განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group FINAL Report on Higher Education Programme

Higher Education Programme Name
Art Management
Doctor of Management (in Art Management)

HEI's Name
LEPL Shota Rustaveli Theatre and Film Georgia State University

Date(s) of Evaluation
October 9, 2018

Report Submission Date
December 3, 2018

Tbilisi
2018

HEI's Information Profile

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

Higher Education Programme Information Profile

Name of the Programme	Art Management
Level of Education	Doctoral
Qualification Granted Indicating Qualification Code	Doctor of Management (in Art Management)
Language of Instruction	Georgian
Number of Credits	180
Programme Status (Authorized/ Accredited/New)	Accredited

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Prof. Pandelis Ipsilandis TEI of Thessaly, Greece
Member (Name, Surname, University/organization/Country)	Prof. Tamaz Gabisonia Ilia State University, Georgia
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Member (Name, Surname, University/organization/Country)	Ms. Nana Pirtskhelani (Student expert), Caucasus University, Georgia

Accreditation Report Executive Summary

- **General information on the education programme**

The programme is offered by the Faculty of Art Sciences, Media and Management of Shota Rustaveli Theatre and Film Georgia State University (TAFU) at Tbilisi. TAFU is considered the leading University in Arts in the country having been dedicated solely to visual and performing arts. The Art Sciences, Media and Management Faculty is the biggest faculty of the Shota Rustaveli Theatre and Film Georgia State University in terms of the number of educational programs, as well as the number of students. The Faculty offers BA and MA level programs in Art History & Theory, Mass communication (TV, Radio Journalism), Art Management and Cultural Tourism and doctoral studies in Arts, Media, and Art Management. The Faculty has a full appreciation of the treasure of Arts and Culture as a valuable resource for socioeconomic development and realizes the importance of creating a new generation of highly qualified generation of scientists that have the knowledge and skills to address issues related to the Art management in the country.

- **Brief overview of the accreditation site-visit**

The accreditation visit took place on Tuesday, October 9. Before the visit, the experts' panel received a Self-Evaluation Report (SER), the Programme Description document accompanied by detailed syllabi of all programme components (in English) and documents regarding University Services, CVs and documentation regarding the academic staff, etc. (in Georgian). The Expert Team would like to point out and comment the University for having available a lot of information publicly at the University's website in English.

During the visit, the panel had the chance to meet and interview representatives of the University administration, the programme management team, the SER work team, teaching staff (both affiliated members and invited teachers), doctoral dissertation supervisors, students and PhD graduates of the program, as well as social partners. All participants were very cooperative and willing to participate in discussion in an open and frankly way. Requests from the panel regarding the provision of additional information were handled professionally and efficiently during the visit.

The experts' panel would like to express sincere thanks for the cooperation of all participants and their participation in fruitful discussions during the visit.

- **Summary of education programme's compliance with the standards**

The objectives of the doctoral programme in Art Management is to prepare highly qualified specialists, who possess an in-depth theoretical and practical knowledge in management in the area of culture. University and programme administration teams as well as representatives of employees from the cultural organizations all share a common perspective, that culture is indeed a significant national resource of high value for Georgia that can contribute a lot to social and economic growth; thus, it must be managed by individuals with proper skills and background, which are currently in short supply. At the same time, the programme aims in fulfilling the need for preparing specialists at doctoral level for relevant academic careers, so that growth of the academic & research community in the scientific field of Art Management is sustained.

Interviewed employers acknowledged the importance of the programme to the cultural industry and indicated their satisfaction with the competencies and skills of graduates who are employed at their organizations. Specialists with a doctoral degree in Art Management can be employed in Academic, in state and regional cultural organizations, in museums to staff scientific positions or work as external consultants / specialists. Currently, employers cooperate with the programme in many areas (i.e. defining the direction of the programme, employing students, participating in organization of cultural events, etc.) and are interested in supporting the continuous development of the programme.

Since the program serves a niche of the market, enrolment is kept to low levels. Taking into consideration current capacity, the management of the program aims in enrolling on the average two PhD candidates per year. However, increasing promotion of the programme could attract more candidates from art and other fields and even if enrolment stays at the same levels, the programme will have more choices for selecting the best candidates.

One of the great advantages for the program is that it is unique in the country. The program management team is aware that the development of the program is inextricably connected to the development of the scientific field in Georgia. However, as the program continues its development consideration should be given to the developments of the field internationally University administration and programme management is aware of the importance of the internationalization for the university, which is stated as a priority in the University Strategic Development plan 2018-24.

Programme Learning Outcomes (LOs), although they are generally compatible with programme aims and objectives, are expressed in an exhaustively detailed manner. The enormous number of LOs (27 all together), include many repetitions and add no value to the program. Attention should be given to emphasize on overarching LOs, which are achievable by graduates.

Admission criteria are clear. The programme follows an academically rigorous process for admitting doctoral students. Applicants to the Doctoral programme must present a paper/article of research nature, which reflects their scientific interests after passing a preliminary interview with the potential supervisor and present a recommendation from the Head of Program.. To facilitate interested applicants the programme offers pre-admission consultation during the months prior to submission of applications.

The structure of the programme includes a learning component of 60 ECTS (1st year of study) and a scientific component of 120 ECTS (2nd and 3rd year of study), according to Georgian and EU standards. Program components ensure the gradual building of knowledge and skills so students reach the research stage of their Ph.D. studies well prepared.

The scientific supervisor and the doctoral student develop an individual plan, according to which the research will take place. Colloquium is a compulsory part of leaning at the Doctoral program is conducted at least once a semester. The doctoral students must publish 3 papers in international reviewed journals before the defense of their dissertation. It is vital that the program sets standards for publication of the candidates' scientific work. Indicative actions that can be taken in this direction include requirements for publishing in English and the establishment of a list of specific scientific journal and conferences, of high scientific impact.

For each course, a very detailed well-organized subject descriptor (Syllabus) has been developed that contains Course objectives, intended LOs, teaching methods, weekly content, corresponding literature and individual work, assessment methods and evaluation. Curriculum is reviewed periodically. Future review should focus on certain issues regarding the curriculum vis-a-vis the programme LOs.

Consideration should be given to subject concerning legislation, so that emphasis concentrates on policy making in the area of art management, at national and international level and not narrowly on legislative aspects, bringing delivery methods up, to doctoral level. Research methodology has a very strong orientation on theoretical research approaches. Consideration should be given to strengthen the area of research methodologies in management context (e.g. Interviews, focus groups, case studies participatory research). Finally, mandatory and suggested literature should be reviewed regularly since in certain cases is outdated.

