



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

## **Accreditation Expert Group Report on Higher Education Programme**

### **Name of Educational Programme, Level of Education**

Performing Arts (keyboard instruments/string instruments/wind instruments/  
vocals/choir conducting), BA

### **Name of Higher Education Institution**

LEPL - Akaki Tsereteli State University

Evaluation Date(s)

11.07.2023

Report Submission Date

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### Information about a Higher Education Institution <sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	Akaki Tsereteli State University Legal Entity of Public Law
Identification Code of Institution	212693049
Type of the Institution	University

### Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Rima Povilionienė, Lithuanian Academy of Music and Theatre, Lithuania
Member (Name, Surname, HEI/Organisation, Country)	Tamar Chkheidze, V. Sarajishvili Tbilisi State Conservatoire, Georgia
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<sup>1</sup> In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

## I. Information on the education programme

Name of Higher Education Programme (in Georgian)	"საშემსრულებლო ხელოვნების (კლავიშოანი საკრავები/ სიმებიანი საკრავები/ ჩასაბერი საკრავები /ვოკალი/ საგუნდო დირიჟორობა)"
Name of Higher Education Programme (in English)	Performing Arts (keyboard instruments/string instruments/wind instruments/vocals/choir conducting)
Level of Higher Education	Bachelor
Qualification to be Awarded <sup>2</sup>	Bachelor of Music Arts in Performing Arts
Name and Code of the Detailed Field	Music and Performing Art - 0215
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education <sup>3</sup>	
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Accredited Decision of the Accreditation Council No. 266, 19.12.2019
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	A prerequisite for admission to the programme with national exams, without exams and mobility (external and internal) is to pass the creative tour (specialty and music theory). The creative tour is held before the national exams.

<sup>2</sup> In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

<sup>3</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

### ▪ General Information on Education Programme<sup>4</sup>

This proposed Bachelor undergraduate programme “Performing Arts (keyboard instruments/string instruments/wind instruments/vocals/choir conducting)” is performed at the Akaki Tsereteli State University (ATSU) in Kutaisi, Georgia. The programme is composed of four years of studies, comprising a total of 240 European Credits (ECTS). The purpose of this educational programme is to prepare a highly qualified musician-performer in the specialty of string instruments, wind instruments, vocals, choral conducting, and keyboards. The goal of the programme is to give students the broad knowledge, skills, and abilities for successful careers in the field of performing arts. Upon graduation of the programme, students will be awarded a bachelor degree from the ATSU with the qualification “Bachelor of Musical Arts in Performing Arts”; the graduates of the Programme can be employed in musical educational, cultural institutions and creative organizations, audio art, TV and radio broadcasting, sound recording industry; in case of meeting the requirements stipulated by the legislation of Georgia – in preschool education, general education schools and specialized musical educational institutions and other.

The academic year is composed of two semesters and the 240 ECTS credits are allocated over 8 semesters. Every semester is comprised of 30 ECTS Credits. The structure of the programme in the volume of ECTS is the following:

- Compulsory courses – 69 credits;
- Courses relevant to the chosen specialty (keyboard instruments / string instruments / wind instruments / vocals / choral conducting) – 136 credits;
- Optional courses of the programme – 25 credits;
- Free credit – 10 credits.

1 ECTS credit equals 25 hours, which includes contact hours (lecture, seminar, practicum, and others), furthermore independent work, and time for consultations.

### ▪ Overview of the Accreditation Site Visit

Before the accreditation site visit, all members of the Expert Panel were supplied with a 32-page self-evaluation report and supporting documentation (a detailed specification of the proposed programme / programme curriculum, study plan, curriculum map, detailed syllabi of the courses in the programme, lists and personal data of implementation staff, information on learning outcomes, information on internal quality assurance mechanisms, etc.).

The Expert Panel conducted a site visit at ATSU on July 11, 2023, from 10.00 AM to 7.00 PM. The Panel performed the interview sessions with the following groups:

- 1) the self-evaluation team,
- 2) the university / faculty administration,
- 3) the heads of the programme,
- 4) the QA service representatives,

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<sup>4</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

- 5) the academic staff and supervisors,
- 6) the employers,
- 7) the students and the alumni.

The Panel also received a tour at the ATSU first academic building of ATSU (address: Tamar Mefe 59) and was introduced to the material and technical base available for the study process, including the library learning management system, the main hall and lecture rooms; also, the panel visited the 23rd building (address: K. Gamsakhurdia 43a) with the practice rooms for music performance, concert halls and music library. At the end of the site visit, the Panel met with HEI representatives to present the initial findings.

