



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

**Accreditation Expert Group Report on Doctoral Programme in Art Study (History of Arts)**

**Saint King Tamar University of Georgian Patriarchate**

Date(s) of Evaluation – 13 September, 2019

Report Submission Date – 01 October, 2019

Tbilisi  
2019-09-27  
HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Saint King Tamar University of Georgian Patriarchate
HEI's Identification Code	204577582
Type of Institution	The University

#### Higher Education Programme Information Profile

Name of the Programme	Art Study (History of Arts)
Level of Education	Doctoral Studies
Qualification Granted Indicating Qualification Code	Doctor of Art History and Theory (PhD in Art History and Theory) 0213
Language of Instruction	Georgian
Number of Credits	180 ECTS
Programme Status (Authorized/ Accredited/New)	Accredited (decision of the Educational Programs Accreditation Council #85 from June 25, 2018)

#### Expert Panel Members

Chair (Name, Surname, University/organization/Country)	RamuneBaleviciute-Liugiene Lithuanian Academy of Music and Theatre Lithuania
Member (Name, Surname, University/organization/Country)	Tamar Chkheidze V. Sarajishvili Tbilisi State Conservatoire, Georgia
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## Accreditation Report Executive Summary

### ▪ General information on the education programme

The aim of the Doctoral programme „*History of Arts*“ is to prepare researchers and teachers of the history and theory of art for the higher education institutions. The Programme has an exclusive direction in the field of Georgian Medieval art: Paintings of manuscript books and scientific study of gold-work patterns. The Programme engages the experienced researchers in this field who also work at the museums and research centers and facilitate access to the artifacts. The achievement of the goals set out in the educational programme and the 8<sup>th</sup> level of higher education Qualifications Framework is ensured through the content, volume, and teaching methods of courses. The Doctoral programme comprises 180 credits, 50 credits from which are devoted to the learning component and 130 credits - to the research component.

### ▪ A brief overview of the accreditation site-visit

During the Site Visit, the experts were provided with all requested materials. They met the University Administration, the Self-Evaluation Team, the Academic and Invited Staff, the Head of the Programme, also the students and employers. The experts took a tour at the University and inspected the library and classrooms.

### ▪ Summary of education programme's compliance with the standards

When evaluating the Programme's compliance with the standards, the fact that the Programme was launched only in 2018, should be taken into account. There are still no graduates who could demonstrate the level of achievement of learning outcomes. The 1<sup>st</sup> standard is substantially in compliance as component 1.1 was evaluated as compliant and component 1.2 was evaluated as partially compliant; the 2<sup>nd</sup> standard substantially complies with requirements as component 2.1 was evaluated as partially compliant with requirements, components 2.2, 2.3 and 2.6 were evaluated substantially and the standards 2.4 and 2.5 were evaluated as in compliance. The 3<sup>rd</sup> standard substantially complies with requirements as both components were evaluated substantially. The 4<sup>th</sup> standard was evaluated as substantial as components 4.1 and 4.3 were evaluated as substantial, 4.2 was evaluated as partially substantial and 4.4 was evaluated as in compliance with the standards. The 5<sup>th</sup> standard is in compliance with requirements as all three components are in compliance.

### ▪ Summary of Recommendations

1.2. Program 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 in the area concerning the ability of graduates to function in the international environment and to reflect the skills that the Programme does develop to prepare the doctoral students for their careers as academic staff.

2.1.

## 2.1.

- Taking into account the specifics of the Programme, preconditions of applying to the Programme should be set more clearly. Admission preconditions should be changed and specified, which will make it possible to prove the unicity of the Programme and achieve the outcomes indicated by the Standard.
- It would be helpful if the program was divided into blocks and students would be offered other topic(s) besides Georgian Christian Art History, as the program title is broader than the program content.

## 2.2.

- The admission preconditions need revising.
- The Learning Outcomes of the Programme are described in accordance with the old qualification framework that is still active with the new one and will be canceled in 2021. While syllabuses are following the new qualification framework, with 3 main competences. It needs to get close to each other.
- Elective Course *The meaning of the symbol in Christian art and its pre-Christian traditions* D12 has to be given in the list of compulsory courses.

## 2.3.

- To assure that compulsory literature and other reading materials listed in the syllabi would be based on the latest core achievements in the field.
- The list of electives (non-obligatory) courses should be revised to strengthen the course with more components for comparative analytic teaching.

## 2.6.

- To set clear evaluation criteria for semester works that correspond to the level of doctoral studies.
- To improve the preliminary evaluation criteria of the dissertation papers.

## 3.1.

- To assure that the students would have an opportunity to participate in local and international projects, events, conferences and research fellowships.
- To enhance international mobility (exchange programs etc.).

3.2. To create the possibility for the students to choose between a bigger variety of researchers, possible supervisors.

4.1. To assure that the academic staff would be currently active in the academic field (publishing scientific papers in the peer-reviewed journals and taking part in the national and international research projects).

4.2.

- To assure that the results of the evaluation would be used for the improvement of the academic, scientific and invites the staff.
- To assure that the evaluation results would be considered when promoting and supporting the staff.
- To conduct the evaluation of staff satisfaction.
- To establish the mechanisms for fostering the research work of the academic and invited staff.

4.3.

- To improve the technical basis for teaching.
- To update the library resources.

#### ▪ **Summary of Suggestions**

As one of the main priorities of the Programme is research in the field of medieval art in Georgia and the development of the scientific field in this area, cooperation with public partners and other scientific and research institutions should be strengthened. It is desirable to discuss the possibilities of international practice and participation in exchange programs, thereby ensuring the learning outcomes of the Programme, creating new knowledge and disseminating them in the international context. More specified preconditions for admission to the Programme should specify the acceptance of the graduate of the history of art and arts (restoration, stamping, sculpture, manuscript, etc.) studies of a relevant period. Topics of the interview and the list of the relevant literature should be publicly available. The list of elective (non-obligatory) courses should be revised to strengthen the course with more components for comparative analytic teaching. The Doctoral programme and the University should better promote the involvement of the students in the research projects which includes participation in various scientific conferences and projects. It is advisable to prepare a peer-reviewed journal list and give students the opportunity to work more closely on scientific publications. Due to the special study period of the Doctoral programme, publicity of the prepared publications and involvement in the general public space is of utmost importance. It is suggested to enhance the international mobility (exchange programs etc.) and to assure that the students would get the financial support for the publications in the international peer-reviewed issues. Also, it is suggested to find ways for involving the foreign specialists in the Programme implementation and to ensure the proper turnover of academic and invited staff.