During their studies, students are given opportunities to build their research and practical skills. The University annually conducts conferences for students and researchers, and it is actively promoting the research work of its students by providing financial support to them for presenting their work at scientific conferences. The list of completed and potential research topics shows the orientation of the programme towards Applied Research and gives students develop practical skills in the corresponding areas. Students of the programme had the opportunity to be involved in several projects to get practical experiences in organization of cultural events.

Teaching methods used in the program are indicated clearly in the relevant syllabus/concept of every component. The methods were chosen considering the requirements of the level, the content of the course and the learning outcomes. The doctoral students' evaluation system is based on active participation of students in the learning process and continuous evaluation of the acquired knowledge. Evaluation of dissertations is made according to 11 predefined criteria. The defense committee includes external reviewers, funding for whom has been included in the programme budget. Overall, the evaluation process for both learning and scientific component is fully transparent.

Evidence from students, alumni, dissertation supervisors and academic staff showed that students receive sufficient consultation and support during their doctoral studies. Every Doctoral student benefits from person-to-person approach, has a qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis. Supervisors have a strong academic background as well as professional experience in Arts Management, having been active in the field for long time.

All the necessary information related to the educational process, programmes and activities is placed at the web page of the university. Doctoral students reported that supervisors were supportive and easily available for consultations. Consultations hours are announced and known to students during their study students have the possibilities to be involved in different kind of international or local events, conferences, festivals, to participate and even organize some of them. In addition, the relevant department provides students with the accessibility to information on international opportunities (summer schools, international scholarships, conferences, other training, etc.). However, strengthening of the international component, will help this particular doctoral program to become stronger, more appealing and successful. Involvement foreign scholars with their rich experience in studying process or send PhD student to attend exchange courses abroad, work on join research programmes, thus having chances to raise additional funds for these goals will be some challenges for this program in the future.

The Head of the Program is a university professor with excellent academic knowledge and professional experience and long practice in PhD student advising process. She provides strong leadership, has a clear idea about the aims of the programme, challenges that the programme faces and priorities for its future development.

One of the benefits of the programme is the coherence of the team that delivers the programme, which includes 4 academics, and 3 invited staff. Overall, the teaching staff has long and strong – in some cases remarkable - academic and professional experience in their fields of expertise. As the programme develops, there is a need to be enriched with newer staff that is more focused in the field of Arts Management and be more active in pursuing research and international cooperation in the field. Academic staff is expected to increase research output, especially in international journals in English language and work with social partners to develop thematic research agendas for the programme. Academic staff development is monitored through annual activity reports of their activities and plans of work with allocation of time for various activities. Their evaluation regarding academic and research work is performed by means of regular surveys conducted by the Quality Assurance Department and by means of presenting individual reports of the scientific work.

The programme is delivered on the premises of Shota Rustaveli Theatre and Film Georgia State University, a University, which traditionally provides higher education in Arts. The infrastructure and technical equipment of the university (auditoriums, library and halls, IT systems, including electronic resources) are sufficient for the delivery of the programme and the achievement of learning outcomes.

The financial resources of the programme (and the University as a whole) come from state funds, mostly from the ministry of education, while additional funds for TAFU are provided by the Ministry of Culture. The latter is used by the University to subsidize student fees for best applicants as long as they retain their scholarship with their academic performance.

The QA department reports directly to the Rector, while QA faculty offices are responsible for the operation and coordination of QA procedures at each faculty working closely with the faculty boards and programme directors. The overall philosophy of QA is that QA processes are continuously developing following the approach of an "Inner evaluation and accreditation process" . The set of procedures developed by the QA department concern almost all areas of University operations and work efficiently. External review results are taken into consideration in reviews and actions for improvement have been initiated. Periodic programme reviews re taking place annually.

- **Summary of Recommendations**

Programme Learning Outcomes should be reviewed to become more coherent and express overarching learning objectives, at the right level for the programme. International best practices can be used.

Programme Learning outcomes should be strengthened a) in the area concerning the ability of graduates to function in international environment and b) to reflect the skills that the programme does develop in graduates to prepare them for careers as academic staff.

Improve syllabuses by considering:
- Reduce the content that relates to just legislative information with no scientific creative component and focus on policy making upgrading its delivery of those courses to doctoral level studies
- Enhance the *"Modern Methodology of Research"* subject to include methodologies more suitable for research in the management field, and include relevant textbooks
- Review the activity *"Present the relevant translation of the foreign literature in frames of the research topic or review of the given literature"* to ensure that students provide a critical review or creative report of the translated paper and modify programme specification accordingly.

- Review the mandatory and suggested literature in each subject and update it. In addition to text books, enhance literature with scientific articles.

The programme must require that some of the published work of candidates to be in English, and establish a list of international scientific journals with high scientific impact where students publish their work.

Provide incentives and training for increasing scientific output of all academic staff involved in the programme.

Increase the amount of academic staff published research work in relevant international journals in English language to obtain increased international recognition for the programme and for the staff.

Increase support and funding for scientific activities focusing in the field of Arts Management aiming in the development of the field in general, so that higher recognition for the programme is achieved.

Periodic review should include complete review of the syllabus of each course including the update of the literature

- **Summary of Suggestions**

As one of the main priorities of the programme is the development of the scientific field in Georgia, cooperation with social partners should be strengthened and formalized. This may give new opportunities (e.g. developing research areas of common interest). Consideration should be given to the establishment of a formal advisory group (academics, employers, alumni) according to international practices that could contribute in setting strategic goals and directions for the programme.

Intensify internationalization of the programme by exploiting the advantages of the programme: Unique programme offered by a prestigious institution, links with cultural organizations in Georgia, dedicated leadership, flexibility and effectiveness. Develop a strategic internationalization plan with specific actions and targets. Exploit available opportunities from EU and other funding programmes for actions of joint research & development projects, scientific events, exchanges programmes that could enhance the international profile of the program and derive benefits for students and staff.

Promotion of the programme should be increased to attract more candidates from art and other fields so that the programme has more choices for selecting best candidates.

The list of relevant disciplines for admission to the programme should be extended to include holders of Master degree in Arts.

Since admitted doctoral students have diverse backgrounds and experiences consider more flexibility in the programme to accommodate student needs and enhance their development in aspects that they need to become stronger.

Check consistency of information between Syllabi and Programme description, since some discrepancies were noted between the two documents

The University should consider raising the standards of academic performance for doctoral candidates above those that are set be national regulations as the later reflect minimum acceptable performance in general, while doctoral students should be devoted to excellence.

Continue support and develop fund-raising for PhD Students' exchange programs and research courses. Provide additional opportunities for students' participation in International conferences on permanent level.

Invite foreign scholars to deliver international knowledge and experience to PhD Students. Exploit EU funding opportunities for staff exchanges.

Work with social partners to develop thematic research agenda for the programme.