During the site visit, it was witnessed that the process of programme preparation for re-accreditation was performed in a close cooperation between the self-evaluation team, the QA service of the University, the heads of the programme, as well as the academic staff and students. The interviews with the University representatives and employers emphasized the importance of the programme to Kutaisi region. The Expert Panel expresses its sincere thanks for the cooperation of all participants and their participation in discussions during the site visit.

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

Standard 1:

Substandard 1.1 Complies with Requirements

Substandard 1.2 Substantially complies with Requirements

Substandard 1.3 Substantially complies with Requirements

Substandard 1.4 Complies with Requirements

Substandard 1.5 Substantially complies with Requirements

Standard 2:

Substandard 2.1 Complies with Requirements

Substandard 2.2 Substantially complies with Requirements

Substandard 2.3 Substantially complies with Requirements

Substandard 2.4 Substantially complies with Requirements

Standard 3:

Substandard 3.1 Substantially complies with Requirements

Standard 4:

Substandard 4.1 Complies with Requirements

Substandard 4.3 Complies with Requirements

Substandard 4.4 Substantially complies with Requirements

Substandard 4.5 Complies with Requirements

Standard 5:

Substandard 5.1 Complies with Requirements

Substandard 5.2 Complies with Requirements

Substandard 5.3 Substantially complies with Requirements

- **Recommendations**

Substandard 1.2

- o The learning outcome of the choir conductor should be adjusted and reflect the specifics of the subject.

Substandard 1.3

- o It is recommended to revise the curriculum map in relevance with the specific learning outcomes (3, 6, 12) and choir singers to ensure accuracy between the compulsory courses and relevant learning outcomes.

Substandard 1.5

- o It is recommended to draw up the requirements of the sample repertoire on a semester basis, which will clarify the difficulty of the material that the student-performer will have to study and play.
- o The teaching material needs to be updated. Often the repertoire is limited to studying the regularities of the music of the classical-romantic period.
- o As the assessment forms do not meet the goals of the study course (“Contemporary performance”, “Choral arrangement”, “Instrumentation and partiture reading”, “History and theory of harmony”, “Analysis of a musical work”, “Polyphony” 1, 2) and cannot ensure the achievement of the learning outcomes, it is recommended to adjust the aim of the course to be consistent with the content and the learning outcome.
- o It is obligatory to update the literature in the following courses: “History of Georgian music” 1, 2; “History of piano art courses” 1, 2; “History of performing arts for wind instruments”.
- o The “Contemporary performance” course should be consistent with the level, because currently it does not contain a practical component and therefore is not at the BA level.

Substandard 2.2

- o To establish a memorandum with the Kutaisi opera theater regarding students’ participation in the activity of theater orchestra and choir as the part of programme curriculum.
- o The organization of the learning process in different ensemble courses (orchestra, choir, quartet, ensemble), which need the extra staff and / or equipment, needs to be documented.
- o It is recommended to include some creative tasks in theoretical disciplines (for example, a composition of small piece [variations, fugue, miniature] in the style of discussed period / composer [Baroque, Classical, Romanticism] in the course of “Analysis of a musical work”).
- o To be consistent with the Programme’s statement that after completing the program Bachelors can be employed as pedagogues (“in case of meeting the requirements stipulated by the legislation of Georgia – pedagogy (in preschool education, general education schools and specialized musical educational institutions) and other”), it is recommended to include the topics and teaching methods in the courses for developing pedagogical skills, like methodological seminars, pedagogical practice at music school.

### Substandard 2.3

- o The methods given in the curriculum should be consistent with the syllabi and SER.
- o To review the methods presented in the musical-performance syllabi: the methods in music training courses in solo, ensemble, and other types of performance (Keyboard instruments (Piano), Vocal, String instruments, Wind instruments, Choir conducting, Vocal ensemble, Ensemble class, Opera training, Orchestra Class, Compulsory Piano) should be enriched with such methods as discussions, role-playing pedagogy, case studies etc.

### Substandard 2.4

- o Plagiarism prevention, detection and response mechanism used in the “Academic Writing” Course should also be implemented in other relevant courses (in which written assessment methods are included) of the “Performing Arts” programme.
- o To ensure that students have the correct information regarding the existing appeal mechanism and can use it to its full potential, the technical error in the appeal rule should be corrected so that it states that students have the opportunity to appeal any assessment.

### Substandard 3.1

- o The institution should strengthen its activities to create opportunities for international mobility for students.
- o Performing Arts programme students should be involved in the existing electronic learning process management system.
- o The results of the students’ evaluation of lecturers should be analyzed to ensure that students’ feedback is taken into account at the institution.