#### ▪ **Summary of best practices (If Applicable)**

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

The doctoral programme “*History of Arts*” was awarded conditional accreditation in 2018. Following the conditional accreditation, some steps have been taken in terms of institutional support for the Programme and strengthening of inter-university relations: the memorandums and agreements with other educational and scientific institutions were signed. In addition, the agreement with the National Museum of Georgia was signed about the participation in the determination of the learning outcomes of the academic higher education programme and about the employment the graduates at various regional museums under its jurisdiction.

In line with the recommendation, an agreement was signed with the Phoenix School LLC (Identification Number: 205178010) to organize B2 level exams for PhD candidates in foreign languages (English, German, French, Russian). Increased the number of subjects relevant and modern foreign language literature in the syllabuses. The library fund is being updated permanently. The University has signed an agreement with the Consortium of Integrated Information Networks of Georgian Libraries 2017, has been registered as a member of the Consortium of Participants in the Project “Electronic Information for Libraries” and as a result the University has the right to use electronic scientific databases.

However, the recommendation to revise the admission preconditions and to start implementing a BA or MA programme in the field of history of art was not taken into account.

### **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.

<b>1.1 Programme Objectives</b>
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 society.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>The aim of the presented Programme is to prepare highly qualified researchers in the field of the history and theory of art, who would be capable of independent scientific work and research activities.</p> <p>The presented Programme aims to study the history of Georgian art, specifically medieval Georgian art, and to prepare specialists who will be able to create new knowledge and conduct research activities to study medieval art history.</p> <p>Programme objectives are reflected in the relevant competencies, which the program aims to develop in PhD students, these competencies are:</p> <ul style="list-style-type: none"> <li>➤ Ability to conduct scientific research;</li> </ul>

- Ability to adequately evaluate current processes and events in the field;
- Ability to draw correct scientific conclusions and to analyze new materials;
- Ability to draw substantive conclusions and create new knowledge in the field of art history, which will not only have local significance but also will contribute to the study of art sciences.

One of the biggest advantages of the Programme is that it is a study course in the history of Georgian medieval art; its main task is to study traditional Georgian medieval book painting and artifacts of goldsmithing. Although the Programme aims to penetrate a special period of Georgian art history with its content, it is necessary to focus on the international development of the field in different directions in order to understand the research of the local art trends in the context of world history. Graduates must be competent and able to operate and work on the international level.

The learning component contains lectures and seminars, the seminar can be in specialization or/and interdisciplinary.

The research component contains doctoral colloquiums, preparation of publications and/or reports, preparation of doctoral thesis and defense.

The implementation of the research component begins in parallel with the study component, according to a pre-developed individual plan. The strongest part of the Programme is the base needed for the research component, the Gold Fund of the National Museum of Georgia, where unique Christian artifacts are preserved in Georgian Christian art, as well as a collection of Georgian manuscripts of the National Center of Manuscripts of Georgia, where unique samples of Georgian Christian art are preserved and also a collection of Georgian National museum and of The National Center of Manuscripts of Georgia are preserving. The research of these artifacts will make an important contribution to the study of art history. It is also worth noting that both institutions combine key expansions of the country needed for the study period, which is a great opportunity for Programme students.

However, the objective “To prepare an expert of art study (art historian) who possesses the appropriate knowledge and research methods in the field of art history; who will have the ability to conduct research independently, deeply understand, approach critically existing ideas, analyze new materials, draw logical conclusions and create new knowledge in the field of art history that will have not only local significance but also contribute to the development of art-science” cannot be reached if the preconditions of admission are not reconsidered.

#### **Evidence/indicators**

- ✓ Program description,
- ✓ Self-Evaluation Report (SER)
- ✓ Interview with University Administration
- ✓ Interview with the SER team

- ✓ Interview with the Programme head
- ✓ Interviews with academic staff
- ✓ Agreements Component (Museum and National Center of Manuscripts)

**Recommendations:**

- Proposal(s), which should be considered by the institution to comply with the requirements of the standards

**Suggestions for programme development:**

As one of the main priorities of the Programme is research in the field of medieval art in Georgia and the development of the scientific field in this area, cooperation with public partners and other scientific and research institutions should be strengthened. This will create new opportunities (e.g., research on common interests). It is desirable to discuss the possibilities of international practice and participation in exchange programs, thereby ensuring the results of the program, creating new knowledge and will be disseminating and understanding in the international context. Also, it is suggested to align the Programme objectives with the admission preconditions.

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes.

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard

**☒ 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 analyzing data;



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

### **Descriptive summary and analysis of compliance with standard requirements**

The Programme learning outcomes are well defined and expressed as seven broad items categorized according to field competencies and general competencies. Field competencies presented in it, are: Thorough, profound and systematic knowledge based on recent achievements in the history of art, global vision of future research problems; Ability to research and analyze historical processes in art; Understanding the essence of the art, the importance of cultural heritage; Understand the Georgian art in the context of world Art, to perceive the depth of the essence of cultural diversity and difference, to establish links between the arts of different peoples. Review them, in terms of common historical and cultural context, if necessary, interdisciplinary analysis will be used; Mastering of Theory of Art and the methods of scientific research will enable the doctoral student to work at the level of international standards; he/she chooses the methodology and provides dating of unstudied artwork, defines, assesses the artistic and historic place; He/she will be able to create new knowledge, which will be reflected in his/her scientific publications; The Doctor will be able to conduct a multilateral study of a monument of art or group of monuments of art, if necessary, to provide reasonable dating, considering a common historical context and assign a place in the history of art. He/she can perform qualified expertise on visual artwork or museum collection; He/she will have the ability to make a reasoned conclusion even if the data is complex, incomplete and contradictory. In this process he/she will be able to apply new approaches, if necessary, additional resources and make the right and effective decision independently; Thorough knowledge and research skills of art history and its specific field will enable the graduate to evaluate and criticize the existing information, as well as to defend the acquired knowledge and logically substantiate conclusions. All the above-mentioned will prepare a specialist, who will have the ability to conduct research independently and develop future projects; The Doctor of Art will be able to fully consider and understand the existing knowledge and basic ideas in the field of art history; The Doctor of Art Study will learn how his/her scientific research field is placed in the common intellectual space; will learn how to cooperate with the specialists of related fields in the process of interdisciplinary research; The doctor should be able to bring up the next generation (see PLO).