Exploit the opportunities for obtaining funding from various EU or other international programmes that support education and research in the cultural field. Increased internationalization will help in partnerships Develop a plan that includes specific targeted activities for actions that can generate additional funding for the programme (participation in EU funded programmes,

- **Summary of best practices (If Applicable)**

Allowing students to take doctoral course (as part of the electives) at other Georgian Universities (Tbilisi State University, State Academy of Arts). This practice can be expanded in the future to include partner universities abroad.

One of the strong side of the program is that it is oriented to prepare future professional academic staff for this particular PhD program and gives the current PhD students opportunity to continue their academic activities within this program.

The commitment of the University to provide financial assistance to as many students as possible recognizing the facts that most students cannot afford to pay fees.

- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**

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 in order to improve the programme.

1.1 Programme Objectives
Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.

Descriptive summary and analysis of compliance with standard requirements

The objectives of the doctoral programme in Art Management is to prepare highly qualified specialists, who possess an in-depth theoretical and practical knowledge in management in the area of culture. During the interviews with the University and programme administration teams as well as representatives of employees from the cultural organizations (e.g. museums) it became apparent that they all share a common perspective, that culture is indeed a significant national resource of high value for Georgia that can contribute a lot to social and economic growth; thus, it must be managed by individuals with proper skills and background, which are currently in short supply, because for many years the tendency was that professional managers was needed to manage cultural institutions.

At the same time, the programme aims in fulfilling the need for preparing specialists at doctoral level for relevant academic careers, so that growth of the academic & research community in the scientific field of Art Management is sustained.

The programme objectives are reflected in relevant competences that the programme aims to develop in doctoral students such as: skills of generating and fulfilling creative ideas in the area of management, skills for persuading specialists, in the first place, in the progressiveness of innovative ideas, skills of conducting scientific researches, skills of adequately evaluating the processes and events taking place in the field and skills of making right scientific conclusions.

Interviewed employers acknowledged the importance of the programme to the cultural industry and indicated their satisfaction with the competencies and skills of graduates who are employed at their organizations. According to them, there is a need of specialists in Art Management in the regional cultural organizations, in museums to staff scientific positions or work as external consultants / specialists. Currently, employers cooperate with the programme in many areas (i.e. defining the direction of the programme, employing students, participating in organization of cultural events, etc.). Discussion with employers revealed their interest in supporting the continuous development of the programme and continuous cooperation.

Since the program serves a niche of the market, enrolment is kept to low levels. Taking into consideration current capacity, the management of the program aims in enrolling on the average two PhD candidates per year. However, increasing promotion of the programme could attract more candidates from art and other fields and even if enrolment stays at the same levels, the programme will have more choices for selecting the best candidates. All program graduates are currently employed in relevant organizations and academia in jobs that relate to their qualifications.

One of the great advantages for the program is that it is unique in the country. The program management team is aware that the development of the program is inextricably connected to the development of the scientific field in Georgia. According to their initial investigation, similar programs exist in the USA and EU but with different orientations, fitting the socioeconomic conditions in those countries. As the program progresses, consideration should be given to the developments of the field internationally for two reasons a) because global trends also affect development at national level and b) graduates should be competent and skillful to act and perform at international level. University administration and programme management is aware of the importance of the internationalization for the university, which is stated as a priority in the University Strategic Development plan 2018-24. The programme has already taken certain initiatives to establish connections with international associations in Arts Management in Europe and USA. Certainly, the establishment and development of such cooperation with relevant international organizations and Universities should become top strategic priority for the programme.

Evidences/indicators

- *Program description document,*
- *Self-Evaluation Report (SER)*
- *Interview with University Administration*
- *Interview with the SER team*
- *Interview with the programme head*
- *Interviews with academic staff*

Recommendations:

Suggestions for programme development:

- Intensify internationalization of the programme by exploiting the advantages of the programme: Unique programme offered by a prestigious institution, links with cultural organizations in Georgia, dedicated leadership, flexibility and effectiveness. Develop a strategic internationalization plan with specific actions and targets. Exploit available opportunities from EU and other funding programmes for actions of joint research & development projects, scientific events, exchanges programmes that could enhance the international profile of the program and derive benefits for students and staff.
- As one of the main priorities of the programme is the development of the scientific field in Georgia, cooperation with social partners should be strengthened and formalized. This may give new opportunities (e.g. developing research areas of common interest). Consideration should be given to the establishment of a formal advisory group (academics, employers, alumni) according to international practices that could contribute in setting strategic goals and directions for the programme.
- Promotion of the programme should be increased to attract more candidates from art and other fields so that the programme has more choices for selecting best candidates.

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

1.2. Programme Learning Outcomes

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

➢ Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;

➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

Descriptive summary and analysis of compliance with standard requirements

Programme Learning Outcomes (LOs), are generally compatible with programme aims and objectives that are originated from the University's vision regarding the program. However, the attempt to describe the diversity of the program objectives in terms of the peculiarities of the Georgian culture at this point resulted in an enormous number of LOs (27 all together), that are expressed in an exhaustively detailed manner including many repetitions and adding no value to the program.

For example, all 4 learning outcomes under "Knowledge and Understanding" could be combined as (indicatively) *"graduates being able to deeply understand the achievements, novelties current practices and challenges (state of the art) in the field, which enables the generation of new, original ideas and having creative approaches for different situations".* Similar modifications can take place in the other categories of LOs.

Moreover, since this is a doctoral programme, it is important that LOs should be set at the right level. Expressions like, *regular knowledge*, *fundamental knowledge*, *is familiar* should be avoided since they describe knowledge at lower levels. Subsequently, subjects that may be supporting LOs at that level should be revised.

Attention should be given that all programme LOs are achievable by graduates. For example, in the Communications skills category LOs demand, rightfully so, that graduates are *"able to present the conclusions, arguments and research methods to the academic society and specialists, in Georgian and foreign languages".* However, none of the interviewed students had published any work in foreign language – just abstracts, since no corresponding requirement exist for graduation.

According to international practices, programme LOs **should be limited to 10 – 12** (in case of doctoral programs even more so, since 3rd cycle programs are more focused) and emphasize on **overarching LOs**, the achievement of which can be verified. For example, the ability of the graduates to function in an international cultural environment and the ability to function as knowledge transfer as future academic staff is not explicitly stated as main programme LOs.

A curriculum map indicates the contribution (strong / moderate / weak) of each programme component to the main categories (Knowledge / Skills / etc.) of programme LOs. Rationalization of programme LOs will make possible the mapping of components to specific LOs.

Programme Learning Outcomes are reviewed based on input received by students and staff. Several university regulations refer to internal assessment activities that are oriented on improving the learning outcomes. Discussion with programme management, QA team, and students several modifications to curriculum were made since the last programme accreditation (e.g. adding courses such as *Legislative base of the field of culture*), to achieve alignment with programme LOs.

