of the evaluation of the learning outcomes the study courses of all three levels (introduction; deepening; strengthening), through which the given result is achieved. In Addition, the learning outcomes assessment maps indicate specific forms of assessment from the study course/courses

to measure each learning outcome. However, the final course grade is used as the target for measuring learning outcome achievement. Along with the final grade it is necessary to determine the target mark based on the specific evaluation form from the relevant study courses to measure each learning outcome.

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

If necessary, description and analysis according to the education programmes

Not necessary

Evidence/Indicators

- Educational programmes and syllabi;
- Rule of Evaluation of Programme Learning Outcome and Target Marks (approved by Rector's order №01-03/15 on June 30, 2021);
- Curriculum map, assessment plan and rubrics of the Bachelor programme in art history and theory;
- Curriculum map, assessment plan and rubrics of the Master's programme in Art History and Theory;
- Results of the assessment of the learning outcomes of the Bachelor programme in art history and theory;
- Results of the evaluation of the learning outcomes of the Master's programme in Art History and Theory;
- Analysis of students' academic performance according to academic courses;
- Employers survey analysis for both programmes;
- Alumni satisfaction survey for both programmes;
- Minutes of the meetings with stakeholders (academic staff, employers, students, graduates);
- Survey results of evaluation of programme learning outcomes by graduates;
- Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- Self-evaluation report.

General recommendations of the cluster:

1.3.1 It is recommended in the map of the evaluation of the learning outcomes to indicate the training courses of all three levels (Introduction; Deepening; Strengthening), through which the given result is achieved (cluster)

1.3.2 It is recommended to determine the target marks based on the specific evaluation form from the relevant study courses to measure each learning outcome (cluster).

General suggestions of the cluster:

1.3.3 It is suggested to use maximum two-three verbs from Bloom's updated taxonomy denoting a specific action when formulating one learning outcome of the programmes (cluster)

Recommendations and Suggestions according to the programmes: none

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<input type="checkbox"/>	X	<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

Tbel Abuseridze Teaching University offers two programmes in the field of art studies: Bachelor's educational programme Art History and Theory - 240 credits and Master's Educational Programme in Art History and Theory - 120 credits. The programmes are built in accordance with the classifier of field of study taking into account the main field of study; therefore, the structure in form and content corresponds to the requirements and specifics of teaching in the field.

The description and structure of the educational programmes inform us clearly and consistently about the main issues of teaching at both levels volume of the programme; the concept and purpose of the

educational programme; the objective of the programme; learning outcomes; teaching/learning and research methods and more.

Programmes are attached: 1) Curriculum, where basic and elective courses, university disciplines (in the Bachelor's educational programme) and their specific share in the total number of credits are listed. 2) Map of learning outcomes, as well as a map of the relationship between programme goals and outcomes. 3) Human Resources of the programmes, 4) Tables of prerequisites 5) Alignment of the Learning Outcomes of the Educational Programmes in Arts Studies 6) Connection between the learning outcomes of the educational programmes in art studies and the course with the indication of the levels 7) Learning Outcomes Assessment Plan and Assessment Rubrics for Programmes with the Teaching Courses and their Semester Distribution.

Both level programmes in Art History and Theory are in line with the university teaching format and derive from the educational tasks of the university and the region. All these components are put together in a proper way, individually they fulfill their purpose and together they show the general character of the programme.

Description and analysis - Programme 1 Art History and Theory, BA, Level 6

The programme is designed according to the bachelor's level. Tasks, priority and content are thoughtfully defined: students consistently study world and Georgian art; Thus, they get a wide range of fundamental knowledge in the field of art. Therefore, upon successful completion of the programme, the student will be ready to continue his/her studies in a more specific direction, and to individually determine their interests for the continuation of studies.

The description and structure of the educational programme informs us clearly and consistently about the main issues of teaching at the programme, the concept and purpose of the educational programme, the Objectives of the Programme, Learning Outcomes, Teaching/Learning and research methods and more. While the programme description informs us about the aims and objectives of the field in general, it also outlines the possibility of additional specializations integrated with the programme - 60-credit programme of fine and applied arts or 60-credit programme teacher training.

The curriculum is attached to the Programme. In the curriculum it states:

1. Basic courses - 90 credits. This part includes a combination of world and Georgian art studies and well represents a fairly wide range of basic knowledge. (70 credits) teaching practice (10 credits) and bachelor thesis (10 credits).
2. Elective courses (20 credits) Elective courses vary by field and allow the student to choose according to individual goals.
3. University disciplines (50 credits) University disciplines provide the student with some fundamental knowledge of the humanities; Knowledge of English language and computer programs. These courses provide the student with a general integration into the field of education.
4. Elective part (60 credits): Teacher Training Educational Programme - 60 credits, or minor specialty programmes in History of Georgia (60 credits) or History of Georgian Literature (60 credits) . This part, depending on the individual goals of the student, is also very important to provide a good fundamental knowledge base.

The map of learning outcomes informs us of the role of each subject in achieving the knowledge, skills and responsibility, autonomy outcomes. The second map shows the relationship between the programme goals and learning outcomes.

The programme contains a table of prerequisites, which clearly describes the prerequisites for basic and elective disciplines. It is clearly described in the Alignment of the Learning Outcomes of the Educational Programmes in Arts Studies

The programme also contains a table of Connection between the learning outcomes of the educational programmes in art studies and the course with the indication of the levels. Outcome A1 in this table does not have a strengthening indicator, which means that the outcome will be incompletely achieved (see recommendation in sub-component 1.3). The programme contains a table, which clearly describes Learning Outcomes Assessment Plan and Assessment Rubrics for Programmes with the Teaching Courses and their Semester Distribution.

Description and analysis - Programme 2 Art History and Theory, MA, Level 7

The master's programme has clearly defined tasks: the student must study the history and theory of medieval Georgian art. The master's level course focuses on the priority and context - the style of the fine language of medieval art and its relation to theology. The ability to analyze a work of art and understand it in a historical and cultural context is also important, as is the question of identity. Such an approach is consistent with the objectives of the teaching level as well as with the character of the university and the region.

The learning objectives of a master's programme, unlike a bachelor's degree, are more specific in terms of the field of interest. It covers the history and theory of Medieval Georgian art. The description and structure of the educational programme informs us clearly and consistently about the main issues of teaching within the programme, The concept and purpose of the educational programme, the Objectives of the Programme, Learning Outcomes, Teaching/learning and research methods and more.

It is written in the "Programme volume in credits": "Programme volume 120 credits, including: 60 mandatory credits, 30 elective credits, 30 credits for MA thesis." The curriculum is attached the Programme. It is stated in the curriculum: In the mandatory part there are 10 disciplines of the specialty (50 credits), English language (10 credits) and master's practice (10 credits) , which is a total of 70 credits. This is not consistent with the previous entry. The volume of credits and their allocation to components should be specified in the curriculum.

Map of learning outcomes informs us of the role of each subject in achieving the knowledge, skills, and responsibility and autonomy outcomes. The second map shows the relationship between programme goals and learning outcomes.

The programme contains a table of prerequisites, which clearly describes the prerequisites for basic and elective disciplines. Persons with a bachelor's degree in the relevant field are accepted for the master's degree, so the prerequisites for most subjects are not provided; Prerequisites are logically determined for a

foreign language (since a certain level is required from students) and such components of education as: MA internship - History of ancient Georgian art (part one, part two), Completion of the Master's thesis - Research Methods. It is clearly described Alignment of the Learning Outcomes of the Educational Programmes in Arts Studies

The program contains a table of Connection between the learning outcomes of the educational programmes in art studies and the course with the indication of the levels. Outcomes A1, A2,A3, B2 in this table does not have a strengthening indicator (see recommendation for standard component 1.3), which means that the outcomes will be incompletely achieved.

The programme contains a table which clearly describes Learning Outcomes Assessment Plan and Assessment Rubrics for Programmes with the Teaching Courses and their Semester Distribution.

Evidence/Indicators

- "The rule of planning, designing, implementing, evaluating and developing the higher education programmes for first and second levels" at the university. - see: Folder No 3;
- Description and Curriculum of the bachelor's programme in art history and theory, table of prerequisites, curriculum map - attached to the programme. - see: Folder No 1;
- Description and Curriculum of the Master's Educational Programme "Art History and Theory" table of prerequisites, curriculum map - attached to the programme. - see: Folder No 1;
- Form of examination of educational programmes (template); - see: Folder 5.1. in folder N13 Internal evaluation of the standard: "survey forms and results".
- Interview with the Head of the programme, staff of the academy, quality assurance service.

General recommendations of the cluster: none

General suggestion of the cluster: none

Recommendations and suggestions according to the programmes:

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s): none

Suggestion(s): none

Programme 2 Art History and Theory, MA, Level 7

Recommendation(s):

1.4.1 It is written in the "Programme volume in credits": "Programme volume 120 credits,

including: 60 mandatory credits, 30 elective credits, 30 credits for MA thesis.” The curriculum is attached the Programme and it states that: in the mandatory part there are 10 disciplines of the specialty (50 credits), English language (10 credits) and master's practice (10 credits) , which is a total of 70 credits. This is not consistent with the previous entry, and it is recommended that the volume of credits and their allocation to components should be specified in the curriculum. (MA)

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the programme with the component

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, Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<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 syllabi of academic courses in both levels of the cluster programmes are determined by the university's rule on planning, designing, implementing, evaluating and developing the higher education programmes for the first and second Higher Education levels.