It should be mentioned that the learning outcomes are written out considering the descriptor of qualifications within the higher education old qualification framework while the awarded qualification (0213Doctor of Art History and Theory (PhD in Art History and Theory)) corresponds to the new qualifications framework. Furthermore, the learning outcomes of elective and some core courses are written on six outcomes according to the old qualification's framework. At the same time learning outcomes of some mandatory courses ("Georgian architecture in the Middle Ages - Part of Eastern Christianity", "Comparative analysis of Byzantine and Georgian paintings", "Medieval Georgian gold-work" and "Research Methods of History of Art") are in line with the new qualifications framework

categorized according to knowledge, skills and responsibility and autonomy. Curriculum map indicates the contribution (strong /moderate/weak) of each Programme component to the main categories (Knowledge/Skills/etc..) of Learning Outcomes (LOs). Rationalization of LOs will make possible the mapping of components to specific LOs. The notion of responsibility and autonomy has entered into a new qualification framework, which is expressed in the syllabuses as follows: a PhD student will be able to conduct research projects based on the latest achievements in the academic context. However, the students' semester works presented to the experts during the Site Visit trigger some doubts if this outcome is realistic, taking into account the bibliography and research methods that are used in those works. Moreover, the outcome of innovation and independence cannot be achieved under current admission preconditions. Programme learning outcomes should be strengthened in the area concerning the ability of graduates to function in the international environment.

The learning outcomes of the autonomy and responsibility of each course in the updated curriculum are assessed by activities that demonstrate the degree and value of students' independence in decision-making process. Accordingly, courses include activities such as preparation of a small research paper, reviewing the research paper of another doctoral student, presenting results, etc. In addition, according to the curriculum mapping results, mandatory courses serve to enhance/improve knowledge, understanding and skills.

It will be of vital importance to ensure that clear links are maintained between programme learning outcomes and learning outcomes from individual courses. Therefore, it is preferable that the learning outcomes and training courses would be consistent with each other and with the new qualifications' framework.

The Programme learning outcomes should reflect the skills that the Programme develops to prepare the doctoral students for their careers as academic staff.

The Programme has a curriculum map and target benchmarks as well as assessment tools where they describe how they are going to assess the learning outcomes.

#### **Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
  - SER;
  - The description of the Programme;
  - Curriculum Map;
  - Description of courses;
  - Methodology for planning, working out and development of the programme.

#### **Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards.

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 in the area concerning the ability of graduates to function in the international environment and to reflect the skills that the Programme does develop to prepare the doctoral students for their careers as academic staff.

**Suggestions for programme development:**

It is suggested to correct the technical issue and the learning outcomes of the programme and training courses would be consistent with each other and with the new qualifications' framework.

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard

- ☐ 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		X		

## 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**

Programme admission preconditions and procedures are consistent with existing legislation on the national and institutional levels. Programme admission preconditions and procedures are public and accessible. They are in accordance with the requirements determined by the normative acts of Georgia, the University Statute and the Rector's individual-legal acts.

The doctoral programme aims to study a special period in Georgian Christian Art history. The Programme follows an academically rigorous process for admitting doctoral students. Taking into consideration existing capacity, admission targets are set to accept 5-6 students every year.

The Programme has a specific purpose: To conduct research in the field of Georgian art in Medieval times, based on Georgian material, raise problems and review it in different contexts. The Program aims to pay particular attention to the study of the national medieval historical processes, its understanding in the international context and the creation of new knowledge in the field through the dissertation work.

It should be noted that the Programme is a specific one and it is necessary that the precondition for admission to the Doctoral Program to be defined as a precondition for access by specific qualifications of a Master of Arts candidate.

Taking into consideration the situation in the field, there is a particular deficit of young researchers in the field of medieval Georgian art - manuscript book painting, Georgian gold-work. However, the mentioned fields have left a large number of cultural heritage monuments, which are unexplored and waiting for their researchers.

One of the objectives of the Programme is to encourage and facilitate doctoral studies in the field of research that is guaranteed by the academic and invited staff involved in the program. The history of Georgian art demonstrates the transition of firm artistic forms through centuries, which consolidates the Georgian art of all times and epochs and defines its place in world culture.

The preconditions for admission to the Doctoral Program of Art Studies (Art History) are:

- a) Master's degree or equivalent academic degree in Art Studies, Arts, Education, Law, Natural Sciences, Social, Humanitarian and Interdisciplinary Sciences.
- b) The exam in the English language - B2 level. A person, who presents a higher education diploma with the relevant foreign language specialty, or a certificate proving passing an examination in an accredited higher education institution of the relevant profile (not less than B2 level) or an internationally recognized certificate of a foreign language proficiency (TOEFL PBT, TOEFL IBT,

IELTS or Cambridge Exam) freed from the examination in foreign language; In the separate cases, based on research specifics, the University reserves the right to require knowledge of the additional foreign language.

c) An applicant for the Doctoral program required to submit a relevant field research paper (minor research/publication/master thesis, etc.), if any; Also, an applicant should receive a consultation by the Program Head/Scientific Supervisor and submit their written consent on compliance of his/her research interests with the program.

D) An interview in the specialty (art history) for which the applicant is required to summarize the relevant scientific project summary of its scientific interests.

Work experience is not mandatory. The rule for enrolling, learning and awarding an academic degree in the University Doctoral Studies determined by the normative acts of Georgia, the University Statute and the Rector's individual-legal acts. It's possible to receive 5-6 doctoral students on average.

There is no limitation regarding preconditions to continue study on the third cycle of higher education in the field of art. But, the given Programme admission preconditions don't take the Programme characteristics into consideration. Particularly: An applicant is required to have a Master's degree or equivalent academic degree in Art Studies, Arts, Education, Law, Natural Sciences, Social, Humanitarian and Interdisciplinary Sciences. With the background of MA in Law, or Natural Sciences, and Interdisciplinary (requires concretization) it is impossible to ensure admission of the students with relevant knowledge, skills and competences for mastering the Programme and finally achieve the program learning outcomes. However, 3 fellows from 4 enrolled in the current year are art scholars, which does not prevent learning outcomes. Another Programme admission preconditions (listed in the curriculum) are logically linked to program content, learning outcomes and the qualification to be awarded; for instance – requirements concerning foreign language skills (B2 level) and scientific knowledge. The recommendation regarding the obligatory requirement of English as a foreign language is taken into account.

In the topic of the precondition for admission to the Doctoral Programme also describes the criteria which should reveal scientific knowledge of the candidate: An applicant for the Doctoral programme is required to submit a relevant field research paper (minor research/publication/master thesis, etc.), if any; Presenting the scientific paper should be obligatory, not preferred if any... During the Site Visit, the experts requested the scientific paper of the doctoral student presented during the admission. The material was studied. It can be concluded that it does not meet the requirements of contemporary research.