Evidences/indicators

- o *Program description document,*
- o *Self-Evaluation Report (SER)*
- o *Programme syllabi*
- o *QA regulations*
- o *Results of employer, alumni and graduating students survey and employers focus groups*
- o *Interview with University Administration*
- o *Interview with the SER team*
- o *Interview with the programme head*
- o *Interviews with academic staff*

Recommendations:

- o Programme Learning Outcomes should be reviewed to become more coherent and express overarching learning objectives, at the right level for the programme. International best practices can be used.
- o Programme Learning outcomes should be strengthened a) in the area concerning the ability of graduates to function in international environment and b) to reflect the skills that the programme does develop in graduates to prepare them for careers as academic staff.

Suggestions for programme development:

- o Consider relevant publications regarding the development of programme LOs. Indicatively:
  - EU-The programme Learning Outcomes: http://ec.europa.eu/education/ects/users-guide/learning-outcomes_en.htm
  - Montana University Guide to Developing Program Learning Outcomes
  https://www.montana.edu/provost/documents/
  assessment/002%20Developing%20Program%20Learning%20Outcomes.pdf
  - Center for University Teaching, Learning, and Assessment, University of West Florida https://uwf.edu/media/university-of-west-florida/offices/cutla/documents/Writing-Graduate-Level-Learning-Outcomes(2018).pdfNon-binding suggestions for programme development

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	☒			

2. Teaching methodology and organization, adequate evaluation of programme mastering

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

2.1. Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
Descriptive summary and analysis of compliance with standard requirements The programme follows an academically rigorous process for admitting doctoral students. Taking into consideration existing capacity, admission targets are set to accepting 3-4 students every two years. Admission criteria are clear. Admission to the programme requires that candidates are holders of a Master level degree in the field of Business Administration, Economics, Art Management, Social Sciences, Political Sciences, International Relations, Law. The Faculty Commission reviews the appropriateness of the admission of candidates from other directions on a case-by-case basis based on the overall profile of the candidate. Given that this is a doctoral programme in Arts Management, graduates from Arts Master programmes should also referred in admission criteria; moreover, since Arts majors have already enrolled the programme. Applicants are required to have knowledge of at least one foreign languages (English, German, French and Russian or depending on the specificity of the research topic any other foreign language) at the level of no less than B2, which is checked by a University conducted examination in the relevant foreign language or the possession of a diploma or internationally recognize certificate in the foreign language.

Applicants to the Doctoral programme must present a paper/article of research nature, which reflects the scientific interests relevant to his/her topic after passing a preliminary interview with the potential supervisor and present a recommendation from the Head of Program/Head of Module with an appropriate reasoning. To facilitate interested applicants the programme offers pre-admission consultation during the months prior to submission of applications.

The admission to the programme is performed based on a point system reflecting the result of the candidate's interview with the Commission. Program admission preconditions are transparent, public and accessible on the web page of the University.

Evidences/indicators

- o *Program description document,*
- o *Self-Evaluation Report (SER)*
- o *QA regulations*
- o *Interview with the SER team*
- o *Interview with the programme head*
- o *Interviews with students and alumni*

Recommendations:

Suggestions for programme development:

- o The list of relevant disciplines for admission to the programme should be extended to include holders of Master degree in Arts.

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

☒ **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical.

Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The programme was designed based on TAFU regulations for internal approval of programmes at all three levels that specify in detail the planning, designing and developing process which takes into consideration Programme admission preconditions, Learning Outcomes, Methods for achieving LOs,, System of evaluating student's knowledge, Teaching plan, referring to the specifications of teaching, ECTS workloads.

Input to programme development was provided from continuous interaction between Academic staff with cultural organizations and series of meetings held with representatives of museums.

The programme is compatible with Higher Educations standards in Georgia and includes workload of 180 ECTS distributed in a period of at least 3 years. The structure of the programme includes a *learning component* of 60 ECTS (1st year of study) and a *scientific component* of 120 ECTS (2nd and 3rd year of study).

Program components ensure the gradual building of knowledge and skills so students reach the research stage of their Ph.D. studies well prepared.

Students start by taking general courses that aim in: a) exploration of the state of the art in the field of cultural management, introducing students to formulate systemic vision of identifying problems in cultural management and generation of new creative ideas, b) development teaching skills (pedagogy and educational psychology) and to prepare them to work in academic positions in Higher Education by assisting academic staff in teaching, c) development of the Doctoral student's transfer skills such as Communications and presentation skills.

During the learning component, students are also introduced to Research methodology and have to take and Academic writing module (if they haven't taken it before), work on specialized seminar related to their dissertation areas and take two doctoral level elective courses offered by the faculty or other faculties or even at other Universities (e.g. Tbilisi State University, State Academy of Arts.

The second module (120 credits, semesters 3 to 6) which includes the development and defense of the Ph.D. dissertation is structured in a way that students progressively pass through several milestones with specific deliverables (e.g. Semester based colloquiums at predefined dates), before the reach the completion point of their research work.

The scientific supervisor and the doctoral student develop an individual plan, according to which the research will take place. Colloquium is a compulsory part of leaning at the Doctoral program is conducted at least once a semester (except for Semester I) in the direction of management in the field of culture and is reviewed at the field section (academic and invited staff specialized in the field). During the colloquiums a presentation on the works performed by the Doctoral student is conducted along with a discussion, review of the new scientific literature related to the topic, presentation of the annual thesis of the Doctoral student and its review.

The doctoral students must publish 3 papers in international reviewed journals before the defense of their dissertation. An indicative list of scientific journals is provided in the programme description, which includes mostly Georgian journals. Interviewed students had no publications in English – just abstracts. The competitiveness of the graduates of a doctoral program, the aim of which is to generate new researchers, is usually measured by their contribution in the development, application and transfer of new knowledge. In this sense, it is vital that the program sets standards for publication of the candidates' scientific work during the scientific module of the program. Indicative actions that can be taken in this direction include requirements that some of the published work produced by Ph.D. students to be in English and the establishment of a list of specific scientific journal and conferences, which the programme considers as having high impact, where students publish their work, etc.

The format of studying at the Doctoral programme is only daytime attending studying. In some cases, the Doctoral student will be given an additional period of two years to complete the research.

The Expert Team believes that the sequence of the programme components is rational, academically rigorous, and compatible with international standards and assures the smooth progression of students and achievement of learning outcomes. Discussion with students and alumni confirmed the opinion of the Expert Team.

Although the learning component of the programme provides students with flexibility in terms of elective courses, the programme management team may investigate the need of offering more electives to accommodate the diverse profile of admitted doctoral students, in terms of backgrounds and experiences. For example, during the interview some students expressed the need for taking more courses in art, others with significant teaching experience wished to replace some of the pedagogical practices with other elective courses in the field of art management etc.