The syllabus format is structurally sound and clearly outlines each component. The information given in the syllabi is consistent with the relevant information about the status and role of each component in the programmes.

The following information is allocated in the syllabi:

Academic course status.

Author(s).

Aim of the study course.

Number of credits and distribution of hours.

Academic course format.
Admission requirements.
Contents – in Annex.

In the Teaching and Learning Method and Relevant Activities, there are different priorities depending on the nature of the disciplines.

Forms, components, methods and criteria of knowledge assessment - in the evaluation system, the components and their specific share are defined numerically, (midterm exam, current evaluation, final evaluation) and the components are different and allow for balancing the knowledge evaluation. Criteria and scores by skill level are also detailed. Positive and negative evaluation levels are also clearly defined in numbers.

Academic outcomes - here it is defined separately: knowledge and understanding, skills, responsibility and autonomy.

Basic and Supporting literature - the bibliography lists mainly reflect the needs of the disciplines according to the main content and specific topics of each discipline. In the content of the syllabi, the basic literature is indicated along with each topic.

Description and analysis - Programme 1 Art History and Theory, BA, Level 6

The Syllabus format is structurally sound and clearly outlines each component. The format of the training courses logically defines the hours of lectures, group work, and independent work. The content clearly describes the lecture topic of each week, the main literature is indicated by numbering. The ratio of lecture, seminar and practical work is different in the disciplines - which shows that when developing the structure of the syllabi, the authors were guided by the content and thematic tasks of the discipline, and not by templates.

The following information is allocated in the syllabi:

Academic course status.

Author(s).

Aim of the study course. Each syllabus clearly and briefly describes the aim of learning. Depending on the content of the discipline, the wording and division into subjects are different, which shows that the syllabi were developed according to the sectoral priorities.

Number of credits and distribution of hours.

Academic course format.

Admission requirements.

Contents – in Annex.

Teaching and Learning Method and Relevant Activities - there are different priorities depending on the nature of the disciplines.

Forms, components, methods and criteria of knowledge assessment - in the evaluation system, the components and their specific share are defined numerically, (midterm exam, current evaluation, final evaluation) the components are different and allow balancing the knowledge evaluation. Criteria and

scores by skill level are also detailed. Positive and negative evaluation levels are also clearly defined in numbers.

Academic outcomes - here knowledge and understanding, skills, responsibility and autonomy are defined separately.

Basic and Supporting literature - the bibliography lists mainly reflect the needs of the disciplines according to the main content and specific topics of each discipline. In some syllabi, there is an issue of the language of the literature given in the basic and supporting literature to be improved. There are syllabi in the programme, where the basic literature indicates literature in Russian. For example: "Introduction to Art Studies" basic - 4, Supporting- all, "New Georgian Arts" basic -1, Supporting- 4, "The Art of Ancient East" basic -1, Supporting-10.

Description and analysis - Programme 2 Art History and Theory, MA, Level 7

Syllabus of academic courses in master's educational programme "Art History and Theory" are determined in the university's rule on planning, designing, implementing, evaluating and developing the higher education programmes for the first level.

The syllabus format is structurally sound and clearly outlines each component.

The information given in the syllabi is consistent with the relevant information about the status and role of each of them in the programme.

The following information is allocated in the syllabi:

Academic course status.

Author(s).

Aim of the study course. Each syllabus clearly and briefly describes the aim of learning. Depending on the content of the discipline, the wording and division into subjects are different, which shows that the syllabi were developed according to the sectoral priorities.

Number of credits and distribution of hours.

Academic course format.

Admission requirements.

Contents – in Annex.

Teaching and Learning Method and Relevant Activities. There are different priorities depending on the nature of the disciplines.

Forms, components, methods and criteria of knowledge assessment - in the evaluation system, the components and their specific share are defined numerically, (midterm exam, current evaluation, final evaluation) the components are different and allow balancing the knowledge evaluation. Criteria and scores by skill level are also detailed. Positive and negative evaluation levels are also clearly defined in numbers.

Academic outcomes: here knowledge and understanding, skills, responsibility and autonomy are separately defined.

Basic and Supporting literature - the bibliography lists mainly reflect the needs of the disciplines according to the main content and specific topics of each discipline. In some syllabi, there is an issue of the language of the literature given in the basic and Supporting literature to be improved. There are syllabi in the programme where the basic literature indicates literature in Russian. For example: Artwork interpretation and research methods basic -6, Supporting-6, Medieval Georgian Fine Arts basic -9.

Evidences/Indicators

- Syllabi of the Bachelor's programme in art history and theory. - see: Folder No 1
- Syllabi of the Master's programme in art history and theory. - see: Folder No 1
- Interviews with the Head of the programme, staff of the academy, quality assurance service.

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programmes:

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s):

1.5.1 It is recommended that the system of using foreign language literature in the syllabi should be improved. In the basic literature, literature in the native language should be found, which will replace the content in a foreign language, or an appropriate lecture course should be made (BA)

Suggestion(s):

1.5.2 It is suggested that in the supporting literature it is desirable to increase the specific share of books published in the native language, as well as to make the list more diverse at the expense of modern publications (BA).

Programme 2 Art History and Theory, MA, Level 7

Recommendation(s):

1.5.3 It is recommended that the system of using foreign language literature in the syllabi should be improved. In the basic literature, literature in the native language should be found, which will replace the content in a foreign language, or an appropriate lecture course should be made (MA).

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the programme with the component

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, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<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, BA, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<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

The institution has developed admission preconditions for the bachelor's and master's educational programmes grouped in the cluster. According to the regulations of Tbel Abuseridze Teaching University, in the case of a bachelor's degree, the admission precondition to the programme is passing the unified national examination, and for the master's degree – passing the unified master's examination and an exam/interview in the specialty carried out by the HEI; Also, a bachelor's degree in the arts, humanities, and/or social sciences. The admission preconditions of the MA programme state that it is possible to conduct the exam in a foreign language as well.

In addition to the abovementioned, admission to the programmes is also possible without passing the unified national examination / unified master's examination, according to the rules defined by the

legislation of Georgia. The right to study on programmes can be obtained by students of another programme/university through mobility.

Information regarding admission preconditions and procedures for the programs is public and available to interested parties on the website of the HEI.

Description and Analysis - Programme 1 Art History and Theory, BA, Level 6

A person with a complete general education who successfully passes the unified national examination (specifically, two main subjects and the third – one of the subjects determined by the HEI) can study at the bachelor's educational programme of Art History and Theory. The institution has also defined the procedure for enrolling in the bachelor's programme without taking the unified national examination, which is in accordance with the current legislation.

Admission preconditions and the procedure of the bachelor's educational programme of art history and theory are in accordance with the legislation of Georgia, are fair, public, and available for the interested parties.

Description and Analysis - Programme 2 Art History and Theory, MA, Level 7

According to the internal regulations of the institution, a bachelor's degree in the arts, humanities, and/or social sciences is required to study in the master's degree programme of Art History and Theory. A candidate has to successfully pass the master's examination and the internal exam/interview in the specialty determined by Tbel Abuseridze Teaching University.

The admission preconditions of the programme are outlined in the programme's curriculum and "Regulations of the Master's Studies". It should be noted that there is a technical mistake in the curriculum regarding admission preconditions – instead of the unified master's examination, the unified national examination is mentioned. Hence, it is recommended to correct the technical mistake in the programme curriculum and clarify that the admission precondition for the MA programme is the unified master's examination.

During the visit, the expert panel clarified whether or not the "interview" mentioned in the preconditions meant an oral exam. Interview results confirmed that MA candidates are only given a general interview (regarding their experience, background, motivation, etc.) and not a specialty exam (oral and/or written), which is required by the law of Georgia "on higher education". Accordingly, it is recommended to eliminate non-compliance with the legislation of Georgia in the admission procedure to the master's programme of Art History and Theory – in particular, the institution should amend the regulations and include an exam in the specialty (oral and/or written), not an interview, as an admission precondition.

The admission preconditions of the programme also state that it is possible to carry out the exam in a foreign language. No specific language, required level of knowledge, or alternative means of proving knowledge are clarified. Thus, the existing provision is not transparent. It is recommended to clarify the provision regarding foreign language examination in the programme admission preconditions – clarify the specific language, in which the exam will be held, the required level of knowledge, and alternative means of proving knowledge.

Evidences/Indicators

- Self-evaluation report;
- Art history and theory bachelor educational programme curriculum;
- Art history and theory master educational programme curriculum;
- The regulation of the study process of Tbel Abuseridze Teaching University;
- Regulation of MA studies of Tbel Abuseridze Teaching University;
- Website – Tbeli.ge;
- Interview with the Head of the Programme, students, alumni.

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programmes: none

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s): none

Suggestion(s): none

Programme 2 Art History and Theory, MA, Level 7

2.1.1 It is recommended to correct the technical mistake in the programme curriculum and clarify that the admission precondition for the MA programme is the unified master's examination (MA).