#### **Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
  - SER;
  - The Site visit;
  - The interview results;

<ul style="list-style-type: none"> <li>• The written proposals of the candidates.</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with the requirements of the standards</p> <p>Taking into account how specific the Programme is, preconditions of applying to the Programme should be set more clearly. Preconditions of enrolment should be changed and specified, which will make it possible to prove the unicity of the Programme and achieve the outcomes indicated by the Standard. It would be helpful if the program was divided into blocks and students would be offered other topic(s) besides Georgian Christian Art History, as the program title is broader than the program content.</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p> <ul style="list-style-type: none"> <li>• More specified preconditions for admission to the Programme should specify the acceptance of the graduate of the history of art and arts (restoration, stamping, sculpture, manuscript, etc.) studies of a relevant period.</li> <li>• Topics of the interview and the list of the relevant literature should be publicly available.</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In the case of an accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input checked="" type="checkbox"/> <b><u>Partially complies with requirements</u></b></p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p><b>2.2 Educational Programme Structure and Content</b></p> <p>Programme is designed according to HEI's methodology for planning, designing and developing educational programmes. Programme content takes programme admission preconditions and</p>

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 University has the regulation of methodology for planning, designing and developing study programmes. The interview with the self-evaluation group confirmed that the rule is active and all steps described in the rule have been followed.

Because of the specifics of the Programme, it is important to review the curriculum and make the subject 'Symbols' obligatory which will be more suitable for the purpose and the outcomes of the Programme. The Programme is very specific in its content and oriented on a special period of Georgian art which only covers two specific directions: engraved artwork and book illustrations (although the name of the Programme does not reflect that). Therefore, for the purposes of the Programme, it is advisable for the doctoral student to study symbols and iconic images that will significantly help to achieve the results of the program in order to enable critical and comparative analysis of new, complex and contradictory ideas and approaches in the field of art.

As already has been mentioned Programme content takes admission preconditions and Programme learning outcomes into account. If the applicant's background is not close to the art studies, it will be difficult to reach the declared learning outcomes.

The achievement of the goals set out in the educational programme and the third cycle of higher educational system ensured through the content, volume, and teaching methods of courses.

The presented Programme structure is consistent and logical – It implies 180 credits, 50 credits out of which considered to the learning component and 130 credits - to the research component.

The content and structure of the Programme are determined by balancing the academic and scientific components. Consistency of the program components is logically connected with each other: the program is loaded with more academic components during the first semesters. Academic credits are completed in the third semester.

The scientific part of the program gradually increases during the following semesters. The remaining 3 semesters are fully dedicated to scientific work. This also considers the opportunity of consistent implementation of research and it is built on the logical connection between the components; The 130 credits of the Programme are considered obtained by the Doctoral student after the dissertation defense. Everything is detailed by semesters in the matrix attached to the Programme.

The research component of the research field includes essential seminars and learning courses, which serve, on the one hand, to deepen the field of study, through a thorough study of existing research, on the other hand, to master modern methods of research and teaching, accumulate scientific-pedagogical experience. Apart from the mandatory courses and seminars, the block of existing elective courses gives a doctoral student an opportunity to compile his/her individual plan.

Scientific components, research topics and tasks are defined. The research of different fields and requires an interdisciplinary approach, determining the qualitiveness of the connection of different spheres within one culture. Other research topics can be A specific monument or a group of monuments that have not yet been studied; Issues of transforming and influencing Byzantine, Islamic, European and etc. artistic tendencies in Georgia, impacts of Georgian art and cultural circles on other countries. In addition to the above-mentioned essential problems, the doctoral student will have the opportunity to study and research other specific issues related to the history of art.

A doctoral student is obliged to work with the scientific supervisor on a systematic basis and submit a brief scientific report in a written form to the dean's office at the end of each semester and make a presentation at the department meeting (colloquiums) once in a year. The reports of all semesters, signed by the doctoral student and the supervisor, are kept in his / her personal file.

The presentation for approval of Dissertation topic and title takes place at the end of 2nd semester, after submission of the draft dissertation of the Doctoral student at the department session and by its decision is then presented to the Dissertation Council.

Academic component (50 credits) of the program includes 50 ECTS, mandatory learning (sectoral) courses (40 credits) and elective courses (10 credits).

Upon full mastery of the educational program, a graduate has all competencies to be achieved in the third cycle of the education.

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

#### **Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
- The legal act of the rector on Approval of Methodology of Planning, Development, and Improvement of Educational Programs of LEPL St. King Tamar University of the Georgian Patriarchate;
- The description of the Doctoral programme and the syllabi of the subjects;
- The Map of program objectives and learning outcomes;
- SER;
- The interview results.

#### **Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards

- The admission preconditions need revising.
- The Learning Outcomes of the Programme is described in accordance with the qualification framework, that is still active with the new one and will be canceled in one year, while, syllabuses are following the new one, with 3 main competences. It needs to get close to each



<p>other.</p> <ul style="list-style-type: none"> <li>• Elective Course Outline Course <i>The meaning of the symbol in Christian art and its pre-Christian traditions</i> D12 has to be given in the list of compulsory courses.</li> </ul>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In the case of an accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> <b>Substantially complies with requirements</b></p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p><b>2.3 Course</b></p>
<ul style="list-style-type: none"> <li>➤ Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits corresponding to course learning outcomes;</li> <li>➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>Each academic course of the major specialty indicated in the attached matrix ensures and provides an upgrade of a doctoral student's level of knowledge, development of his/her creative thinking and formation and realization of skills necessary for practical scientific-research activities.</p> <p>The academic component envisages the preparation of seminars, which will broaden doctoral students' views in the field and upgrade their level of knowledge. These components ensure achievement of the program's learning outcomes; in addition, this outcome is achieved by the logical connection existing</p>

among the academic courses and development of practical skills. The academic component creates a basis for the successful implementation of research and preparation of a doctoral paper on the research results.

Number of credits allocated for each course (number of contacts and independent study hours) correspond to the content and learning outcomes of the course; Also, the ratio between contact and independent hours is logical and takes into consideration the peculiarities of the course; the number of contact hours and teaching and learning methods (lecture, seminar, lab, etc.) corresponds to the content and learning outcomes of the course.