Evidences/indicators

- *Program description document,*
- *Self-Evaluation Report (SER)*
- *Regulations "Instruction and procedure for approval of Bachelor's Master's and Doctoral programmes"*
- *Regulations "Scientific component of Doctoral programme scheduled research plan"*
- *Interview with the SER team*
- *Interview with the programme head*
- *Interviews with dissertation supervisors*
- *Interviews with students and alumni*

Recommendations:

- The programme must require that some of the published work of candidates to be in English, and establish a list of international scientific journals with high scientific impact where students publish their work.

Suggestions for programme development:

- Since admitted doctoral students have diverse backgrounds and experiences consider more flexibility in the programme to accommodate student needs and enhance their development in aspects that they need to become stronger.

Best Practices (if applicable):

- Allowing students to take doctoral course (as part of the electives) at other Georgian Universities (Tbilisi State University, State Academy of Arts). This practice can be expanded in the future to include partner universities abroad.

In case of accredited programme, significant accomplishments and/or progress

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Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3 Course

> ➢ Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;
> ➢ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

For each course, a very detailed well-organized subject descriptor (Syllabus) has been developed. Each descriptor contains: Course objectives, intended learning outcomes, teaching methods used to achieve learning outcomes, detailed description of weekly content, corresponding literatures, and individual work, assessment methods for each component of assessment work, as well as clear criteria linking student achievement to grades, and suggested literature. Some discrepancies were noted between course syllabi and Programme description (e.g. State cultural systems has a 10 ECTS load in the corresponding syllabus but only 5 ECTS in the Programme description)

Course Learning Outcomes (LOs) are stated explicitly and clearly in the corresponding syllabus in accordance to the six criteria of the Georgian NQF. Furthermore, the programme description document includes a curriculum map that indicates the contribution (strong / moderate / weak) of each programme component to each of the six types of programme LOs (knowledge and understanding, applying knowledge, making judgments, communication skills, learning skills, values).

The Expert Team would like to point out certain issues concerning the content of certain courses. Specifically:

- The programme includes a very large amount of legislative information in two subjects "*Cultural legislation*", "*Education legislation*" with no visible scientific, creative component especially in the second one, which is mainly practical guide for educators and could be delivered as a non-credit course to make room for courses of scientific and creative type. As for the first one, emphasis should be given to policy making in the area of art management, certainly not only at national but also at international level. This way, delivery methods can be brought up, to doctoral level (based mainly on cases and articles, international developments instead of being based on large part in legal and regulatory documents as current bibliography shows).

- Consideration should be given that the courses *"Cultural Management"* and *"State cultural systems and management of cultural resources"* are thematically distinct from each other. They seem to have many identical themes.

- *"Modern methodology of research"* has a very strong orientation on theoretical research approaches, but is rather weak in research methodologies in the management context (e.g. Interviews, focus groups, case studies participatory research). Consider revising the content and adding relevant textbooks.

- The activity *"Present the relevant translation of the foreign literature in frames of the research topic or review of the given literature"* as listed in the programme description should be changed. If students

provide a critical review or creative report of the translated paper, then this activity should be clearly identified in the programme specification.

The literature listed in the syllabi includes required textbooks, additional reading materials including books, scientific articles, web based materials, while for each lecture references to specific chapters, and other sources is given. However in several subjects, mandatory and suggested literature is very old (even pre 2000) and needs to be updated to reflect the latest achievements in the field.

Evidences/indicators

- *Program description document,*
- *Self-Evaluation Report (SER)*
- *Course syllabi*
- *Interview with the programme head*
- *Interview with the Academic Staff*
- *Interviews with students and alumni*

Recommendations:

- Improve syllabuses by considering:
    - Reduce the content that relates to just legislative information with no scientific creative component and focus on policy making upgrading its delivery of those courses to doctoral level studies
    - Enhance the *"Modern Methodology of Research"* subject to include methodologies more suitable for research in the management field, and include relevant textbooks
    - Review the activity *"Present the relevant translation of the foreign literature in frames of the research topic or review of the given literature"* to ensure that students provide a critical review or creative report of the translated paper and modify programme specification accordingly.
    - Review the mandatory and suggested literature in each subject and update it. In addition to text books, enhance literature with scientific articles.

Suggestions for programme development:

- Check consistency of information between Syllabi and Programme description, since some discrepancies were noted between the two documents

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Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

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Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☒ **Partially complies with requirements**

☐ Does not comply with requirements

2.4 The Development of practical, scientific/research/creative/performance and transferable skills

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

Descriptive summary and analysis of compliance with standard requirements

Students' involvement in research is mainly within the framework of their PhD dissertation.

Shota Rustaveli Theater and Film State University annually conducts conferences for students and researchers, and supports sharing of research work, scientific discussions, exchange of ideas and views. The University is actively promoting the research work of its students by providing financial support to students for presenting their work at scientific conferences in Georgia or abroad.

Practical skills development is mainly oriented towards future employment of graduates as academic staff, analysts, consultants, scientific experts or advisers in cultural organizations and include the development of Knowledge transfer skills, pedagogical skills, and communication and presentation skills.

Students of the programme had the opportunity to be involved in the development of 2025 Cultural Policy document, in regional cultural management activities and also in the organization of international conferences at the University or others with the participation of the University (e.g. UNESCO, Caucasus regional conference, etc.).

The university helps students to be connected to the organizations that finance research like Rustaveli Foundation, and seek foreign financing too from different international organizations.

A list of potential research topics to be considered by candidates shows the orientation of the programme towards Applied Research and gives students develop practical skills in the corresponding areas.

Evidences/indicators

- *Program description document,*
- *Self-Evaluation Report (SER)*
- *Interview with the University administration*
- *Interview with the programme head*
- *Interviews with students and alumni*
- *List of potential research areas / topics of the programme*

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

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

2.5 Teaching and learning methods

Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.

Descriptive summary and analysis of compliance with standard requirements

The teaching methods used in the program are indicated clearly in the relevant syllabus/concept of every component. The method were chosen considering the requirements of the level, the content of the course and the learning outcomes.

Since the programme under review is a doctoral programme, priority is given to an intensive seminar teaching and practice-assistantship. Seminar based teaching is based mainly on analysis methods that is used for solving particular tasks, and explanatory method for thinking around issues, a detailed review of a particular example within the frames of a given topic. During the process of assistantship, the Doctoral student is given an opportunity to apply the theoretical knowledge in practice using action-oriented teaching.

A deductive approach is used in subjects where the Doctoral student acquires new, in-depth knowledge in a particular direction based on students' general background knowledge. Due to small number of students, teamwork and joint task are limited.

The entire learning process is very well monitored on a weekly base, though specific assignments, group-work, practicals, etc.