2.1.2 It is recommended to eliminate non-compliance with the legislation of Georgia in the admission procedure to the master's programme of Art History and Theory – in particular, the institution should amend the regulations and include an exam in the specialty (oral and/or written), not an interview, as an admission precondition (MA).

2.1.3 It is recommended to clarify the provision regarding foreign language examination in the programme admission preconditions – clarify the specific language, in which the exam will be held, the required level of knowledge, and alternative means of proving knowledge (MA).

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the programme with the component

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, Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<input type="checkbox"/>	X	<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

For the programmes grouped in a cluster, it is important to focus on the development of students' practical, scientific-research and transfer skills, naturally with the difference that is determined by the levels of higher education. Broader approaches to practical and scientific-research skills are available at the master's level - within the master's programme in Art History and Theory.

Counting and study of cultural monuments on a regional scale is regularly carried out. Students note that this process takes place together with teachers and is very fruitful, because there are many interesting historical monuments in situ. An expedition was organised in the territory of Turkey, in Zedo Machakhela, where the monuments of Georgian culture were studied.

For the implementation of programmes, depending on the specificity of the artistic field, it is important to develop practical and research skills. This is given due importance in the cluster programmes. The expert panel note that specificity of the region determines the development of practical skills and employment of students and graduates. It can be seen from the interviews that local municipalities are interested in art specialists and cooperate in terms of museum, ethnographic, cultural monuments in the field of tourism through involvement in the programmes and memoranda of agreement. The employers spoke positively about the levels of skills of the graduates of the programmes based on when students/graduates have undertaken internships or have gained employment with them. Graduates of the programme also work in schools, and the employers interviewed by the expert panel from educational establishments were equally positive about the skills of the students/graduates. The graduates that the expert panel met, have found work in a range of employment contexts, and some of them were already teachers before enrolling on the MA. Furthermore, the outcome of the graduate employment survey indicates that 12 out of 13 BA graduates, and 4 out of 4 MA graduates are employed in their specialist area.

The number of students on the programme has increased recently, which is a positive trend. At the same time, there is a challenge - both in terms of developing general and practical research skills. While conferences are held locally for students, and master's students have also participated in international conferences, the work in the direction of joint conferences should be intensified, both locally and internationally, so that participation in conferences should be available for all students.

If necessary, description and analysis according to the education programmes

Not necessary

Evidences/Indicators

- Description and Curriculum of the bachelor's programme in art history and theory, table of prerequisites, curriculum map - attached to the programme. - see: Folder No 1
- Description and Curriculum of the master's programme in art history and theory, table of prerequisites, curriculum map - attached to the programme. - see: Folder No 1
- Syllabi of the Bachelor's programme in art history and theory. - see: Folder No 1
- Syllabi of the Master's programme in art history and theory. - see: Folder No 1
- Graduate employment survey
- Interviews with the Head of the Programme, staff of the academy, students, graduates, employers, and quality assurance service.

General recommendations of the cluster: none

General suggestions of the cluster:

2.2.1 It is suggested that the work in the direction of joint conferences should be intensified, both locally and internationally, so that participation in conferences can be available for all students (cluster)

Recommendations and suggestions according to the programmes: none

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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and transferable Skills				
Programme 1 Art History and Theory, BA, Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

The programme is implemented by using student-centred 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

Different forms are used in the Teaching and Learning Methods. There are different priorities depending on the nature of the disciplines.

In the Bachelor's educational programme Teaching and Learning Methods based on the specificity of the study course, a teacher makes choice from different methods and indicates the selected one in the syllabus. A methods catalogue is available for teachers and students. The list of methods is as follows:

- Writing and oral assignments;
- Literature review, analysis;
- Conducting small-scale research;
- Observation of the education process;
- Observation of the practice process;
- Observation of independent activity;
- Training in professional skills;
- Report elaboration and presentation;
- Oral and written presentations;
- Participation in seminars and meetings;
- Using different forms of media as resources;
- Critical evaluation of one's own work;
- Exact definition of concepts, notions, rules, etc.
- Group Leadership or Membership.

In the Master's educational programme Teaching and Learning Methods are different:

- The Explanatory method is based on a discussion of the given issue.
- Making extracts and notes, summarizing material, drawing up theses, making abstracts.
- Demonstration method - showing drawings, diagrams, photos, videos, etc.
- Practical methods - combines all forms of teaching that develop a student's practical skills.
- Discussion/Debate – The discussion process dramatically increases the quality and engagement of students.
- Collaborative work - this method of teaching involves dividing students into groups and giving them a study task.
- Induction, deduction, analysis, synthesis: the induction method of teaching defines the form of any subject knowledge while the meaning flow is directed from specific to general, from facts to

generalization or while expressing the material, the process flows from specific to general. The deductive method of teaching is a form of knowledge transfer that represents a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from general to specific. The method of analysis in the learning process helps us break down the learning material as a whole into its component parts, thus facilitating the detailed coverage of individual issues within complex problems. The method of synthesis implies a reversed procedure, i.e. creation of the whole by means of grouping certain issues. This method promotes the development of the ability to perceive a problem as a whole.

- Problem- based learning - a learning method that uses a problem as the initial stage of the process of acquiring and integrating new knowledge; -
- Role- playing and situational games - Role- playing games based on scenarios allow students to look at the issue from different perspectives and helps them to develop an alternative point of view. As well as discussion, the role games also develop a student's ability to express his/her own position independently and defend it during debates.
- Action-oriented teaching requires intensive involvement of professors and students in the teaching process whereas practical interpretation of theoretical material is of special significance.
- Portfolio production- presentation- a portfolio is a set of work performed by a student in a certain period of time (essay, study diary, article, notes. Information obtained independently by the student).

The expert panel found that different teaching methods are used in the disciplines of the programme and the importance of these methods in the correct and varied conduct of the educational process is determined. In different syllabi, it is clear that according to the content and tasks of the discipline, the authors adequately use different methods.

In the programmes, methods are logically defined according to the level of education. At the Bachelor's level, fundamental teaching methods are used more; Research methods are used more at the master's level.

Distance learning was activated during the implementation of the programme during the pandemic, as in other universities. This, of course, was accompanied by difficulties, but at the same time it developed useful practice. Rational use of the distance learning component allows programmes to include highly qualified specialists in the educational process, which is very important for a region remote from university centres.

If necessary, description and analysis according to the education programmes

Not necessary

Evidences/Indicators

- Description and Curriculum of the bachelor's programme in art history and theory, table of prerequisites, curriculum map - attached to the programme. - see: Folder No 1;
- Description and Curriculum of the master's programme in art history and theory, table of prerequisites, curriculum map - attached to the programme. - see: Folder No 1;
- Syllabi of the Bachelor's programme in art history and theory. - see: Folder No 1
- Syllabi of the Master's programme in art history and theory. - see: Folder No 1

- Interviews with the Head of the programme, staff of the academy, students, graduates, employers, and quality assurance service.

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programmes: none

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Cluster and individual evaluation

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

Tbel Abuseridze Teaching University has established internal regulations and procedures for student evaluation. In both – BA and MA – programmes, the study component is evaluated with a 100-point system, in which the mid-term makes a total of 60 points, and the remaining 40 points are assigned to the final assessment. A student has to accumulate at least 21 points in the mid-term assessments to be able to participate in the final exam. The minimum level of competence for the final assessment is 20 points, however, according to the “regulation on study process”, it is possible to set a higher minimum level of competence for the final assessment in individual study courses (which requires the relevant argumentation and prior approval of the quality assurance office and programme head).

The assessment system includes five types of positive and two types of negative evaluations –

- (A) Excellent - 91-100 points;
- (B) very good – 81-90 points;
- (C) Good – 71-80 points;

- (D) Satisfactory - 61-70 points;
- (E) Sufficient – 51-60 points;
- (FX) Unsatisfactory - 41-50 points, which means that the student needs more work to pass and is allowed to take the make-up exam once after independent work;
- (F) Failed – 40 points or less, which means that the work done by the student is not enough and he has to study the course/subject again.

The components and methods of assessment of each course are in accordance with the specificity of the subject and are relevant to the learning outcomes. Evaluation methods, components and criteria are known in advance to the student – syllabi are uploaded to the electronic learning management system and are available to the student. However, it should be noted that the evaluation rubrics are not included in some of the syllabi (e.g., in MA: “Georgian medieval archaeology”, “Prehistoric and ancient archaeological monuments in Georgia”; in BA: “Introduction to painting”). It is recommended to revise the syllabi to ensure that all of them contain full information regarding evaluation criteria and rubric. Lecturers provide a further explanation regarding evaluation at the beginning of the study course. The abovementioned electronic system is also used to upload students’ assessment results. Interview results confirmed that students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement. Lecturers provide feedback to them during the lectures.

Appealing about students’ assessment results is ensured. Students can appeal within 2 working days after finding the result of the exam. The administration, within 2 working days after receiving the appeals of the students, will provide the relevant faculty of the field with a copy of the papers of the students who don’t agree with the exam grade and request a revision of the results. The faculty council creates an appeal commission within 5 working days after receiving the papers. The Appeals Commission is obliged to submit a conclusion on the appeal to the faculty council within 3 working days, which is final and not subject to further appeal. During the site visit, students confirmed that they were aware of the possibility of appealing assessment results, however, none of them had used this mechanism before.