The research component of the research field includes necessary seminars and learning courses, which serve, on the one hand, to deepen the field of study, through a thorough study of existing research, on the other hand, to modern methods of research and teaching, accumulate scientific-pedagogical experience. Apart from the mandatory courses and seminars, the block of existing elective courses gives a doctoral student an opportunity to compile his/her individual plan. Scientific component, research topics, and tasks are defined. The research of different fields and requires an interdisciplinary approach, determining the qualitiveness of the connection of different spheres within one culture. Other research topics can be a specific monument or a group of monuments that have not yet been studied.

Every learning outcomes of each course is assessed. The component assessment criteria are thoroughly reflected in the course syllabuses and the scientific component assessment criteria are outlined in the syllabus and in the provisions of the Doctoral Program and the Dissertation Council. (Provisions of the Doctoral Program and the Dissertation Council of St. King Tamar University of Patriarchate of Georgia, Article 8,9,10,15,16,17, 18, 19,20)

It is also advisable to study methodology used in the study component of the PhD program, particularly in the subject: **D0213.1.5.04 Research Methods of History of Art; D0213.1.5.01 Comparative analysis of Byzantine and Georgian paintings;** Georgian architecture in the Middle Ages - Part of Eastern Christianity, **D11 Painting of Georgian manuscript books, D0213.1.5.03** Medieval Georgian gold-work.

It should be noted that the Programme is special due to the fact that the doctoral student will be given the opportunity to study directly the original artworks of Georgian medieval art.

Considering the above, it should be noted that the Programme content and structure ensure the achievement of the programme learning outcomes. Qualification to be awarded is consistent with the program content and learning outcomes.

During the studies, the doctoral student is obliged to assist academic staff and participate in the education process of the University. Assistance to a professor implies the following: Conduct of laboratory works and practices in the working groups for the Bachelor's and Master's student; preparation of questions for midterm and final examinations, tests; correction of students' papers, reviewing of Bachelor's and Master's papers, supervision of Bachelor's papers; tutoring, assistance in scientific work and etc. The evaluation of the PhD student with regard to assisting the professor is

<p>performed on the basis of a report prepared about the implemented work.</p> <p>Compulsory literature and other reading materials listed in the syllabi not always correspond to course learning outcomes; Compulsory literature and other reading materials listed in the syllabi are not always based on the core achievements in the field;</p> <p>They do not take the latest research in the field into consideration and that is why Programme's compliance with modern-day requirements is not rich.</p>
<p><b>Evidence/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidence/indicators including relevant documents and interview results</li> <li>● The description of the Doctoral programme and the syllabi of the subjects;</li> <li>● The map of program objectives and learning outcomes. Table 1;</li> <li>● The map of the curriculum learning outcomes and benchmarks. Table 2;</li> <li>● SER;</li> <li>● The interview results.</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with the requirements of the standards</p> <ul style="list-style-type: none"> <li>● To assure that compulsory literature and other reading materials listed in the syllabi would be based on the latest core achievements in the field.</li> <li>● The list of electives (non-obligatory) courses should be revised to strengthen the course with more components for comparative analytic teaching.</li> </ul>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul> <p>Study methodology used in the study component of the PhD program, particularly in the subject: <b>D0213.1.5.04 Research Methods of History of Art; D0213.1.5.01 Comparative analysis of Byzantine and Georgian paintings;</b> Georgian architecture in the Middle Ages - Part of Eastern Christianity, <b>D11 Painting of Georgian manuscript books, D0213.1.5.03 Medieval Georgian gold-work.</b></p> <p>It should be noted that the Programme is special due to the fact that the doctoral student will be given the opportunity to study directly the original artworks of Georgian medieval art.</p>
<p><b>In the case of an accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>

The study courses correspond to the learning agreement of the third stage of HE and are used relevant teaching methods.

### Evaluation

o Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard

☐ 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

The Programme consists of learning and research components, which ensures that students gain theoretical knowledge as well as research skills corresponding to the doctoral level of education and programme learning outcomes. In addition, the teaching assistantship component of the PhD program aims to provide the student with the knowledge of pedagogical and research skills. Teaching and assistantship are obligatory components of this PhD program and it comprises student's involvement in the following fields: 1) teaching assistantship and 2) research assistantship. During assisting, doctoral students develop practical skills of teaching, assessment and research work supervising.

In the framework of a practice component or a scientific research project, a student is supervised by a qualified expert in the field who evaluates student's work.

The Programme states that students have an opportunity to be involved in scientific research projects. Interviews with PhD students confirm that only a few students have been involved in the projects, therefore, the involvement of students in projects and conferences are required.

### Evidence/indicators

- o Component evidence/indicators including relevant documents and interview results
- The Doctoral programme and the syllabi of the subjects;
- Curriculum learning outcomes and benchmarks map.

<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with the requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p> <p>To ensure that the students would be involved in the various research activities.</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In the case of an accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard</li> </ul> <p><b><u>Complies with requirements</u></b></p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p><b>2.5 Teaching and learning methods</b></p>
<p>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.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The teaching methods used in the program are indicated clearly in the relevant syllabus/concept of each component. The method was 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 teachings based</p>

mainly on analysis methods that are used for solving particular tasks, and explanatory methods for thinking around issues, a detailed review of a particular example within the frames of a given topic. A deductive approach issued in subjects where the Doctoral student acquires new, in-depth knowledge in a particular direction based on students' general background knowledge. Due to the 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, practical, etc.

It is notable that the presented program is important in its content and research period, part of the required assistance for the students described in detail in the program needs to be substantiated. It is noteworthy that interviewing students during the visit confirms the assistance component.

#### **Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
- Course syllabi;
- Regulation on coordinating the academic process;
- Interview with the programme head;
- Interview with the Academic staff;
- Interviews with students.

#### **Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards

#### **Suggestions for programme development:**

Non-binding suggestions for programme development

The Doctoral programme and the University should better promote the involvement of the student in the research projects implementation, which includes participation in various scientific conferences and projects. It is advisable to prepare a peer-reviewed journal list and give students the opportunity to more closely work on scientific publications. Due to the special study period of the doctoral program, publicity of the prepared publications and involvement in the general public space is of outmost importance.

#### **Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

#### **In the case of an accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

## Evaluation

Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard

### ☒ **Complies with requirements**

- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

## . 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**

According to the Self-evaluation report the Academic achievements of the students are evaluated by using the modern indicators by considering the orders N3 (05.01.2007) of the Minister of Education and Science of Georgia and its amendments and by the regulatory documents (internal regulations, statute of the doctoral studies and dissertation council) issued by the Rector of St. King Tamar University of Patriarchate of Georgia.