At the end of each semester, students are required to present a research of a particular issue or material reflecting a particular stage of the research paper (colloquium). The research methodology itself will be selected based on the particular research topic.

Evidences/indicators

- *Course syllabi*
- *Regulation on coordinating the academic process*
- *Interview with the programme head*
- *Interview with the Academic staff*
- *Interviews with students and alumni*

Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

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

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

The doctoral students' evaluation system considers active participation of students in the learning process and it is based on the principle of continuous evaluation of the acquired knowledge.

With regard to the learning component of the programme, students are evaluated based on their in-class attendance and performance during the semester, several interim assignments and grades of their midterm and final evaluation. Interim assessment accounts for 60% of the total grade, while final exam 40%. Grading scheme follows the regulation of Higher Education in Georgia were students pass if they accumulate more than 50% of the total point across all methods of assessment. In addition the University requires to students to achieve 21 (out of 60) points at interim assessment to be allowed to participate in the final exam and achieve a score of at least 50% at the final examination (20 out of 40). Students, whose overall grade is in the 41-50 range, fail the course but they are given one more attempt to pass, while if a grade is 40 or below the student must repeat the course.

The above scheme takes into consideration the overall performance of students, it is transparent - specifics are explained in detail in every course syllabus, and it complies with Higher Education regulations in Georgia. However, for a doctoral programme, which, by its nature, requires students to be devoted to excellence, requirements could be set by the university at somehow higher than those established by general regulations that set minimum levels of achievement. For example, higher threshold for interim evaluation, restriction on the total number of exam retakes (FX), maintaining an average grade of at least "Good" or perhaps "Very good", would indicate to candidates and stakeholders that the programme strives for excellence.

The scientific component is evaluated during the defense of the dissertation thesis. However, the development of the dissertation follows a well laid-out schedule of research plan that includes specific deliverables at each year. Before the defense of their dissertation, students may have published 3 papers in International Journals, not necessary in another language.

Evaluation of dissertations is made according to 11 predefined criteria (classified into technical aspects / Content / Defense preparation & evaluation) with specific weights that are publicly available. The defense committee includes external reviewers, funding for whom has been included in the programme budget.

Overall, the evaluation process for both learning and scientific component is fully transparent.

Doctoral student have an opportunity to appeal the evaluation, if they does not agree with it. For this purpose, the student is provided with the internal university regulation on "the instruction for appealing the examination procedures and outcomes", which is public and is placed on the web page.

Evidences/indicators

- *Course syllabi*
- *Programme description*
- *Self-Evaluation Report*
- *Interview with the programme head*
- *Interview with the Academic staff*
- *Interviews with students and alumni*
- *Scientific component of Doctoral programme scheduled research plan*
- *Regulations on "Educational programmes of Doctoral academic cycle"*
- *Regulations on "Evaluation of Educational, Creative and Scientific Research Activity"*
- *Regulations on "Appealing the examination procedures and outcomes"*

Recommendations:

Suggestions for programme development:

- The University should consider raising the standards of academic performance for doctoral candidates above those that are set be national regulations as the later reflect minimum acceptable performance in general, while doctoral students should be devoted to excellence.

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

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Evaluation

☒ **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

□ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering		☒		

3. Student achievements and individual work with them

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

3.1. Student support services
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.
Descriptive summary and analysis of compliance with standard requirements

Evidence from students, alumni, dissertation supervisors and academic staff showed that students receive sufficient consultation and support during their doctoral studies. The programme director is responsible for providing information about curriculum to the Doctoral student, advise him/her individually for planning curriculum in an optimized way, handle other organizational issues related to the program implementation, etc. All the necessary information related to the educational process, programmes and activities is placed at the web page of the university.

The workload scheme of the academic staff of the university considers the individual work of supervising doctoral students to 210 hours (3 years), and consultation to 15 hours per subject. Doctoral students reported that supervisors were supportive and easily available for consultations. Consultations hours are announced and known to students.

The programme pays attention to special individual needs of a Doctoral student, regarding progress of his/her studies, so that an individual plan may be formed in accordance with the level of the academic preparation/other needs of the Doctoral student. Individual plans are formally approved by a special commission, composed of professors of certain directions, head of Faculty Quality Assurance Department and representatives of the Administration while lecturer can propose alternative teaching methods.

It is worth noticing that during their study students have the possibilities to be involved in different kind of international or local events, conferences, festivals, to participate and even organize some of them. In addition, the relevant department provides students with the accessibility to information on international

opportunities (summer schools, international scholarships, conferences, other training, etc.). During the interviews, it was confirmed that for the purpose of providing all the necessary information related to the educational process, programs and activities is placed at the web page of the university.

However strengthening of the international component, will help this particular doctoral program to become stronger, more appealing and successful. Involvement foreign scholars with their rich experience in studying process or send PhD student to attend exchange courses abroad, work on join research programmes, thus having chances to raise additional funds for these goals will be some challenges for this program in the future.

Although working on a strict budget, the University is very keen to support students during their studies and is continuously in search of additional funding sources to support student participation in conferences, and provide financial assistance to students with low income in terms of reduced or waiving fees.

According to the SER, the Students Career Support Center is not fully functioning. Most of the current students are already employed but consideration should be given so that students who do not have any practical experience (one such a case during the student interview) are supported to get some type of employment, perhaps within the University, during their studies.

Evidences/indicators

- o *Interviews during site visit with different stakeholders*
- o *Self-evaluation report*
- o *Statistical data on the conducted events with the participation and involvement of students*
- o *Staff workload scheme*
- o *Table of individual consultations with students*
- o *Document on the responsibilities and functions of the specialists of the Faculty*
- o *Web-page of the University*

Recommendations:

Suggestions for programme development:

- o Continue support and fund-raising for PhD Students' exchange programs and research courses.
- o Provide additional opportunities for students' participation in International conferences on permanent level.

Best Practices (if applicable):

- o One of the strong side of the program is that it is oriented to prepare future professional academic staff for this particular PhD program and gives the current PhD students opportunity to continue their academic activities within this program.
- o The commitment of the University to provide financial assistance to as many students as possible recognizing the facts that most students cannot afford to pay fees.

In case of accredited programme, significant accomplishments and/or progress

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Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3.2. Master's and Doctoral Student supervision

Master's and Doctoral students have qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements

Every Doctoral student benefits from person-to-person approach, has a qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis.

Supervisors have a strong academic background as well as professional experience in Arts Management, having been active in the field for long time.

Supervisors conduct consultations with students on a regular basis. The workload scheme of the academic staff of the university considers the individual work of supervising doctoral students to 210 hours (3 years). Consultations hours are announced and known to students. Doctoral students reported that supervisors were supportive and easily available for consultations.