The HEI has developed rule for prevention, detection, and response to plagiarism. According to this regulation, the anti-plagiarism programme “Strikeplagiarism.com” is used in the following papers: 1) material submitted for publication on behalf of the institution; 2) material to be presented at the international/local conference on behalf of the institution; 3) master's and bachelor's theses; 4) If necessary, the project/assignment completed within the framework of the study courses (information regarding such necessity will be indicated in the programme and/or the syllabus of the study course). The requirements for the academic style of the paper are outlined in the internal regulations and are known in advance for students.

Studied documentation confirms that the institution analyses student evaluation results and uses them to improve the teaching process.

Description and Analysis - Programme 1 Art History and Theory, BA, Level 6

Admission preconditions to final exams in some of the syllabi of the bachelor’s educational programme “art history and theory” include the following provision: “The student is required to participate in at least 50% of the contact hours considered by the learning component, otherwise, the student will not be admitted to the final examination”. During the site visit, representatives of the HEI clarified that the

mentioned provision no longer exists. However, such technical mistakes in the syllabi could lead students to misinformation. Hence, it is recommended to revise the syllabi to ensure that none of them include participation in at least 50% of the contact hours as an admission precondition to final exams.

In the regulation of study processes the bachelor's thesis is considered as a research component. Both – studied documentation and interview results – confirmed that a bachelor's thesis has one, final evaluation (100 points). According to Order #3/n of the Minister of Science and Education of Georgia, a bachelor's thesis is not a scientific-research component, but rather a study course and it should include mid-term and final assessment. The institution must ensure the elimination of non-compliance of university rules with the existing national regulations – a bachelor's thesis should be considered as a study course and evaluated accordingly – with mid-term and final assessment. Furthermore, the criteria for bachelor's thesis evaluation are outlined in the regulation of study processes, however, there is no information regarding evaluation rubrics. To ensure the transparency of the bachelor's thesis evaluation, the institution must define the evaluation rubrics for each assessment criterion.

Description and Analysis - Programme 2 Art History and Theory, MA, Level 7

The assessment system of the master's thesis includes five types of positive and two types of negative evaluations –

- (A) Excellent - 91-100 points;
- (B) very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory - 61-70 points;
- (E) Sufficient – 51-60 points;
- (FX) Unsatisfactory - 41-50 points, which means that the master's student is entitled to revise the master's thesis and present it for defence only during the following semester.
- (F) Failed – 40 points or less, which means that the master's student loses the right to present the same master's thesis. A student must select a new topic for the master's thesis.

Information regarding the evaluation of the master's thesis is available in the syllabus of the thesis and the regulation on master's studies. The panel has found that the distribution of the points is ambiguous in the above-stated documents, precisely, it is not clear how 100 points of the thesis defence are distributed. In addition, there is no information regarding the evaluation rubrics of the thesis. To ensure the transparency of the master's thesis evaluation, the institution must state the procedure and distribution of the points clearly and define the evaluation rubrics for each assessment criterion.

Evidences/Indicators

- Self-evaluation report;
- Art history and theory bachelor educational programme curriculum;
- Art history and theory master educational programme curriculum;
- Art history and theory bachelor educational programme syllabi;
- Art history and theory master educational programme syllabi;
- The regulation of the study process of Saint Tbel Abuseridze Teaching University;
- Instructions for conducting exams;
- Regulation of Master's studies;
- The rule for prevention, detection, and response to plagiarism;

- License agreement of anti-plagiarism program;
- The analysis of the student evaluation results;
- Website – Tbeli.ge;
- Interview with the Head of the Programme, academic/invited personnel, QA service, students and alumni.

General recommendations of the cluster:

2.4.1 It is recommended to revise the syllabi to ensure that all of them contain full information regarding evaluation criteria and rubric (cluster)

General suggestions of the cluster: none

Recommendations and suggestions according to the programmes:)

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s):

2.4.2 It is recommended to revise the syllabi to ensure that none of them include participation in at least 50% of the contact hours as an admission precondition to final exams (BA).

2.4.3 It is recommended that the institution must ensure the elimination of non-compliance of university rules with the existing national regulations – a bachelor’s thesis should be considered as a study course and evaluated accordingly – with mid-term and final assessment (BA).

2.4.4 It is recommended to ensure the transparency of the bachelor’s thesis evaluation, the institution must define the evaluation rubrics for each assessment criterion (BA).

Suggestion(s): none

Programme 2 Art History and Theory, MA, Level 7

Recommendation(s):

2.4.5 It is recommended to ensure the transparency of the master’s thesis evaluation, the institution must state the procedure and distribution of the points clearly and define the evaluation rubrics for each assessment criterion (MA).

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<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-centred 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

The programmes grouped in the cluster have the necessary mechanisms for planning the learning process for students, improving academic achievements, providing appropriate counselling on employment, and supporting career development.

During the site visit, students confirmed that they receive appropriate counselling from academic/invited/administrative personnel. The consulting hours of the lecturers are predetermined and known in advance for students. Consultations are carried out both – on-site and through electronic forms of communication. Students are provided with consultation regarding the improvement of their academic achievements, career opportunities, extracurricular activities, and other relevant topics.

According to the students, a small contingent of the institution makes communication with the personnel more accessible and easier. For this reason, they have also found it easy to integrate into the university space.

The panel was able to inspect the learning management portal used by the HEI (ini.ge). The representatives of the institution clarified that this portal is mostly used for uploading syllabi and students' evaluation results. Although the portal offers the possibility of many other features, including communication between students and the personnel, sharing information and news with students, etc. It is suggested that the institution fully utilize the existing portal's capabilities to further improve and simplify communication between students and personnel and the organization of the educational processes.

The HEI holds an annual student conference, in which students of the programmes grouped in the cluster have participated. Some of the students were also taking part in international conferences. Other extracurricular activities carried out by the institution mainly are visits to different churches in Georgia (which itself should be evaluated positively, although it is not sufficient). It should be mentioned that the field covered by the art history and theory programmes is broader, for this reason, the institution must ensure that students have the possibility to participate in various extracurricular activities which are relevant to the specificity of the programmes.

Based on the studied documentation and interview results, the panel has found that the HEI doesn't offer any possibility of international mobility to the students. The institution should ensure that students have proper opportunities to participate in international exchange programs (e.g., through participating in Erasmus+ programs, signing memoranda of partnership with foreign HEIs, etc.).

Tbel Abuseridze Teaching University has a partnership with potential employer organizations. The interviews with the students and alumni clarified that most of them are employed as school teachers, although many of them are interested in working in other fields covered by the Art History and Theory programmes as well. It is suggested that the institution offers more career support in all areas of employment included in the curricula of the programmes.

Information regarding available consultations, conferences, events, and other activities is available to the students. The institution also ensures that students are familiar with the existing internal regulations, however, on the website different versions of the documents are uploaded (for example, the regulation of the study process of Saint Tbel Abuseridze Teaching University is available in the sections "legal references" and "student references", and the latter contains the previous version of the regulation, which isn't valid anymore). Providing students with the correct information regarding their rights, available services, organizational issues of the learning process, and other important topics is crucial in the process of student support, hence, it is recommended to review and update the information on the institution's website so that only valid versions of regulations and other relevant documents are available.

If necessary, description and analysis according to the education programmes

Not necessary

Evidences/Indicators

- Self-evaluation report;
- “Student consulting services”;
- Memoranda with partner organizations;
- List of carried out creative activities;
- Regulation of student support office;
- Information on students’ participation in conferences;
- Student survey results;
- Website – Tbeli.ge;
- Interview with the Head of the Programme, students and alumni.

General recommendations of the cluster:

3.1.1 It is recommended that the institution must ensure that students have the possibility to participate in various extracurricular activities which are relevant to the specificity of the programmes (cluster).

3.1.2 It is recommended that the institution should ensure that students have proper opportunities to participate in international exchange programs (e.g., through participating in Erasmus+ programs, signing memoranda of partnership with foreign HEIs, etc.) (cluster).

3.1.3 It is recommended to review and update the information on the institution's website so that only valid versions of regulations and other relevant documents are available (cluster).

General suggestions of the cluster:

3.1.4 It is suggested that the institution fully utilize the existing portal’s capabilities to further improve and simplify communication between students and personnel and the organization of the educational processes (cluster).

3.1.5 It is suggested that the institution offers more career support in all areas of employment included in the curricula of the programmes (cluster).

Recommendations and suggestions according to the programmes: none

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully.
- Within master's and doctoral 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

Only one programme is relevant in this standard component

Description and Analysis - Programme 2 Art History and Theory, MA, Level 7

The institution has elaborated the regulatory documents of the rights and duties of the supervisor and co-supervisor of the Master's thesis. Rules regarding appointment procedure, as well as the rights and responsibilities of the supervisor and co-supervisor, are included in the regulation of the study process of Saint Tbel Abuseridze Teaching University and the Regulation of Master's studies.

Interview results confirmed that master's educational programme students receive relevant and efficient consultations from their supervisors on a regular basis. The supervisor/co-supervisor advises students on the research topic, writing of the thesis, research methodology, and other important issues. Students have also mentioned that they receive support from their supervisors in extracurricular research activities as well. Some of them even collaborate with their supervisor in scientific-research activities.