### Substandard 4.4

- o It is recommended to add electronic databases, specific music collections, relevant for the “Performing Arts” programme, for example, databases RILM, RISM, as well as ProQuest Ebook Central, JSTORE Music Collection, EBRARY COLLECTION, Naxos Music Library, “Music and Dance Online” (ProQuest), Medici TV EDU, Bloomsbury video library, MGG Online, Taylor & Francis Online, and so on.

### Substandard 5.3

- o It would be recommended to consider international experiences for the programme development, thus, incorporating both local and international practices and requirements for the further development.

### ▪ **Suggestions for Programme Development**

#### Substandard 1.1

- To establish a Department of Performing Arts - an independent administrative unit responsible for the implementation and strategy of the programme at the ATSU.

- It is relevant to hold regional concerts to deepen collaboration, and increase the number of applicants.
- It is advised to check and repair the internet links provided in the self-evaluation report documentation as they are not-accessible.

#### Substandard 1.4

- In order to logically balance the credits, it is suggested to revise the Programme curriculum and redistribute credits in the specialty module’s study courses (Piano, Vocal, Choir Conducting) focusing on the needs of the programme.
- The revision of the Programme curriculum and the correction of credits distribution is only possible after reviewing the constituent document of QA policy - therefore, it is suggested to review the sample study plan.
- It is suggested that the volume of credits in the specialty class in the direction of keyboard compositions could be adjusted as follows:

Piano performing	I	II	III	IV	V	VI	VII	VIII
Existing	7	7	10	9	9	11	11	11
Suggested	8	8	9	9	10	10	10	11

#### Substandard 1.5

- It is suggested to change English version of the title “Choir class and team work” to more appropriate “Choir class and working with a choir”.

#### Substandard 2.2

- Highly reasonable to follow and analyze the information about the graduate students’ career; to enhance students’ motivation and involvement in more diverse artistic activities.

#### Substandard 4.1

- In the self-evaluation report, page 21, in the section Evidence/Indicators, the document is mentioned under the title: “Resolution No. 173 of the Representative Council of the Ukrainian National Association of Social Workers' Associations. 28.02.2018. About the methodology of determining the number of academic and visiting staff according to the programs of Akaki Tsereteli State University”. Ukrainian – perhaps, it is a technical error. It is suggested to check legal documents to ensure everything is understood.
- The institution would be advised to increase the number of personnel in the direction of specialists in keyboards, choral conducting, string instruments, and wind instruments, in case of an increase in the number of students.

#### Substandard 4.3

- Involving more new professionals in the Programme implementation staff would undoubtedly create a consistent and reasonable strategy of personnel renewal, the cooperation of different generations and levels of professionalism, and will enhance

the research / artistic activity.

- o It is suggested to elaborate a template of Curriculum Vitae holding an independent section addressed to the artistic activities, which in fact would correlate to the established criteria for scientific work and activity; the section could be titled “List of artistic works” including subsections.

#### Substandard 4.4

- o Arrangement and preparation of Building No. 23, which the university presented as a planned activity in the near future.

- **Brief Overview of the Best Practices (if applicable)<sup>5</sup>**

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

Getting acquainted with the Argumentative Position of LEPL - Akaki Tsereteli State University, the expert panel first wants to express their gratitude to the university representatives for their detailed analysis of the recommendations.

Below, the experts provide their following considerations. It is also noted that, according to Article 22-4<sup>1</sup> and Article 27<sup>2</sup>-11 of The Charter for the Accreditation of Educational Programmes of the Higher Education Institutions, the post-visit changes (and newly received documents) cannot be taken into account; respectively, some recommendations remain unchanged.

#### ***Considering arguments for recommendations in Substandard 1.2***

1. According to Argumentative Position, the Substandard 1.2 Recommendation (“The learning outcome of the choir conductor should be adjusted and reflect the specifics of the subject”) was taken into account: “the following was added in the skills section of the "Choir Conducting": "Performs, as a choir singer, choral works of different eras and styles" (see the Annex)”. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.

#### ***Considering arguments for recommendations in Substandard 1.3***

1. According to Argumentative Position, the Substandard 1.3 Recommendation (“It is recommended to revise the curriculum map in relevance with the specific learning outcomes (3, 6, 12) and choir singers to ensure accuracy between the compulsory courses and relevant learning outcomes.”) was taken into account: “Curriculum map was reviewed and adjusted according to the recommendations provided in sub-standard 1.2 and 1.3 (see the Annex).” The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.