Interviews with Dissertation Supervisors, doctoral students, alumni along with review of relevant documents (CVs and University regulations) provided evidence that the Programme meets the accreditation standards in this regard.

Evidences/indicators

- o *Self-evaluation report*
- o *Interviews during site visit with different stakeholders*
- o *Learning table and the schedule of individual consultations*
- o *Results of the Doctoral students' surveys*
- o *Regulation regarding the educational process*
- o *Regulation on the evaluation of the implementation of the educational programme*
- o *Regulation on the evaluation of the educational, creative and scientific-research activity*

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

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

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	☒			

4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives.

4.1 Human Resources
➢ Programme staff consists of qualified people who have necessary competences in order to help students achieve 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. Balance between academic and invited staff ensures programme sustainability;   ➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;   ➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.
Descriptive summary and analysis of compliance with standard requirements   One of the benefits of the programme is the coherence of the team that delivers the programme, which includes 4 academics, and 3 invited staff. Academic staff is selected according to relevant University's regulations regarding the qualifications of academic staff.

Overall, the teaching staff has long and strong – in some cases remarkable - academic and professional experience in their fields of expertise. Academic stuff ensures the sustainability of the educational process, but as the programme develops, there is a need to be enriched with newer staff that is more focused in the field of Arts Management and be more active in pursuing research and international cooperation in the field. Research output should be produced from the entire teaching team in a uniform way. It is remarkable that most (over 50%) of the published scientific work produced in the last 5 years comes from just 2 members of the teaching team.

Due to the limited funds, international component in teaching is missing. It is difficult to invite foreign scholars in order to deliver international knowledge and experience to PhD Students.

Since most of the research work in any field is largely published in English language attention should be paid to encourage and give incentives to academic staff to increase research output published in international journals in English language. This, in turn, will facilitate internationalization of the research activities within the framework of the programme. The faculty and the programme should develop specific actions at faculty and programme level in the direction of internationalization of research, which is a main goal of the University Strategy plan 2018-2014.

As certain members of academic staff have links with the professional world in the field, the programme can benefit by exploiting opportunities to create join thematic areas for research with various stakeholders, some of which could also be of national interest. This will strengthen the programme identity, and could result in attracting additional funding.

The Head of the Program is a university professor who has an excellent academic knowledge and professional experience and long practice in PhD student advising process. She provides strong leadership, has a clear idea about the aims of the programme, challenges that the programme faces and priorities for its future development.

Based on the interview with students the Experts Panel acknowledges that Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

Evidences/indicators

- o   *Self-evaluation report*
- o   *Interviews during site visit with different stakeholders*
- o   *Personal files of the academic staff with relevant qualification, Head of Programme*
- o   *List of publications of the academic staff and the matrix of staff workload*
- o   *Results of the Doctoral students' surveys*
- o   *Regulation on the evaluation of the educational, creative and scientific-research activity*

Recommendations:

- o   Provide incentives and training for increasing scientific output of all academic staff involved in the programme.
- o   Increase the amount of academic staff published research work in relevant international journals in English language to obtain increased international recognition for the programme and for the staff.

Suggestions for programme development:

- o   Invite foreign scholars to deliver international knowledge and experience to PhD Students. Exploit EU funding opportunities for staff exchanges.
- o   Work with social partners to develop thematic research agenda for the programme.

Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation

    ☐ Complies with requirements

    ☒ **Substantially complies with requirements**

    ☐ Partially complies with requirements

    ☐ Does not comply with requirements |

4.2 Professional development of academic, scientific and invited staff
➢ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;   ➢ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.
Descriptive summary and analysis of compliance with standard requirements

The evaluation of the academic and research work of the academic staff involved in the implementation of the programme is performed by means of regular surveys conducted by the Quality Assurance Department and by means of presenting individual reports of the scientific work. The evaluation outcomes, analysis and recommendations, as a rule, are submitted to the Faculty Board and in some cases to the staff, individually. In this way, the outcomes are utilized for the professional development of the staff. The evaluation outcomes are considered in the criteria of the academic competition as well.

Academic staff development is monitored through annual activity reports of their activities and plans of work with allocation of time for various activities.

The University supports the scientific development of the staff through an established annual scientific conference and publishing of conference papers. Other conferences and scientific events are organized or co-organized by the University. The university publishing house "Centaurus" publishes on a weekly basis a scientific journal "Research Papers of Arts and Sciences", etc. Funds necessary for supporting scientific activities of academic staff are included in the university budget. The programme management team realizes the need to develop the scientific field in Arts Management. Therefore, more funds should be allocated in organizing national and international scientific events that contribute to this goal, which is closely tight to the development of the programme.

As published work in English language is rather low, one of the high priority areas for staff development is to strengthen skills in scientific writing in English. |
| **Evidences/indicators**

    ○ *Interviews during site visit with University administration, programme management, academic staff and QA teams* |

o *Self-evaluation report*
o *Data on the involvement of the academic staff of the field in different events*
o *List of annual conferences and other scientific events*
o *Component evidences/indicators including relevant documents and interview results*

Recommendations:

  o Increase support and funding for scientific activities focusing in the field of Arts Management aiming in the development of the field in general, so that higher recognition for the programme is achieved.

Suggestions for programme development:

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

  ☐ Complies with requirements

  ☒ **Substantially complies with requirements**

  ☐ Partially complies with requirements

  ☐ Does not comply with requirements

4.3. Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The programme is delivered on the premises of Shota Rustaveli Theatre and Film Georgia State University, a University, which traditionally provides higher education in Arts. The infrastructure and technical equipment of the university (auditoriums, library and halls, IT systems) are sufficient for the delivery of the programme and the achievement of learning outcomes.

The University houses a large library currently amounting to over 80,000 volumes of books, magazines, scientific papers, dissertations, diplomas, etc. For the purpose of the specific programme, library holdings include the educational material in relevant fields of Business Administration, Humanities and Arts that support the achievement of the programme learning outcomes.

Students who come with no prior background in Arts, can get acquainted with the art world by being actively involved into the theatrical or film festivals organized within the territory of Georgia, showing them the theatrical performances, film and television projects or other video material relevant (current,

repertoire) to them, as well as familiarizing them with the different world stage, ceremonial performances, films, architectural and art masterpieces, etc.

Library facilities include access to electronic resources (scientific journals, databases, etc.) by students either on-site or remotely.

Evidences/indicators

- *Interviews during site visit with Management, academic staff, students and alumni*
- *Self-evaluation report*
- *Visit of the facilities*
- *Library resources*
- *Results of the material resources surveys*

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

4.4. 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 programme needs.

Descriptive summary and analysis of compliance with standard requirements

The financial resources of the programme (and the University as a whole) come from state funds, mostly from the ministry of education, while additional funds for TAFU are provided by the Ministry of Culture.