Tbel Abuseridze Teaching University has developed a form of evaluation of the work of the master's thesis supervisor. It should also be noted that the institution carries out various surveys to receive feedback from the interested parties, however, there was no evidence presented of master's students/alumni's evaluation of their scientific supervisor/co-supervisor or the implementation of the scientific-research component. Master's students/alumni's satisfactory survey results and their analyses are one of the important mechanisms for the institution to ensure that students receive sufficient and appropriate support from their supervisors while writing the thesis. (See recommendation in 5.3).

"The mechanism, methodology, and method of determining the benchmarks for the contingent of students" state that the ratio of the supervisors of the master's thesis to the master's students should not exceed 1/5. The current ratio of the supervisors and the MA students is in compliance with the benchmark determined by the institution. However, Tbel Abuseridze Teaching University doesn't have a methodology for determining the ratio of the number of supervisors of MA theses to the number of

Master's students. The panel further explains that the evaluation criteria of the 3.2. standard requires the methodology for determining the ratio of supervisors and MA theses, which means that the institution should have a method of determining the specific benchmark for this ratio (e.g., considering the weekly workload, workload for the supervision, consultation hours, etc.), not only the benchmark itself. Therefore, the institution should develop a methodology for determining the ratio of the number of supervisors of MA theses to the number of Master's students.

Data related to the supervision of master's/doctoral students	
Programme 2 Art History and Theory, MA, Level 7⁵	
Number of master's/doctoral theses supervisors	1
Number of doctoral thesis supervisors	n/a
Number of master's students	2
Number of doctoral students	n/a
Ratio - supervisors of master's theses/master's students	0.5
Ratio - supervisors of doctoral theses/doctoral students	n/a

Evidences/Indicators

- Self-evaluation report;
- The regulation of the study process of Tbel Abuseridze Teaching University;
- Regulation of Master's studies;
- "The mechanism, methodology, and method of determining the benchmarks for the contingent of students";
- Information on students' participation in conferences;
- Form of evaluation of the work of the master's thesis supervisor;
- Website – Tbeli.ge;
- Interview with academic/invited personnel, students and alumni.

General recommendations of the cluster:

General suggestions of the cluster:

⁵ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Recommendations and suggestions according to the programmes:

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s): n/a

Suggestion(s): n/a

Programme 2 Art History and Theory, MA, Level 7

Recommendation(s):

3.2.1 It is recommended that institution should develop a methodology for determining the ratio of the number of supervisors of MA theses to the number of Master's students (MA).

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	n/a	n/a	n/a	n/a
Programme 2 Art History and Theory, MA, Level 7	<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, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<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

As indicated in the self-evaluation report, the clustered programmes are implemented by academic and invited staff with appropriate qualifications; staff qualifications are in compliance with the legislation and the internal regulations of the university, possessing necessary skills to implement the programmes and achieve the learning outcomes; and the selection of the staff is done in line with the Georgian legislation and the internal regulations of the Tbel Abuseridze Teaching University. The qualification of academic and invited staff is confirmed by their scientific works published during the last 5 years, experience and competences that are also described in their resumes and personal files.

Through reviewing of the documentations (semester workload, rule for academic staff selection, number of permanent and invited staff and ratio, etc.) and the interviewing with the Head of the Programme, the expert panel confirms that the number and workload of academic and invited staff provide the proper implementation of the learning process, scientific-creative works and other duties assigned to them. In general, the number of academic and invited staff is adequate to the number of students; the ratio between academic and invited staff ensures the sustainability of the programme. An especially welcome fact is that graduates of the university are invited to teach at the university.

Based on the presented documents and interviews, the expert panel would like to note that the Head of the Programme possesses necessary knowledge, skills and experience required for programme elaboration, and is a leading field specialist. She is directly involved in the programme implementation and also has appropriate competences in the field of programmes, as well as a clear vision over the development of both programmes.

The results of the programme satisfaction survey provided by the Quality Assurance service of the faculty show that the students consider staff and the opportunity for obtaining contemporary knowledge as the strengths of the clustered programmes; this was confirmed during the interviews with students as well.

The site visit has revealed that the educational programmes are implemented with the support of administrative and all other structural units; the qualification of administrative and support staff corresponds to the functions they perform, which is confirmed by their personal files and the job descriptions.

Referring to the provided SER and CVs of the staff, as well as the interviews, the expert panel would like to note that Tbel Abuseridze Teaching University personnel use their personal emails (like gmail.com, yahoo.com, mail.ru, etc.). The university operates its website and an electronic journal, but still has no corporate e-mail network. The corporate e-mail network would make the communication process within the staff as well as between the staff and the students smoother and more flexible. Accordingly, it is essentially recommended to establish the institutional corporate E-mail network for the staff as well for the students of the institution, to be used in the university activities, correspondences, etc. Furthermore, although the uploaded staff CVs adhere to a common framework, there are the inconsistencies within the documents. Therefore, it is suggested to conduct a thorough review of the collected employee data (CVs) in the future to ensure that they are presented in a consistent and uniform format.

The main components of both programmes are implemented by the same people. Also, all the staff employed in the master's programme are also involved in the bachelor's program. It is mentioned in the rules of conducting the competition that every person in an academic position automatically becomes an affiliated staff. In relation to those persons who are also scientific employees of other institutions, and obviously participate in scientific projects of other institutions, it is necessary to develop a mechanism so that the activities carried out on behalf of the university, which we do not see in the CV currently presented by the staff, are taken into account during the staff evaluation. The listed projects and participation in conferences have been accepted as employees of the research institute, which cannot be considered as the academic property of the university, therefore it cannot participate in the measurement of the scientific efficiency of the persons employed in the programme.

Description and Analysis - Programme 1 Art History and Theory, BA, Level 6

The BA incorporates 19 staff members (11 academic and 8 invited), ensuring the proper implementation of the learning process and achievement of the programme objectives. 11 academic staff are involved in the programme, among them: 7 professors (3 with field expertise), 3 associate professors and 1 assistant (with field expertise). All of them are affiliated with the University. The number of academic / invited staff is adequate to the number of students – 19/43. The balance between the academic and invited staff of the programme – 11/8, and the turnover rate is (academic staff – 0, invited staff – 0), ensuring the sustainability of the programme.

The lecturers implementing the BA programme of Art History and Theory are involved in the programme by the legislation and regulations in force at the university. The qualifications of the personnel are in accordance with the requirements, which are confirmed by the personal files of the teaching staff.

The annual workload of the academic staff implementing the programme ensures the proper management of the educational process provided for the educational programme. The University has elaborated the rule of the workload of personnel, which contains teaching, scientific-research and

consultation, professional development/organizational activities. There was presented an academic staff workload scheme, renewed every semester. Hours allocated for student consultation are included in the workload. The academic staff turnover rate is almost zero, and the student-to-staff ratio is adequate. This ensures the sustainability of the programme in terms of academic staff.

Despite only recently being appointed, the Head of the Programme is an experienced specialist in the field and has long experience in scientific-research and teaching activities in the field of art studies. The necessary knowledge and skills needed for the programme leader to perform activities in terms of programme evaluation and development, were proved not only by presented documentation but also during the interview.

Academic staff are affiliated. Invited academic staff are invited from other specialties of the same faculty or another faculty of the university.

The number of administrative and support staff is proportional to the number of students. Job descriptions and functions and duties of the staff are set out and they are known to the staff, which has been identified during the interview.

It should be noted here that there is a small inaccuracy in the file showing the quantitative data of the programme, and it is desirable that the institution takes this fact into account. The documents mention that the programme is implemented by 20 teachers, including one assistant professor. The programme is implemented by 19 persons, and one of them is an assistant lecturer. The programme does not have an assistant professor. Also, in the rector's order of March 23, 2021 on approving the results of the competition for academic positions, in the document of the order for the appointment to the academic position, there is one assistant professor who passed the competition in the field of art studies, however, in the following documents, this person is mentioned as a guest lecturer.

Programme 1 Art History and Theory, BA, Level 6⁶				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁷	Including the staff holding PhD degree in the sectoral direction⁸	Among them, the affiliated academic staff
Total number of academic staff	11	8	3	8
- Professor	7	3	3	7
- Associate Professor	3	0	0	0
- Assistant-Professor	0	0	0	0
- Assistant	1	1	0	1

⁶ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

⁷ Staff implementing the relevant components of the main field of study

⁸ Staff with relevant doctoral degrees implementing the components of the main field of study

Invited Staff	8	4	1	0
Scientific Staff	0	0	0	0

Description and Analysis – Programme 2 Art History and Theory, MA, Level 7

MA Art History and Theory incorporates 8 staff members (5 professors and 3 invited teacher), ensuring the proper implementation of the learning process and achievement of the programme objectives. All professors are affiliated with the University. The number of academic / invited staff is adequate to the number of students – 8/4. The balance between the academic and invited staff of the programme – 5/3, and the turnover rate is (academic staff – 0, invited staff – 0), ensuring the sustainability of the programme.

All lecturers implementing the MA programme of art history and theory are same time providing educational process at the BA level, and as it was mentioned regarding BA programme representatives of staff are involved in the programme by the legislation and regulations in force at the university. The qualifications of the personnel are in accordance with the requirements, which are confirmed by the personal files of the teaching staff.