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<sup>5</sup> A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

### ***Considering arguments for recommendations in Substandard 1.4***

1. The experts repeatedly point out that in the Programme “The change in the number of credits does not show the gradual increase in competencies and the volume of work. During the interview, this issue was brought up. The persons implementing the programme confirmed that the complexity of the performance repertoire increases the volume of credits.” Still, the experts emphasize the need to logically balance the credits, especially to redistribute credits in the specialty module’s study courses (Piano, Vocal, Choir Conducting). However, the experts are acknowledged and understand that the correction of credits distribution is only possible after reviewing the sample study plan and constituent document of QA policy, that the HEI curricula is consistent with the institution’s QA policy, and the credit distribution system at HEI does not allow them to define different credits for the courses. Therefore, the revision may take a longer process, and upon experts’ decision both recommendations for Substandard 1.4 are moved to suggestion section.

### ***Considering arguments for recommendations in Substandard 1.5***

1. According to Argumentative Position, “the repertoire requirements are written in the syllabi of the performing arts courses and the repertoire to be studied in the semester is indicated by an increasing trend of difficulty”. However, the expert panel notes that provided documents didn’t show the gradual growth of competences and continuous improvement of performance-creative skills, therefore the experts emphasize that the requirements of the sample repertoire should be drawn on a semesterbasis, which will clarify the difficulty of the material that the student-performer will have to study and play. The recommendation “to draw up the requirements of the sample repertoire on a semesterbasis” remains unchanged.
2. The experts removed the recommendation (“It is recommended to review the credits in the specialty training courses and clarify the repertoire requirements, the goals, and results ...”) as it partially covers recommendations of substandard 1.4.
3. According to Argumentative Position, the Substandard 1.5 Recommendation (“The teaching material needs to be updated ...”) will be taken into account and the teaching material will be updated. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.
4. According to Argumentative Position, the Substandard 1.5 Recommendation (“As the assessment forms do not meet the goals of the study course ... it is recommended to adjustthe aim of the course to be consistent with the content and the learning outcome.”) was taken into account, technical error was corrected, practical component was added, evaluation criteria were written. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.
5. According to Argumentative Position, the Substandard 1.5 Recommendation (“It is obligatory to update the literature in the following courses ...”) was taken into account, the mandatory literature will be updated and filled. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.
6. According to Argumentative Position, the translation of the course title “Choir class and team work” was a technical error. Therefore, the recommendation (“It is recommended

to change English version of the title “Choir class and team work” to more appropriate “Choir class and working with a choir”.) is moved to the suggestion.

7. According to Argumentative Position, the Substandard 1.5 Recommendation (“The “Contemporary performance” course should be consistent with the level, because currently it does not contain a practical component and therefore is not at the BA level”) was taken into account, the study course was revised. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged. Still, based on the intentions of Argumentative Position, the expert panel decided to remove the other recommendation concerning the title of “Contemporary performance” course, because now this recommendation is superfluous (i.e., the experts would have recommended to revise and change course title to “20th-century music style theory” or “20th-century music history and theory” in case if the HEI would have maintained the current content and conception of the course).

### ***Considering arguments for recommendations in Substandard 2.2***

1. According to Argumentative Position, “A memorandum of mutual cooperation has been signed between N(N)LE Kutaisi Meliton Balanchivadze Opera and Ballet Professional State Theatre and ATSU.” The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.
2. The experts repeatedly emphasize the importance of the development of creativity skills in the Programme, it is highly important to include creative tasks in theoretical disciplines; therefore, the experts keep the recommendation (“It is recommended to include some creative tasks in theoretical disciplines ...”) in the report.
3. The experts note that, according to the Programme’s description (see Programme’s Curriculum, section “Employment areas”), after completing the programme Bachelors can be employed as pedagogues, i.e.: “in case of meeting the requirements stipulated by the legislation of Georgia – pedagogy (in preschool education, general education schools and specialized musical educational institutions)”. However, the experts noticed that Programme study plan lacks the topics and teaching methods in the courses for developing pedagogical skills (like methodological seminars, pedagogical practice at music school etc.). Moreover, it is noted that the statement in the Argumentative Position, “a graduate cannot be employed as a teacher”, contradicts to the quoted Programme’s Curriculum. So still, the experts emphasize the inclusion of the topics and teaching methods in Programme courses for developing pedagogical skills; and the recommendation remains unchanged. In other case, the Programme Curriculum must be essentially revised withdrawing / deleting the above quoted statement (i.e., after completing the programme Bachelors can be employed as pedagogues), because this statement is misleading and can be misunderstood by prospective persons willing to study the Programme.