It can be stated that student evaluation is conducted in accordance with established procedures. It is transparent enough and complies with existing legislation. The component assessment criteria are thoroughly reflected in the subject syllabuses. Evaluation criteria for the scientific component are set forth in the syllabi and in the statute of doctoral studies and a dissertation council. The academic staff considers that it is unacceptable to evaluate the learning outcomes reached by a student on a one-time basis - only by evaluating the final examination. That is why the evaluation of the student's knowledge by a certain ratio considers midterm and final examination. The maximum evaluation for the academic course is 100 points. The final examination is not evaluated by more than 40 points. A student who accumulates a minimum of 30 points in the midterm evaluations, is allowed to attend the final exam. So, it can be claimed that evaluation components and methods are appropriate for the subject and its learning outcomes. Evaluation forms, components and methods are fair and known to students in advance.

The doctoral student is obliged to assist the academic staff and to participate in the study process of the University. The evaluation of the PhD student for this practice is performed on the basis of a report prepared about the implemented work.

The small number of students in the group ensures the proper feedback from the teachers and supervisors. The thesis supervisor periodically assesses the student's progress.

However, the students' semester works presented during the Site Visit by the request of the Expert

Group have triggered some hesitations about the objectivity of evaluation and/or about the competencies of evaluators. All grades were excellent although at least the volume of the works was modest and they did not demonstrate a deep and profound research level.

Since there are no dissertations defended yet, it is difficult to evaluate the defense procedures. However, taking into account that St. King Tamar University of Georgian Patriarchate has been implementing the other doctoral programmes (*History of Christianity* and *Psychology*), it can be presumed that the dissertation thesis defense is conducted according to the doctoral dissertation evaluation and defense regulations. As it is indicated in the Self-Evaluation Report, the student's doctoral program is considered to be completed if he/she has accumulated credits provided by the educational program and successfully defended the dissertation work in accordance with the rules established within the University. As it is pointed out in the Self-Evaluation Report, preliminary evaluation criteria of the dissertation paper needs to be improved.

#### **Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
  - Self-Evaluation Report;
  - Interviews;
  - Regulation of the University Doctoral and Dissertation Board.

#### **Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards

- To set clear evaluation criteria for semester works that correspond to the level of doctoral studies.
- To improve the preliminary evaluation criteria of the dissertation papers.

#### **Suggestions for programme development:**

Non-binding suggestions for programme development

To strive for a higher research level which ought to be reflected in the requirements for the exam tasks.

#### **Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

#### **In the case of an accredited programme, significant accomplishments and/or progress**



- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

### Evaluation

○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard

☐ 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		X		

### 3. Student achievements and individual work with them

HEI creates a 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 the learning process, improvement of academic achievement, employment and professional development.

#### Descriptive summary and analysis of compliance with standard requirements

Since there are only 4 students studying in the programme, the administration and the supervisor keep close contact with them. During interviews, students confirmed that they receive appropriate consultations and support regarding the planning of the learning process (especially regarding composing the individual student's work plan), improvement of academic achievement, employment and professional development. The University and the Programme staff provide students with relevant information and support services. As it is pointed out in the Self Evaluation Report, besides the

evaluation of their academic progress, students can get various sorts of consultations at the dean's office according to the set timetable.

However, although it is written in the Self Evaluation Report that there are support services for the doctoral students such as scholarships, social advice and support (for families with many children and for persons with disabilities), there is a lack of evidence if this system really functions.

As a positive thing can be mentioned that it is possible to create an individual learning schedule for doctoral students, to have consultations with the academic staff in an intensive manner and to retake an examination.

During the Site Visit, the experts were provided with some additional information that can be treated as evidence of students' support. The Administration confirmed that the University is ready to cover to costs of students' academic travels and international publications; however, it has been only a theoretical possibility so far. Also, the established contacts with future employers can be distinguished as a big advantage of the Programme.

#### **Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
  - The Site Visit;
  - Interviews with the students;
  - SER;
  - Contracts with the social partners (potential employers).

#### **Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards

- To assure that the students would have an opportunity to participate in local and international projects, events, conferences and research fellowships.
- To enhance international mobility (exchange programs etc.).

#### **Suggestions for programme development:**

- Non-binding suggestions for programme development
- To assure that the students would get the financial support for the publications in international peer-reviewed issues.

#### **Best Practices (if applicable):**

<ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In the case of an accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul> <p>Established contacts and signed agreements with the other universities and cultural institutions.</p>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> <b>Substantially complies with requirements</b></p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p><b>3.2. Master's and Doctoral Student supervision</b></p>
<p>Master's and Doctoral students have qualified thesis supervisors.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The University follows the Statute of the Doctoral Studies and the Dissertation Council of St. King Tamar University of Patriarchate of Georgia, Article 6.</p> <p>The university provides a doctoral student with a scientific supervisor who has an academic degree as a doctor. During the Site Visit, it was revealed that there is only one supervisor for all 4 students. Although the current supervisor is an expert of her research field it would be advised to create the possibility for the students to choose between other researchers in order to extend the scope of research. Or there should be a possibility to have at least one co-supervisor.</p> <p>The supervisor conducts consultations with Doctoral students on a regular basis. Besides, she accompanies the students during the expeditions to the sites.</p> <p>As it is pointed out in the Self Evaluation Report, the quality assurance service of the University, according to the established rule, ensures feedback from doctoral students regarding their satisfaction with the work of scientific supervisors.</p>
<p><b>Evidence/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidence/indicators including relevant documents and interview results</li> <li>● Statute of the Doctoral Studies and the Dissertation Council of St. King Tamar University of</li> </ul>

Patriarchate of Georgia, Article 6; ● Interview results.
<b>Recommendations:</b>  Proposal(s), which should be considered by the institution to comply with the requirements of the standards  ● To create the possibility for the students to choose between a bigger variety of researchers, possible supervisors.
<b>Suggestions for programme development:</b>  Non-binding suggestions for programme development  To attract new members of the academic staff.
<b>Best Practices (if applicable):</b>  ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<b>In the case of an accredited programme, significant accomplishments and/or progress</b>  ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<b>Evaluation</b>  ○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard  <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> <b>Substantially complies with requirements</b> <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> 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

		ents		
Student achievements and individual work with them		X		

#### 4. Providing teaching resources

Programme human, material, information and financial resources ensure programmesustainability, it is effective and efficient functioning and achievement of intended objectives.