The annual workload of the academic staff (including teaching, scientific-research and student consultation, professional development/organizational activities) implementing the programme ensures the proper management of the educational process provided for the educational programme. There was presented an academic staff workload scheme, renewed every semester. The academic staff turnover rate is almost zero. This ensures the sustainability of the programme in terms of academic staff.

The Head of the MA Programme is the same person as the Head of the BA programme. As it was already described, in the frame of BA programme, she is an experienced specialist in the field, and has long experience in scientific-research and teaching activities in the field of art studies.

During the interview the expert panel identified that the Head of Programme has the right vision about the programme unified in the cluster, programme aims, learning outcomes, and teaching methods. She revealed the necessary knowledge and skills needed for the programme leadership, to perform activities in terms of programme evaluation and development. Qualifications were proved by the presented documentation.

The number of administrative and support staff is proportional to the number of students. Job descriptions and functions and duties of the staff are set out and they are known to the staff, what has been identified during the interview.

The expert panel identified inaccuracy in the file showing the quantitative data of the programme (data about the number of students, academic staff, and accordingly scientific efficiency of the staff) the institution should take this fact into account. The document about quantitative data about the programme mentions that the program is implemented by 9 academic personal (1 professor, 7 assoc. professor, 1 assistant) and 3 invited teachers. As the study of documentation and interview results shows us the program is implemented by 8 persons (5 professors and 3 invited teacher). The programme does not include an associate or assistant professor.

It is important to pay more attention to the accuracy of the data, to avoid errors during their processing and elaborating, and therefore to determine the directions of strategic planning in relation to staff and students.

Programme 2 Art History and Theory, MA, Level 7⁹				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹⁰	Including the staff holding PhD degree in the sectoral direction¹¹	Among them, the affiliated academic staff
Total number of academic staff	5	5	3	8
- Professor	5	5	3	7
- Associate Professor	0	0	0	0
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	1
Invited Staff	3	1	0	0
Scientific Staff	0	0	0	0

Evidence/Indicators

- Personal files of academic, invited, administrative and assisting personnel;
- Mechanism and methodology of planning of student contingent of Tbel Abuseridze University;
- Academic personnel agreement samples;
- Administrative and support staff job description;
- Academic and invited staff ratio to the number of students enrolled in the program;
- Regulation on conducting a competition for academic positions and employment conditions for academic personnel at the University
- Rules and procedures for developing, approving, amending and cancelling the educational programme at the University;
- functions of Academic Programme Supervisors;
- Workloads of academic and invited staff involved in the programme;
- Interview results with Head of programmes, administrative and academic/invited personnel and students.

General recommendations of the cluster:

⁹ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

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

4.1.1 It is recommended to establish an institutional corporate E-mail network (cluster).

General suggestions of the cluster:

4.1.2 It is suggested to check the collected employee data (CVs), which should be presented in a consistent form (cluster).

4.1.3 It is suggested that it would be desirable to clarify the data about the teaching staff. The database of programme personnel must be accurate and relevant to the actual situation (cluster)

Recommendations and suggestions according to the programmes: none

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s): none

Suggestion(s): none

Programme 2 Art History and Theory, MA, Level 7

Recommendation(s): none

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<input type="checkbox"/>	X	<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

Only one programme is relevant in this standard component

Description and Analysis - Programme 2 Art History and Theory, MA, Level 7

Based on the documentation submitted by the university and interview results, it's confirmed that the qualification, knowledge, and experience of the academic staff involved in the implementation of an MA programme, submitted for accreditation, comply with the legislation. The participation in scientific and practical activities at local and international levels also confirms their qualifications. MA students have high-quality supervisors, having the respective research experience. The university has developed relevant qualification requirements for supervisors, reflected in the MA statute of the University. These requirements are transparent and take into account the level of education and the specificity of the programme.

While working on a MA thesis, a student selects a supervisor. The programme guarantees to offer students a qualified academic or invited staff with relevant field knowledge over the topic of the thesis and respective scientific-research experience. The qualifications of supervisors of Master's theses are confirmed by their files.

Programme 2 Art History and Theory, MA, Level 7¹²			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction¹³	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	3	3	3
- Professor	3	3	3
- Associate Professor	0	0	0
- Assistant-Professor	0	0	0
Invited Staff	0	0	0
Scientific Staff	0	0	0

Evidences/Indicators

- Personal files of MA theses supervisors
- The Statute of MA study;
- A list of MA theses defended during the last 5 years;

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

¹³ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Interview results during the site visit (with programme heads, students, alumni)
- Alumni satisfaction survey;
- Self-Evaluation Report

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programmes: none

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s): n/a

Suggestion(s): n/a

Programme 2 Art History and Theory, MA, Level 7

Recommendation(s): none

Suggestion(s): none

Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	n/a	n/a	n/a	n/a
Programme 2 Art History and Theory, MA, Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of 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

Based on the documentation submitted by the university and interview results, it's confirmed that Tbel Abuseridze Teaching University conducts, analyses and actively utilizes the results of the evaluation of the programme staff, and staff satisfaction survey. The University has a "Rule of Staff Performance Evaluation", according to which the staff's evaluation is established according to a grade of educational, scientific and other university activities. Staff evaluation is aimed at staff development and strengthening of scientific activity. Evaluation of staff performance is carried out once a year at the beginning of the autumn semester. The evaluation of academic and scientific staff is based on staff CVs and self-assessment completed by the staff themselves. Furthermore, this information is processed in accordance with the requirements of the "Rule of Staff Performance Evaluation". The rate of participation in scientific-research activities of the personnel grouped in the cluster creates a positive trend of development in terms of academic and scientific achievements of the personnel. Therefore, the university identifies the need to provoke scientific activations of programme staff. The expert panel would like to recommend the University and faculty administration to support programme staff in participation in international projects, research, and conferences, to increase the scientific efficiency of the programme.

The expert group believes that the institution has correctly identified the problems and the elaborated plan will allow to fit the requirements of the standard component. For instance, in order to involve students and teaching staff in the field of research, the "Regulations for the selection of a targeted scientific-research project" were developed in "Tbeli University", the purpose of which is to carry out intra-university sectoral and/or interdisciplinary research and to interest the students and young researchers of the "University" in scientific activities, to promote the development of their scientific potential.

Based on the obtained results, the university administration considers that it is necessary to improve the following issues and make the university staff more active in them: university staff, especially affiliated academic staff, should appear at forums or conferences of a republican or international character on behalf of Tbel Abuseridze Educational University; Conferences organized by Tbeli University should be given an annual character and a specific term of this conference should be defined. The working format of the conference must be sectional, according to specialties or faculties. The further development plan states: *Turns should be planned, within the framework of which the participation of Shota Rustaveli from Tbel University in the grant contests of the National Science Foundation will be ensured. Within the framework of the training, the staff should acquire the relevant knowledge and methodical approaches to the development of projects.* In addition, the university should sign memoranda and deepen cooperation with local universities, including institutions with similar programs, implementing joint projects; It should emphasize the material support from the university: A very small budget is allocated for research and development, which cannot eliminate the identified problems. It is recommended to increase the support of the staff in this regard.

If necessary, description and analysis according to the education programmes

Not necessary

Evidences/Indicators

- Scientific activity data of personnel and a report on their use in further staff development 2022-20223 academic year;
- The rule for evaluating the activities of the academic, invited, administrative and support staff of "Tbeli";
- CV's of the staff responsible for the programme implementation
- Regulation of the university's targeted scientific research project selection competition;
- Memorandums with Ovidius University and Rostov-on-Don.
- Mechanisms of international cooperation and internationalization of "TASU" and mechanisms of evaluation of their effectiveness.
- Analysis of staff performance evaluation.

General recommendations of the cluster:

4.3.1 It is recommended to activate programme staff involvement in scientific projects, conferences and activities for professional development, to increase the scientific efficiency of the programme (cluster).

4.3.2 It is recommended to sign memoranda and deepen cooperation with local universities, including institutions with similar programmes, implementing joint projects (cluster).

4.3.3 It is recommended to be activated Mechanisms of international cooperation and internationalization of "TASU" and mechanisms of evaluation of their effectiveness (cluster).

4.3.4 A very small budget is allocated for research and development, which cannot eliminate the identified problems. It is recommended to increase the support of the staff in this regard (cluster).

General suggestions of the cluster: none

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

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	<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

The institution has a library equipped with relevant literature and other materials, a reading room and computer equipment. Interested parties can look for the library materials on their website www.tbeli.ge as well. However, it was revealed in some cases, that literature is available only in Russian, which hinders students in the learning process, thus it is suggested to enrich the library with the literature available in the Georgian language, and special readers. (see suggestion for standard component 1.5)

The institution has access to some of the international electronic databases (e.g., EBSCO, Elsevier). However, it was mentioned during the interview that the university does not collect the rate of using international library databases, especially by students, which would be useful.

The institution also has an electronic learning management portal (“Electronic journal”). Students can register for study courses, familiarize themselves with the programme and syllabi, monitor evaluation results, and communicate with lecturers and administration from the abovementioned portal. The portal is still in the improvement process to fully utilize its functions and involve all interested parties. As it was noted in standard component 4.1, the panel has found that the HEI doesn’t have corporate e-mails; the recommendation to establish a corporate e-mail system is given in order to improve communication within the university groups.