### ***Considering arguments for recommendations in Substandard 2.3***

1. According to Argumentative Position, both recommendations for Substandard 2.3 are taken into account. As the post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.

### ***Considering arguments for recommendations in Substandard 2.4***

1. According to Argumentative Position, the mechanism of anti-plagiarism (programme Turnitin) is used in other courses as well, such as: "History of world music", "History of Georgian Music", "History of string band performance", "History of piano performance", "History of vocal performance", "History of brass band performance", "Modern performance". However, it hasn't been confirmed during the site visit. In addition, the Programme Curriculum includes more courses than the above listed, in which plagiarism prevention, detection and response mechanism should be implemented (e.g., "Analysis of a musical work", "Georgian folk musical creativity", "General and musical aesthetics", "History and theory of harmony", "General and music psychology", etc.). Thus, the recommendation regarding anti-plagiarism mechanisms should remain unchanged.
2. According to Argumentative Position, ATSU agreed with the recommendation ("To ensure that students have the correct information regarding the existing appeal mechanism ...") and clarified that the technical error had already been corrected. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.

### ***Considering arguments for recommendations in Substandard 3.1***

1. The statement in Argumentative Position that information about international possibilities is available to students, cannot be considered enough argument to change the recommendation ("The institution should strengthen its activities to create opportunities for international mobility for students."). First of all, the recommendation concerns the existence of exchange programs, not the mechanisms and effectiveness of informing students. The expert panel further explains that within the framework of the accreditation process, the international mobility opportunities for the students of a specific programme are evaluated, not the condition of the entire institution in this respect. Thus, the recommendation remains unchanged.
2. According to Argumentative Position, ATSU is carrying out the relevant work to ensure the involvement of the "Performing Arts" bachelor's educational programme students in the electronic system of educational process management before the beginning of the 2023-2024 academic year. Nonetheless, the expert panel wasn't provided with the evidence of carried-out work during the site visit. The "Performing Arts" bachelor's educational programme has been accredited since 2019. However, the institution didn't give any arguments during the interview to elaborate on why couldn't the programme students be involved in eDean so far. For this reason, the panel believes the recommendation ("Performing Arts programme students should be involved in the existing electronic learning process management system") should be left unchanged.
3. According to Argumentative Position, analysis is done based on the submitted questionnaires. During the site visit, the analysis document was requested but was not provided to the panel. Hence, the recommendation ("The results of the students' evaluation of lecturers should be analyzed to ensure that students' feedback is taken into account at the institution") remains relevant.

***Considering arguments for recommendations in Substandard 4.1***

1. According to Argumentative Position, it was a technical error of the translation regarding the appearance of the word “Ukrainian” in the ATSU documentation. Therefore, the recommendation is moved to the suggestion.

***Considering arguments for recommendation in Substandard 5.3***

1. According to Argumentative Position, in the process of Programme accreditation the institution took into account the experiences of the local Georgian universities; the study and analysis of foreign universities good practices will be continued. Thus, the recommendation “to consider international experiences for the programme development” remains unchanged.

The experts sincerely hope that the given recommendations may serve to strengthen and improve the content as well as the future development of the Programme.

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

The undergraduate educational programme “Performing Arts” was accredited in 2019 (Decision of the Accreditation Council No. 266, 19.12.2019). In the process of preparation for re-accreditation, the programme underwent modification of the “National Qualifications Framework” competency descriptor approved by Appendix 1 of Order No. 69/N of the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019, and the “Study Fields Classifier” approved by Appendix 2 of this order and accreditation standards and the sectoral characteristics of music and performing arts of higher education.

### III. Compliance of the Programme with Accreditation Standards

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

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

##### 1.1 Programme Objectives

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The reviewed programme is the undergraduate Bachelor's educational programme "Performing Arts (keyboard instruments/string instruments/wind instruments/vocals/choir conducting)", performed at the Akaki Tsereteli State University (ATSU) in Kutaisi, Georgia. The programme is composed of four years of studies, comprising a total of 240 European Credits (ECTS; the detailed structure of the programme is presented in the 1.4 substandard of this report).

The programme is in the process of re-accreditation. The programme was accredited in 2019 (Decision of the Accreditation Council No. 266, 19.12.2019). In the process of preparation for re-accreditation, the programme underwent modification of the "National Qualifications Framework" competency descriptor approved by Appendix 1 of Order No. 69/N of the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019, and the "Study Fields Classifier" approved by Appendix 2 of this order and accreditation standards and the sectoral characteristics of music and performing arts of higher education.