The latter is used by the University to subsidize student fees for best applicants as long as they retain their scholarship with their academic performance.

Allocation of university budget to various faculties and programmes takes into consideration the needs for development, QA surveys being one of the inputs in this process.

During the site-visit, interviews with the University management team, and the programme director, the Expert Team became aware that the program offers financial support to doctoral students in the form of partially fees. The University aims to offer free doctoral programs and allocate financial resources for their implementation is a significant step towards promoting research direction within the University. However, no concrete plan for activities towards obtaining additional funds from international funded programmes or other sources still exists. Meanwhile the University Budget provides long-term support for programs.

Evidences/indicators

- *Interviews during site visit with Management, academic staff, students and alumni*
- *Self-evaluation report*
- *Budget of Shota Rustaveli Theatre and Film Georgia State University*

Recommendations:

Suggestions for programme development:

- Exploit the opportunities for obtaining funding from various EU or other international programmes that support education and research in the cultural field. Increased internationalization will help in partnerships Develop a plan that includes specific targeted activities for actions that can generate additional funding for the programme (participation in EU funded programmes,

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources		☒		

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 on a regular basis.

5.1 Internal quality
Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.
Descriptive summary and analysis of compliance with standard requirements The Quality Assurance (QA) department at Shota Rustaveli Theatre and Film Georgia State University was established in 2005, in accordance with the Law of Georgia on "Higher Education", with the purpose of enhancing the qualification of the academic, scientific and research work at the University as well as the qualification of the academic or invited staff. The QA department is headed by a member of the Academic Staff and reports directly to the Rector. QA faculty offices are responsible for the operation and coordination of QA procedures at each faculty. Faculty QA members participate at departmental meetings regarding matters related to educational and scientific process, study programme, syllabi, evaluation internal regulations etc.). The regulations and instruments of evaluation, as well as other amendments, are reviewed at the Faculty Board, which serves as the guarantee of involvement of the staff in the process. Faculty Quality Assurance Department is responsible and conducts regularly different types of surveys, the outcomes of which are considered for improving the achievement of the learning outcomes of the programme, for renewing the programme and for better planning the educational process. Since last year most of the surveys are taking place through an on-line system. During the meetings with QA staff, academic staff and programme director, it was evident that outcomes of the surveys are fed to programme director and academic staff for consideration and used accordingly. The set of procedures developed by the QA department include almost all areas of University operations, e.g. Consistency of the strategic plan, organizational structure and resources with the mission of the University / Educational Programs / Creative Process / Scientific & research activities / Educational Process / Academic Staff / Administrative staff and all structures of the University etc. Relevant regulations and documents (templates) are publicly available to support these processes. The Expert Team shares the view of the University's QA department in that QA processes are continuously developing following the approach of an *"Inner evaluation and accreditation process"* .

Evidences/indicators

o *Interview with the QA staff at University and Faculty level*
  o *Interview with programme director, academic staff, students and alumni*
  o *Surveys and Outcomes*
  o *Relevant QA regulations*

Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation
 	
  ☒ **Complies with requirements**
 	
  ☐ Substantially complies with requirements
 	
  ☐ Partially complies with requirements
 	
  ☐ Does not comply with requirements

5.2 External quality
Programme utilizes the results of external quality assurance on a regular basis.
Descriptive summary and analysis of compliance with standard requirements The programme was last accredited in 2012. The accreditation outcomes, the recommendations of the experts as well as the Accreditation Board were considered for further development of the programme. Specifically: - The elective course "*Educational Legislation"* was included in the programme. - A map of competences was added to the programme, - The university renewed the accessibility to the international online resources - The number of academic staff of the field was increased, etc. Overall, the changes made for programme improvement took place in 2012-2017. The Team of experts welcomes the conformance of the programme to the recommendations of the previous accreditation with the reservation regarding the delivery of the elective course as they are stated in section 2.3 of this report.

Evidences/indicators

○ *Interviews with the SER team and the programme director*
    ○ *Programme description*
    ○ *Various protocols of amendment review and approval*

Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation
 	
    ☒ **Complies with requirements**
 	
    ☐ Substantially complies with requirements
 	
    ☐ Partially complies with requirements
 	
    ☐ Does not comply with requirements

5.3. Programme monitoring and periodic review
Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement.
Descriptive summary and analysis of compliance with standard requirements Programme monitoring and periodic review is conducted with the involvement of academic staff, students, graduates and potential employers through periodically collecting and analyzing data through a well-elaborated scheme. The outcomes of students' evaluation for a specific course are send mainly to the lecturer of the course and depending on the issue to the Faculty administration. Issues that seem to be of general nature are reviewed by the Faculty board and the necessary action initiated. Examples of recent reviews include changes in the curriculum, strengthening practical activities, introduction of Readers etc. In order to maintain the continuous communication with alumni of the University, there is a League of Alumni established at the University, which unites the graduates of all Bachelor's, Master's and PhD programs. This format allows for observing the post-educational activities of the alumni. Alumni of the doctoral programs, have even closer ties with the University since they continue their pedagogical and

scientific work at the University and their researches are being recorded as well. Alumni input through surveys was taken into consideration in strengthening the academic staff in the area of management by hiring new staff members.

Employers representing cultural organizations provided input regarding the direction of the programme. The Expert Team acknowledges the systematic effort put by the QA service in implementing a periodic monitoring and review process that includes input from all stakeholders; however, QA processes must be amended to include review of all elements of the teaching and learning process, as for example, teaching materials, seems to have skipped the QA process. In several subjects, the corresponding syllabus includes mandatory or additional literature that is too old (even from the 80's). In addition, the periodic review should start systematically recording the research output of the students and graduates of the programme. Since this is a doctoral programme, the quantity and quality (high impact journals, number of citations, et.) of research publications of its graduates will reflect the quality of the programme.

Evidences/indicators

- o *Interview with QA team*
- o *Surveys and their analysis*
- o *Evaluations of the Quality Assurance Department of the Faculty of Arts and Sciences, Media and Management and the outcomes (according to years).*
- o *Orders on the approval of the announcement of competitions for taking the academic positions and outcomes*

Recommendations:

- o Periodic review should include complete review of the syllabus of each course including the update of the literature

Suggestions for programme development:

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	☒			

Enclosed Documentation (If Applicable)

HEI's Name: LEPL Shota Rustaveli Theatre and Film Georgia State University

Higher Education Programme Name: Art Management

Number of Pages of the Report: 37

Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	☒			
2. Teaching methodology and organization, adequate evaluation of programme mastering		☒		
3. Student achievements and individual work with them	☒			
4. Providing teaching resources		☒		
5. Teaching quality enhancement opportunities	☒			

Expert Panel Chair's

Pandelis Ipsilandis

Expert Panel Members'

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Tamaz Gabisonia

Nana Pirtskhelani