The expert panel would like to note that access to the databases is possible only at the institution, and there are no instructions available for using the databases, which would raise awareness regarding databases and their usage and, therefore, would contribute to the increase in the rate of use. Therefore, the institution should ensure access to international library databases even from outside of the TATU building, and the instructions for the use of international databases should be accessible to interested parties.

The institution has access to some of the international electronic databases. A user has a chance to take part in the project "Electronic information for libraries-elFL" via computers, located in the library:

- Cambridge Journals Online (<https://www.cambridge.org/core>)
- e-Duke Journals Scholarly Collection (<https://www.dukeupress.edu/>)
- Edward Elgar Publishing Journals and Development Studies e-books (<https://www.elgaronline.com/page/70/journals>)
- IMechE Journals (<https://us.sagepub.com/en-us/nam/IMeche>)
- Open edition Journals (<http://www.openedition.org/>)
- Royal Society Journals Collection (<https://royalsociety.org/journals/>)

- SAGE Premier <https://us.sagepub.com/en-us/nam/sage-premier>
- SAGE APCs for Open Access Journals (<https://uk.sagepub.com/en-gb/eur/pure-gold-open-access-journals-at-sage>)

However, it was mentioned during the interview that the institution does not control the rate of using international library databases, especially among students: A commitment to the use of databases in an academic writing course should be made so that students learn how to use these databases.

Also, it should be noted that with the computers located in the electronic library and computer classes, the user also has the opportunity to use the electronic catalogue of the library <http://www.tbeli.ge/biblio/opac/index.php>; The catalogue allows the user to search for the physically available literature at "Tbeli University".

Description and Analysis - Programme 1 Art History and Theory, BA, Level 6

Material resources for the BA programme of art history and theory are provided by the following infrastructure: Neat, bright, auditoriums, computer labs, sports hall, large and small conference halls, wireless internet, book fund, and library space. During the site visit according to the principle of random sampling, the literature was verified. The library is provided with all mandatory literature and electronic resources, computers, photocopiers, and printers as defined by the syllabus. Digital literature for each course is available on a disk, making it flexible to use and easily accessible.

At the beginning of the academic year, students are provided with information about the rules for the use of resources. The librarian is responsible for providing information. These topics are also covered by a teacher at the beginning of an academic course. To facilitate and operationalise student services, it is planned for students to work in small groups and individually in the computer classes.

Description and Analysis - Programme 2 Art History and Theory, MA, Level 7

The master's programme of Art History and Theory is provided with the necessary infrastructure and technical equipment, which is provided for the implementation of the educational process planned by the programme. Students can use the university's library and e-library resources; The master's educational programme, which includes research, is provided with library, material, information and digital resources. The staff, with the support of the university, takes care of updating the library, material, information and digital resources.

During the site visit according to the principle of random sampling, the literature was verified. The library contains all compulsory literature and other educational materials provided by the syllabi of courses. It ensures the achievement of learning outcomes of the educational programme and helps the students while working on the master's thesis. Students have the opportunity to use the personal library of the thesis supervisor.

The students have access to the latest scientific periodicals, digital resources, international electronic library bases which allows them to be introduced to the latest scientific achievements in respective direction/field to achieve the learning outcomes of the programme.

The students are informed about the opportunity to use the available resources, and the procedures for their use, but the use of the scientific bases is not seen. It is recommended to create mechanisms for increasing the frequency of use of scientific bases.

By using e-learning/distance learning-teaching/assessment methods in the educational process, the HEI ensures that staff and students involved in the programme are provided with appropriate resources.

Evidences/Indicators

- Self-evaluation report
- Electronic library www.tbeli.ge
- Survey results;
- The web page of TATU www.tbeli.ge
- Provision of the TATU library;
- Results of facility observation;
- Movable property inventory book ;
- Agreement on access to the library databases;
- Regulation for the use of the library;
- The Provision of the Library;
- Interview results with administrative personnel and students.

General recommendations of the cluster:

4.4.1 It is recommended that the institution should ensure access to international library databases from the outside of the TATU building (cluster).

4.4.2 It is recommended that a commitment to the use of databases in an academic writing course should be made so that students learn how to use these databases (cluster).

4.4.3 It is recommended that the instructions for the use of international databases should be accessible to the interested parties (cluster).

General suggestions of the cluster:

4.4.4 It is suggested that the university collects the rate of using international library databases, especially by students (cluster).

Recommendations and Suggestions according to the programmes:

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s): none

Suggestion(s): none

Programme 2 Art History and Theory, MA, Level 7

Recommendation(s): none

Suggestion(s): none

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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 financial resources of the University consist of funds provided from the Patriarchate of Georgia. These and other types of private donations are directed to the principal function of the University: funding of educational processes, publishing activities, encouraging students' scholarships, extracurricular activities (like excursions/expeditions and etc.), improving the university material-technical base, etc. It should be noted that students do not pay any tuition fees. In addition, accommodation is provided for free in student's dormitory as well as victuals.

The university budget ensures the financial stability of the educational programmes. Budgets of the University for the Last three years are stable and balanced. The government of Adjara Autonomous Republic provides subsidies to cover utility costs and other occasional expenses like fees for authorisation and accreditation processes and etc.

The budget is formed based on the needs of the programme at the end of the year, in accordance with the collected evidence and analysis. The existing financial costs as a whole provide the necessary needs for the development of the programme. From the documents provided by the University, from the interviews and facility observation during the site visit, a group of experts concluded that budgets for the educational programmes (especially budgets for research and development) should be increased to ensure further development of the educational programmes. The administration of the University should develop a strategy for fundraising to ensure budget increase for the programmes.

Description and Analysis - Programme 1 Art History and Theory, BA, Level 6

BA Programme in Art History and Theory is funded from the university budget. 77,5% of the budget is spend on salaries, 7,4%-on general and administration costs, 15,02%-on operational costs (among them: 4,7%- on professional development and scientific research, 4,7% - on rewarding/stimulation for personnel).

Description and Analysis - Programme 2 Art History and Theory, MA, Level 7

MA Programme in Art History and Theory is funded from the university budget. 83,2% of the budget is spend on salaries, 8,5%-on general and administration costs, 8,2%-on operational costs (among them: 2,7%- on professional development and scientific research, 2,7% - on rewarding/stimulation for personnel).

Evidences/Indicators

- Budgets of the University for 2021, 2022 and 2023;
- Budget of the BA Programme in Art History and Theory;
- Budget of MA Programme in Art History and Theory;
- Results of interviews with administrative and academic/invited personnel, students, graduates;
- Self-evaluation report.

General recommendations of the cluster:

4.5.1 It is recommended that the budget for research and development should be increased to ensure further development of the educational programmes (cluster).

General suggestions of the cluster:

4.5.2 It is suggested that the administration of the University should develop a strategy for fundraising to ensure budget increase for the programmes (cluster).

Recommendations and Suggestions according to the programmes: none

Programme 1 Art History and Theory, BA, Level 6

Recommendation(s): none

Suggestion(s): none

Programme 2 Art History and Theory, MA, Level 7

Recommendation(s): none

Suggestion(s): none

Evaluation

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

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, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<input type="checkbox"/>	X	<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
Programme 1 Art History and Theory, BA, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<input type="checkbox"/>	X	<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

University Quality Assurance mechanism is based on university regulations such as "Rule for planning, designing, implementation, evaluation and development of the first- and second-level higher education programmes", according to which the participation of all interested parties (academic staff, students, graduates, employers) in the process of programme development, monitoring of programme implementation and development is regulated.

Evaluation of the quality of teaching is carried out with involvement of faculty staff, programme supervisors, programme implementation staff, students, graduates, employers and other persons related to this process. During the internal assessment the internal mechanisms of quality assurance at "Tbeli University" provide evaluation of educational programmes, educational process and academic staff, evaluation of the material and technical base, learning environment, student services, as well as evaluation of administrative staff. An evaluation procedure for the academic staff has been elaborated, which envisages evaluation of participation in pedagogical, scientific and other university activities.

Representatives of the University Quality Assurance Service Office, with the cooperation of personnel involved in the implementation of educational programmes conducted the self-evaluation of the programmes. The working group was formed. Students and alumni also were involved in the working group. Working group was meeting on a regular basis and minutes of meetings were presented by the university administration. Activities and changes were implemented to eliminate weaknesses identified as a result of the self-evaluation process.

The head of the working group was assigned to lead the process of preparation of the self-evaluation report in accordance with the standards. The Head of the Programme was responsible to present the updated programmes. The Head of the Programme and the implementers of the programme were also involved in other activities within their competence. Some members of the working group were tasked with organizing and preparing documentation related to the chancellery, legislative and other normative issues. Master's students and graduates were involved in various types of surveys, communication with students and graduates, and various organisational issues related to their competence. The legal service and chancellery of the university were actively involved in the activities of the group and in the coordination with them in revitalizing various intra-university normative bases. In cooperation with the working group, various quantitative indicators were collected, including data on the personnel involved in the programme, scientific and research indicators of persons involved in the programme, and etc.