The description of the programme is placed and available publicly on the university's website [www.atsu.edu.ge](http://www.atsu.edu.ge) and printed publications (University's programme catalog).

The purpose of the programme corresponds to the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, the content of the detailed field of study determined by Article 3 of the Study Areas, the sectoral characteristic of higher education of music and performing arts, the mission statement of the ATSU, the strategic development plan of the university and the faculty. Also, the ATSU has developed a logical and orderly process to ensure the planning, design, and development of the study programs. The mission of the ATSU is to carry out both academic and vocational programs. In the framework of social responsibility, ATSU aims to contribute to the development of the city, region and country as a whole. For this purpose, the university provides continuous education programs and services, generates and disseminates new knowledge and with various stakeholders is engaged in the process of public policy formation. The mission of the ATSU is represented by following items:

- implementation of higher-grade educational programs on each step of higher education;
- contribution to development of professional education system through implementation of up-to-date professional education programs;
- conduction of up-to-date topical research works;
- foresight of social, economic and cultural development priorities of regions and country in pedagogical and research activities;
- contribution to inoculation of humanism, democracy, Georgian and world cultural values in the society.

**Development of certain knowledge, skills and competences in the graduate students of the programme “Performing Arts”.** The purpose of the programme is to prepare a highly qualified musician-performer in the specialty of string instruments, wind instruments, vocals, choral conducting, and keyboards. Addressing to the student, the objectives of the programme are:

- to provide knowledge about musical culture, genres, forms and styles in terms of historical developments stages;
- to share national and world musical art;
- to form the ability of musical aesthetic thinking, orientation in cultural values and respect;
- to develop analytical, practical, creative and professional ethical protection skills.

The programme objectives clearly reflect the knowledge, skills and competences, which are developed in graduate students (a detalization of knowledge, skills and competences is presented further in the report, in the overview of 1.2 substandard). After completing the program, the Bachelor can be employed:

- in musical educational, cultural institutions and creative organizations, audio art, TV and radio broadcasting, sound recording industry;
- in case of meeting the requirements stipulated by the legislation of Georgia – pedagogy (in preschool education, general education schools and specialized musical educational institutions) and other.

The program provides an opportunity to further raise the qualification to the next level of study in the master’s degree.

**Contribution of the programme to the development of the field and society.** Implementing the programme “Performing Arts”, the Akaki Tsereteli State University focuses on the development of the educational and cultural life of Kutaisi, the region and the country; the programme is directed to the needs of the region. Therefore, preparing for re-accreditation, a choral conducting specialty was added, which became possible after elaborating the benchmark document in music and implementing changes in the national qualifications’ framework. In the benchmark document in music, choral conducting is presented as a subspecialty of performing arts. Decision to add choral conducting was based on the study of the current situation, i.e., the labor market demands and the development trends of the field were taken into consideration. In addition, the programme’s structure was changed, learning outcomes were reworked, and qualifications were brought into line with the descriptor.

Through discussions during the site visit, there seem to be processes in place for

continuous evaluation of the programme to assure its relevance in a continuously evolving and changing environment. ATSU's administration team accentuated the importance of the programme for the University. However, up to now, the implementation of the programme is led by a working group, but not by a study department / an independent administrative unit at the ATSU. Since accreditation of the programme in 2019, there is no performing arts (or music) department at the ATSU. During the interview with the administration staff, the vision to form a department of music was mentioned. It is highly suggested to establish an independent department (e.g., Department of Performing Arts), which would be responsible for the implementation of the programme, modeling its internal/external/international strategy and complex plan of activities and tasks, etc.

Also, it is noted, that since the accreditation of the programme in 2019, over 30 students were enrolled in the programme. Therefore, it is highly suggested to involve the programme's students as well as artistic staff expanding and intensifying their artistic activity in the region (e.g., giving concerts, talks, discussion, public lectures for music school pupils) to deepen collaboration, promote the study programme, search and motivate the new applicants. The established "Performing Arts" department could be responsible to model the annual plan / schedule of the events in the region.

A note regarding ATSU website: it is advised to check and repair the internet links provided in the self-evaluation report documentation (e.g. <https://atsu.edu.ge/index.php/mission-geo>; <https://atsu.edu.ge/index.php/strategic-plan-geo>), as they are not-accessible (error, page not found).