##### 4.1 Human Resources

- Programme staff consists of qualified people who have the necessary competences in order to help students achieve programme learning outcomes;
- The number and workload of programme academic/scientific and invited staff ensure the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. The balance between academic and invited staff ensures programme sustainability;
- The Head of the Programme possesses the 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**

The Programme staff is engaged in the Programme in accordance with existing legislation and internal regulations of St. King Tamar University of Patriarchate of Georgia. The Programme is provided with the appropriate academic qualifications and invited staff and, if necessary, professors of the departments of the relevant field from the foreign universities. Programme staff qualification is in compliance with the qualification requirements set for their positions, their functions and existing legislation.

Methodology for determining the number of academic, scientific and invited personnel of the Programme is in place. The number of academic, scientific and invited staff is determined considering the number of students and needs of the Programme.

The Programme has the academic and invited staff workload scheme. The number of academic staff (5 members) and invited staff (3 members) is adequate for the number of students. The balance between academic and invited staff ensures programme sustainability; however, the turnover of academic and invited staff is insufficient. On the other hand, it has to be taken into account that the Programme has just been launched. Moreover, it is mentioned that there are 3 foreign specialists involved in the Programme; however, their functions are not clear.

The structural units of the university use the certain indicators for determination of the number of academic, scientific and invited staff such as the ratio of academic, scientific and invited personnel number to the total number of administrative and supporting personnel; the ratio of academic, scientific and invited personnel number to the total number of university personnel; the ratio of academic staff to the number of invited personnel, etc.

As it is stated in the Self-evaluation Report, all persons who implement the Programme have the competencies necessary for the achievement of learning outcomes that are confirmed by the scientific papers published during the last 10 years. According to the Accreditation Standards and

the common international practice, the researcher has to be active in the academic field for the last 5 (not 10) years.

Also, the names of the foreign specialists involved in the program are mentioned in the Self Evaluation Report. It is stated that they provide consultation / co-supervision if necessary. However, it has been only a theoretical possibility so far.

The Head of the Programme possesses the necessary knowledge and experience required for the Programme elaboration. The qualification of the Head of the Programme is certified by the relevant education in the field and the practical experience. She is personally involved in the Programme assessment and development, Programme implementation and students advising.

Programme students are provided with an adequate number of administrative and support staff of appropriate competence. Qualification of the administrative and support staff is consistent with their functions.

#### **Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
- Methodology for determining the number of academic, scientific and invited staff of Saint King Tamar University of Georgian Patriarchate. Individual legal act N049-01 of the rector;
- Statute of the Doctoral Studies and the Dissertation Council of St. King Tamar University of Patriarchate of Georgia, Articles 6, 11, 12, 13, 14;
- SER;
- Interview results.

#### **Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards

- To assure that the academic staff would be currently active in the academic field (publishing scientific papers in the peer-reviewed journals and taking part in the national and international research projects).

#### **Suggestions for programme development:**

Non-binding suggestions for programme development

- To find ways for involving the foreign specialists in the Programme implementation.
- To ensure the proper turnover of academic and invited staff.

#### **Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a

model for other higher education programmes
<p><b>In the case of an accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard</li> </ul> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> <b><u>Substantially complies with requirements</u></b></p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<b>4.2 Professional development of academic, scientific and invited staff</b>
<ul style="list-style-type: none"> <li>➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;</li> <li>➤ HEI fosters the professional development of the academic, scientific and invited the staff. Moreover, it fosters their scientific and research work.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The University's Quality Assurance Office conducts the evaluation of the Programme's academic, scientific and invited staff and analyze evaluation results on a regular basis. The Quality Assurance Office besides other aspects organizes and coordinates the assessment of the competences of the academic and teaching staff. It is stated in the Self-evaluation report that based on the results of the quality evaluation; the university administration makes decisions in order to improve the study quality. The University conducts and utilizes the evaluation of the Programme staff by implementing a lecturer's self-evaluation; evaluation of a lecturer by the university personnel; students' survey. The University uses the questionnaires for students to evaluate not only a study environment and study subjects but also the competencies of the teaching staff. However, nothing is known about how and if the results of the evaluation are used for the improvement of the academic, scientific and invited staff. Neither the SER, nor the interviews provided proper evidences.</p> <p>After studying the documents and conducting interviews it is still not clear if the evaluation of staff satisfaction is being conducted or not.</p> <p>The Self-evaluation Report points out but not specifies the various events for the professional</p>



development of the academic, scientific and invited staff (it is only said that “The clerical and information assurance office ensures various types of training, planning of social-cultural, educational and fun events together with the respective structural unit of the university, by using internal and/or external resources”).

**Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
- SER;
- The interview results.

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards

- To assure that the results of the evaluation would be used for the improvement of the academic, scientific and invites the staff.
- To assure that the evaluation results would be considered when promoting and supporting the staff.
- To conduct the evaluation of staff satisfaction.
- To establish the mechanisms for fostering the research work of the academic and invited staff.

**Suggestions for programme development:**

Non-binding suggestions for programme development

- To improve the necessary conditions (material, financial resources) for fostering the scientific and research work of academic, scientific and invited staff.

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

○ Please mark the checkbox which mostly describes your position related to the programme’s compliance with this specific component of the standard

☐ Complies with requirements

☐ Substantially complies with requirements

☒ **Partially complies with requirements**

☐ Does not comply with requirements

#### 4.3. Material Resources

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

##### **Descriptive summary and analysis of compliance with standard requirements**

As it is stated in the Self-evaluation report, the PhD programme's scientific-research component is implemented at the Social and Humanities faculty of Saint King Tamar University of Georgian Patriarchate and the functionality of the program is ensured by the regularly updated book fund of the University's library and the computer centers equipped with modern appliances with the respective software (ANSYS, MathCAD, MathLAB, ArchiCAD, etc.). In fact, the funds of the library are not rich (with a lot of old books) but the library subscribes to some electronic research data basis. Although the Self-evaluation reports state that the lecture halls and rooms for practical lessons are equipped with the appliances that correspond to modern methods of multimedia teaching, the Site Visit has revealed that only some rooms have multimedia devices. This fact triggers some doubts about the teaching methods.

As an advantage of the Programme can be distinguished the memorandums that have been signed with such organizations as The Georgian National Center of Manuscripts and Art Museum of Georgia. The memorandums envisage access to the cultural heritage protected at these institutions and conducting research on them. The process of access to the research subject for doctoral students is simplified by the fact that the academic and invited staff engaged in the Programme implementation is also employed in these organizations.

##### **Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
- SER;
- The Site Visit.

##### **Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards

- To improve the technical basis for teaching.
- To update the library resources.