Challenges identified by internal quality mechanisms were discussed among colleagues within the programme or at Faculty Council meetings. Recommendations were developed, on the basis of which measures were planned to be implemented in order to improve the programme, to promote the

professional development of the personnel implementing the programme.

A quality assurance system operates and is publicly available. It works according to the “plan–do–check–act” principle. Annual working plans and annual report of the Quality Assurance service were presented by the university administration. The Internal quality assurance office together with programme staff worked together to develop a self-evaluation report and to eliminate weaknesses of the programmes.

To monitor and evaluate the electronic/distance learning process, the University developed internal quality assurance mechanisms- method for the evaluation of study process conducted remotely.

If necessary, description and analysis according to the education programmes

Not necessary

Evidences/Indicators

- Educational programmes and syllabi;
- Rule for planning, designing, implementation, evaluation and development of the first- and second-level higher education programmes
- Rule of Evaluation of Programme Learning Outcome and Target Marks (approved by Rector’s order №01-03/15 on June 30, 2021);
- Curriculum map, assessment plan and rubrics of the Bachelor programme in art history and theory;
- Curriculum map, assessment plan and rubrics of the Master's programme in Art History and Theory;
- Results of the assessment of the learning outcomes of the Bachelor programme in art history and theory;
- Results of the evaluation of the learning outcomes of the Master's programme in Art History and Theory;
- Analysis of students' academic performance according to academic courses;
- Employers survey analysis for both programmes;
- Alumni satisfaction survey for both programmes;
- Students’ satisfaction survey for both programmes;
- Minutes of the meetings with stakeholders (academic staff, employers, students, graduates);
- Minutes of the meetings of Self-evaluation team;
- Method for the evaluation of study process conducted remotely;
- Annual Reports of Quality Assurance Office of the University;
- Survey results of evaluation of programme learning outcomes by graduates;
- Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- Self-evaluation report.

General recommendations of the cluster: none

General suggestions of the cluster: none

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

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	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

The external assessment instrument for the University is the National Center for Development of Education Quality of Georgia (EQE). Accreditations of educational programs carried out by National Center for Development of Education Quality of Georgia is a programme evaluation that determines the compliance of an educational programme with accreditation standards. The programmes grouped in the Art History and Theory cluster went through the previous accreditation process in 2012, and the last authorization in 2019. Recommendations and suggestions given during the previous accreditation process in 2012 were taken into consideration. The University also took into account advice and recommendations received during the authorisation process. In the process of external assessment results of surveys of alumni and employers are also used.

It is worth noting that the institution presented the information of the Head of the Programme that the external collegial evaluation of educational programs was carried out by the staff of the Giorgi Chubinashvili National Research Center of Georgian Art History and Monument Protection, also by the personnel from Batumi State University of Arts. However, the external evaluations themselves from these organizations were not presented. In the information of the Head of the Programme, it is mentioned that there were no significant remarks in the external collegial developmental evaluations, while recommendations were given for raising the quality of teaching and strengthening the research component.

It is desirable programme staff to utilize developmental peer review involving foreign colleagues

working at other Higher Educational Institutions/ scientific-research centres.

If necessary, description and analysis according to the education programmes

Not necessary

Evidences/Indicators

- Employers survey analysis for both programmes;
- Alumni satisfaction survey for both programmes;
- Minutes of the meetings with stakeholders (academic staff, employers, students, graduates);
- Minutes of the meetings of Self-evaluation team;
- Annual Reports of Quality Assurance Office of the University;
- Survey results of evaluation of programme learning outcomes by graduates;
- Results of interviews with administrative and academic/invited personnel, students, graduates, employers, and QA personnel;
- Educational programmes' head information letter on external developmental peer reviews;
- The decision N796 of the Council of Accreditation of Educational Programmes dated 13.12.2012 (BA- Art History and Theory);
- Decision No. 810 of the Council of Accreditation of Educational Programmes dated 13.12.2012 (MA- Art History and Theory);
- Self-evaluation report.

General recommendations of the cluster: none

General suggestions of the cluster:

5.2.1 It is suggested that programme staff utilise developmental peer review involving foreign colleagues working at other Higher Educational Institutions/ scientific-research centres (cluster).

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

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	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

The periodic evaluation of the educational programme at the university includes the monitoring of the educational process, the evaluation of the implementing personnel involved in it and assessment of the necessary material and technical base, services, the survey of interested parties, as well as the constant monitoring of the ways of achieving the learning outcomes defined by the programme and the target benchmarks.

In order to promote the effective implementation and development of the educational programme, the quality assurance service monitors the educational process, which means attendance at classes to give developmental collegial evaluation to lecturers.

An important component of the evaluation of educational programmes, administrative, support and academic staff is the analysis of student surveys and academic performance. Obtaining the mentioned information is gradually carried out by an electronic platform. A new electronic system for managing the educational process has been launched in the university, which further increases the quality of the educational process, contributes to raising the quality of teaching, the objectivity of evaluation, the communication between students, teachers and administration is significantly improved.

The Quality Assurance Service conducts student surveys and monitoring of the educational process, collects information determined by the assessment procedure about each educational programme and each academic staff involved in it, processes, analyses the results and develops recommendations about the measures to be taken. The Quality Assurance Service of the university, through internal and external evaluation mechanisms, determines the shortcomings in the implementation of the programme, develops recommendations. In shaping the changes attention is paid to the suggestions of employers and graduates. Also, significant attention is paid to the opinions expressed by students regarding the content, teaching methods, learning outcomes, and the literature used in a particular course.

The programmes grouped in cluster were compared with similar programmes of foreign universities (Groningen University, Netherlands), comparative analyses was prepared in order to apply the best international practices.

The institution periodically conducts student and graduate satisfaction surveys, employers' opinion analysis, however, the results of academic/scientific and invited staff satisfaction surveys have not been presented. The university should conduct and analyse the satisfaction surveys of

academic/research/invited personnel. Besides conducting students' satisfaction surveys, university should ensure that students evaluate (through questionnaires or other means) every mandatory study course at the end of each course. In addition, university should ensure that master students evaluate the implementation of the scientific-research component, as well as scientific supervision.

If necessary, description and analysis according to the education programmes

Not necessary

Evidences/Indicators

- Educational programmes and syllabi;
- Rule for planning, designing, implementation, evaluation and development of the first- and second-level higher education programmes
- Rule of Evaluation of Programme Learning Outcome and Target Marks (approved by Rector's order №01-03/15 on June 30, 2021);
- Curriculum map, assessment plan and rubrics of the Bachelor programme in art history and theory;
- Curriculum map, assessment plan and rubrics of the Master's programme in Art History and Theory;
- Results of the assessment of the learning outcomes of the Bachelor programme in art history and theory;
- Results of the evaluation of the learning outcomes of the Master's programme in Art History and Theory;
- Analysis of students' academic performance according to academic courses;
- Employers survey analysis for both programmes;
- Alumni satisfaction survey for both programmes;
- Students' satisfaction survey for both programmes;
- Minutes of the meetings with stakeholders (academic staff, employers, students, graduates);
- Minutes of the meetings of Self-evaluation team;
- Method for the evaluation of study process conducted remotely;
- Annual Reports of Quality Assurance Office of the University;
- Survey results of evaluation of programme learning outcomes by graduates;
- Results of interviews with administrative and academic/invited personnel, students, graduates, employers, and QA personnel;
- Self-evaluation report.

General recommendations of the cluster:

5.3.1 It is recommended that the university should conduct and analyse the satisfaction surveys of academic/research/invited personnel (cluster).

5.3.2 It is recommended that the university should ensure that: students evaluate (through questionnaires or other means) every mandatory study course at the end of each course; master students evaluate the implementation of the scientific-research component, as well

as scientific supervision (cluster).

General suggestions of the cluster: none

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

Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Art History and Theory, BA, Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	<input type="checkbox"/>	X	<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, Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Art History and Theory, MA, Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

N(N)LE St. Tbel Abuseridze Teaching University of the Patriarchate of Georgia

Name of Higher Educational Programmes, Levels:

- Programme 1 Art History and Theory, BA, Level 6
- Programme 2 Art History and Theory, MA, Level 7

Compliance of the programmes with the standards

<p align="center">Contents</p> <hr/> <p align="center">Standard</p>	<p align="center">1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</p>	<p align="center">2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering</p>	<p align="center">3. Student Achievements, Individual Work with them</p>	<p align="center">4. Providing Teaching Resources</p>	<p align="center">5. Teaching Quality Enhancement Opportunities</p>
<p>Programme 1 Art History and Theory, BA, Level 6</p>	<p align="center">Substantially complies</p>	<p align="center">Substantially complies</p>	<p align="center">Substantially complies</p>	<p align="center">Substantially complies</p>	<p align="center">Complies</p>
<p>Programme 2 Art History and Theory, MA, Level 7</p>	<p align="center">Substantially complies</p>	<p align="center">Substantially complies</p>	<p align="center">Substantially complies</p>	<p align="center">Substantially complies</p>	<p align="center">Complies</p>

Signatures

Chair of Accreditation Experts Panel

Sarah Bennett, signature 

Of the member(s) of the Accreditation Experts Panel

Tamar Chkheidze, signature 

Levan Silagadze, signature 

Ia Natsvlshvili, signature. 

Mariam Gorgodze, signature 