#### Evidences/Indicators

- Educational programme (curriculum, syllabi, etc.)
- Self-evaluation report of the programme
- University's Mission and Strategic Development Plan
- ATSU website [www.atsu.edu.ge](http://www.atsu.edu.ge)
- ATSU Programmes' catalog <https://cdn.atsu.edu.ge/files/docs2022/catalog-2021-2022.pdf>
- Interview results during the site visit

#### Recommendations:

-

#### Suggestions for the Programme Development

- To establish a Department of Performing Arts - an independent administrative unit responsible for the implementation and strategy of the programme at the ATSU.
- It is relevant to hold regional concerts and other forms of artistic activity and events to deepen collaboration, and increase the number of applicants.
- It is advised to check and repair the internet links provided in the self-evaluation report documentation as they are not-accessible.

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.2 Programme Learning Outcomes

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

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#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme learning outcomes align with the overriding programme objectives, and focus clearly on the knowledge, skills and competencies defined by the programme objectives. The learning outcomes are closely aligned with the demands of employers and other stakeholders, (academic staff, students, employers) who have also been involved with the development of the learning outcomes. The learning outcomes of the programme were formed in three groups as follows:

1) Knowledge and understanding: - describes the main stages, styles and genres of music theory and history and relates them to relevant musical material; - determines the place, role and importance of music in human life in the historical aspect; - demonstrates knowledge of the general structure of musical art and its relationship with other fields; - understands the solo and ensemble repertoire of the relevant specialty at a professional level.

2) Skills: - demonstrates the ability to solve complex problems faced by modern performing arts independently and in an original way; - analyzes the aesthetic principles of style, form, genre of different eras of performing arts and interprets/presents them; - realizes his/her own musical ideas/material through various means of expression. Also, there are some indicators for each direction of music: Keyboard instruments-piano – performs solo and ensemble repertoire and function of concertmaster; Orchestral string and wind instruments – performs a solo repertoire as well as plays in symphony, chamber orchestra and other ensembles; Vocals – conducts a solo concert as well as participates in opera performances (as a soloist / choir singer) and in various kinds of choirs and ensembles; Choir conducting – organizes and manages the team / choir. The latter result (“organizes and manages the team”) is insufficient describing the skills of choir conductor, because the specialty of choir conductor features more creative skills; therefore, the learning outcome of the choir conductor should be adjusted and reflect the specifics of the subject.

3) Responsibility and Autonomy: - respects the heritage of national and world cultural performing arts; - demonstrates professional responsibility, abilities of creative cooperation with partners and to work in a team; - follows ethical principles in professional activities.

Generally, the learning outcomes are mostly achievable, measurable and realistic. The map of the compliance between the learning outcomes and the objectives shows the main compatibility of these components, as well as the learning outcomes assessment plan and the learning outcomes assessment mechanism.

Short notes considering Argumentative Position:

According to Argumentative Position, the Substandard 1.2 Recommendation was taken into account: “the following was added in the skills section of the "Choir Conducting": "Performs, as a choir singer, choral works of different eras and styles" (see the Annex)”. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.

Evidences/Indicators

- o Self-evaluation report
- o Educational programme
- o ATSU website [www.atsu.edu.ge](http://www.atsu.edu.ge)
- o Map of educational programme objectives and learning outcomes
- o Interview results during the site visit

Recommendations:

- o The learning outcome of the choir conductor should be adjusted and reflect the specifics of the subject.

Suggestions for Programme Development

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Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

## Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Evaluation of the learning outcomes of educational programme is organized in accordance with the mechanism for evaluating the learning outcomes of Akaki Tsereteli State University. The process is divided into four steps: formation of learning outcomes, curriculum analysis, evaluation of the learning outcomes and usage of the evaluation results to improve the programme. The Quality Assurance Department at the university counts on fitting procedures for collecting and analyzing data through clear protocols. The evaluation group is suitably organized with members with diverse roles to get comprehensive views. The methods, including direct and indirect mechanisms on a regular basis, are appropriate taking into consideration the peculiarities of the field and the level of education.

Feedback schemes are sufficient and well crafted. The programme has appropriate benchmarks for each learning outcome. The HEI ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. As well as the procedure involving the assessment results for the proper improvements of the programme. The scheme of the evaluation includes the relationship between the program's learning outcomes, mandatory courses of the programme and the available majors. The programme staff has developed a very detailed curriculum map - scheme of the courses to programme learning outcomes. However, in some cases measuring specific learning outcomes (e.g., LOs – 3, 6, 12) seem doubtful by the indicated curriculum components. As well as the program's learning outcomes do not reflect the competencies of a choir singer, while the module Choir Class and Work with a Choir 1-8 aims to prepare a choir singer for practical work.