**Suggestions for programme development:**

Non-binding suggestions for programme development

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard

☐ 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**

Saint King Tamar University of Georgian Patriarchate has a sufficient budget to implement the Programme. The funds for financing the Programme are allocated from the University budget (49 742 GEL for three years). The University claims that this sum ensures remuneration for academic and invited lecturers of the Programme in scientific and teaching component, it also includes costs for scientific trips of doctoral students, publishing of scientific papers, international review of the paper, and covers the organizational costs related to the defense of the dissertation.

The University states that the annual cost of the studies is affordable for a student (2400 GEL). Also, as it is claimed in the Self-evaluation Report, the University supports the students in finding the financing resources but no evidence for that was provided.

**Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results

<ul style="list-style-type: none"> <li>• SER;</li> <li>• The Interview results.</li> </ul>
<b>Recommendations:</b>  <p>Proposal(s), which should be considered by the institution to comply with the requirements of the standards</p>
<b>Suggestions for programme development:</b>  <p>Non-binding suggestions for programme development</p> <ul style="list-style-type: none"> <li>• To ensure financial support for students from socially vulnerable groups.</li> </ul>
<b>Best Practices (if applicable):</b>  <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In the case of an accredited programme, significant accomplishments and/or progress</b>  <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b>  <p>○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> <b><u>Complies with requirements</u></b></p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

### 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		X		

## 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, analyzed 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 University has developed a publicly available policy for quality assurance, which is part of its strategic management. Internal stakeholders (all persons acting within the scope of the university, including students and academic/invited personnel) are involved in the ruling processes. The Programme staff and students collaborate with internal quality assurance service. There exist mechanisms ensuring engaged all internal stakeholders in the quality assurance process. In order to support the above, the quality assurance policy shall have an official status and be publicly available.

The quality assurance policy reflects the relationship between research, learning and teaching and considers as a national context in which the university functions, also the institutional context and its strategic approaches. This policy facilitates establishing and developing the organization of quality assurance system; faculties and other organizational units, as well as the University's leadership, each employee and students, take responsibility for quality assurance; Involve external stakeholders in quality assurance. It is seen, the quality assurance is the responsibility of all collective, academic, administrative and support staff.

In comparing with the previous accreditation situation. Big progress has been observed in realizing and understanding the quality culture.

#### **Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
- The statute and internal regulations of the university;
- Mechanism of quality development of academic higher educational programs (the rector's order №033/01 12 October 2017);
- Internal and external mechanisms of educational program's quality assurance (the rector's order №052/01 5 December 2018);
- Questionnaires of the quality assurance evaluation;
- Interviews with the administrative staff, program leader and doctoral students.

#### **Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards
<b>Suggestions for programme development:</b>  Non-binding suggestions for programme development
<b>Best Practices (if applicable):</b>  <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes.</li> </ul>
<b>In the case of an accredited programme, significant accomplishments and/or progress</b>  <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b>  <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard</li> </ul> <p><b><u><input type="checkbox"/> Complies with requirements</u></b></p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<b>5.2 External quality</b>
The programme utilizes the results of external quality assurance on a regular basis.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>The University uses external quality assurance in its diverse forms and it is able to check the efficiency of the internal quality assurance, act as a catalyst for improvement and propose new prospects to the university.</p> <p>It provides the university and society with information on the quality of the university's activity. The mechanisms and all processes are documented. The University uses both direct assessments by the monitoring and as well the indirect assessment of the program. Forms of external evaluation are reviews of the doctoral papers and scientific articles, done by the doctoral students, feedback from the organizations and competent scientists about the doctoral program and completed dissertations, etc.</p> <p>The program is developed at the expense of integrating internal and external evaluation procedures, in order to improve the planned learning outcomes and make them achievable by the principle:</p> <p>The organization perceives the quality assurance as an uninterrupted process that does not end with</p>

receiving external feedback, report or further processes ongoing with the university. The Programme utilizes the results of external quality assurance.

**Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
- Internal and external mechanisms of educational program's quality assurance (the rector's order №052/01 5 December 2018);
- The Report was done by the external expert from the National Museum of Georgia;
- The Individual work plan of doctoral students in the future;
- The order N052/01 2018.05.12 of the rector of LEPL Saint King Tamar University of Georgian Patriarchate on Approval of Internal and External Mechanisms for Educational Program's Quality Assurance.

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards

**Suggestions for programme development:**

Non-binding suggestions for programme development

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

○ Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard

☐ **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 reviews are conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analyzing information. Assessment results are utilized for programme improvement.

**Descriptive summary and analysis of compliance with standard requirements**

The Programme monitoring and periodic reviews are conducted with the involvement of academic, scientific, invited, administrative staff, students. The programme was modified based on the recommendation expert, given after the first accreditation process.

In organization is Good understanding and management of the first stage of the cycle Plan-Do-Check-Act - programme planning and preparation for implementation. Elaboration of the program was preconditioned by many consultation meetings of program heads and academic and administrative staff.

Potential employers' engagement in the program elaboration and determination of the learning outcomes is also in place. In particular: National Center of Manuscripts, National Museum of Georgia, Batumi Teaching University, Chiatura Museum and GrigolKhandzteli Spiritual Academy in Akhaltsikhe of Georgian Patriarchate.

**Evidence/indicators**

- Component evidence/indicators including relevant documents and interview results
  - The statute and internal regulations of the university;
  - Special questionnaires for the monitoring and analysis of students' academic activity;
  - Results of periodic monitoring of the university website;
  - Internal and external mechanisms of educational program's quality assurance (the rector's order N052/01 2018.05.12).

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with the requirements of the standards

**Suggestions for programme development:**

Non-binding suggestions for programme development

The HEI should periodically analyze the academic program in line with international best practice. Using this approach, it is recommended to understand the current trends in the field of teaching in order to be up-to-date.

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)



### Evaluation

o Please mark the checkbox which mostly describes your position related to the programme's compliance with this specific component of the standard

☐ **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	X			

### Enclosed Documentation (If Applicable)

HEI's Name: Saint King Tamar University of Georgian Patriarchate

Higher Education Programme Name: Art Study (History of Arts)

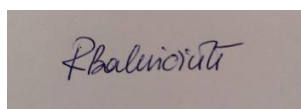
Number of Pages of the Report: 43

Programme's Compliance with the Standard

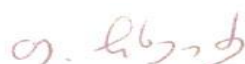
Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands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

Expert Panel Chair's

Ramune Baleviciute-Liugiene



Tamar Chkheidze



6. 15619242

Name, last name, signature Nino Sanadiradze

Name, last name, signature Christine Chikhladze

A handwritten signature in blue ink, appearing to read 'Chikhladze', with a stylized flourish at the end.