The programme staff gets assistance in the development of skills necessary for elaboration, measurement and analysis of the learning outcomes; the evaluation of the learning outcomes of the programme with the teaching course is supposed to be performed after the completion of the teaching course and the obligatory components. Therefore, consistency and periodicity, as well as the peculiarities of the programme are considered. The HEI ensures familiarization of stakeholders with the analysis of evaluation of learning outcomes.

### Short notes considering Argumentative Position:

According to Argumentative Position, the Substandard 1.3 Recommendation was taken into account: "Curriculum map was reviewed and adjusted according to the recommendations provided in sub-standard 1.2 and 1.3 (see the Annex)." The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.

### Evidences/Indicators

- o Self-evaluation report
- o Quality Assurance Mechanisms
- o Survey reports and forms
- o Educational programme
- o Curriculum map of programme learning outcomes
- o A mechanism for evaluating the learning outcomes of the program

- o Documents confirming the participation of stakeholders in the programme development
- o Interview results during the site visit

Recommendations:

- o It is recommended to revise the curriculum map in relevance with the specific learning outcomes (3, 6, 12) and choir singers to ensure accuracy between the compulsory courses and relevant learning outcomes.

Suggestions for the Programme Development

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Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI’s methodology for planning, designing and developing of education programmes.
- The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

When reviewing the information presented in the self-evaluation report, the documents certified in the descriptive part of the programme (including the “Educational Programs Quality Assurance Policy – EP-QA” of the Akaki Tsereteli State University), it can be seen that the institution has developed a logical and orderly process to ensure the planning, design, and development of its study programmes.

The programme “Performing Arts” is not a new, but an updated version (where the “Performing Arts” bachelor’s programme underwent modification following the “National Qualifications Framework” approved by the Order No. 69/N of April 10, 2019, of the Minister of Education, Science, Culture and Sports of Georgia”, and following the requirements of the “Study Fields Classifier” approved by the same order and the benchmark document of higher

education of music and performing arts), panel's attention is directed on the document describing the educational programme development procedure – "Valid educational programme development procedure" (EP-QA 1.3), which is a component of the quality assurance policy (EP-QA) of educational programs. The document "Procedure of Development of valid educational programs" describes in detail the purpose of the procedure, the area of application of the procedure, the phases and deadlines for the implementation of the process, and the deadlines for completing the steps of the procedure.

The phases of the procedure are:

1. The phase of defining (identifying) measures / changes necessary for the development of the educational programme;
2. The phase of development of measures/changes necessary for the development of the educational programme;
3. The phase of reviewing and approving measures/changes necessary for the development of the educational programme;
4. The phase of defining (identifying) measures/changes necessary for developing the educational programme.

The procedures and deadlines to be implemented per phase are explained in detail in the document, ensuring the effectiveness of managing the processes.

In addition, based on the comparison of the programme with the current regulations and the feedback received from the institution's representatives during interviews, it became clear that the institution not only has the documented procedures but they are implemented. It is confirmed that the programme is modified using the planning, development, and the development methodology of educational programmes operating in HEI.

This conclusion is supported by the documents confirming the participation of the interested parties, from which it can be seen that the renewal of the programme was carried out with the active involvement of the university community and external persons.

The presented educational programme includes 240 ECTS credits (volume of 1 ECTS credit – 25 hours), and the training courses are distributed in its structure as follows:

- Compulsory / mandatory courses – 69 credits;
- Selected specialties / study courses relevant to the chosen specialty (keyboard instruments/string instruments/wind instruments/vocals/choral conducting) – 136 credits;
- Elective / optional courses of the programme – 25 credits;
- Free credit – 10 credits.

The proportion of credit distribution in the programme structure follows the rule defined by Article 6 of the study field classifier: the programme is built on the principle of – content courses / subjects / modules corresponding to the main study field (205 credits, which includes mandatory and compulsory / specialty courses in the proportion of 69 / 136), and optional / free components (35 credits).

The programme's content and difficulty level (learning outcomes are described according to the criteria of knowledge awareness, ability, and autonomy) correspond to the bachelor's level of higher education and the relevant qualification in the main field of study. The learning outcomes are formulated clearly and distinctly and are developed following the requirements of the national qualification framework for the 6th level bachelor's level

of higher education. The conditions are set for the benchmark standard of music and are correlated with the characteristics, descriptors, recommendations, and templates defined by the internal university regulations.

The programme structure is consistent and logical, and the programme’s content mainly ensures the achievement of learning outcomes (i.e., some recommendations concerning the discrepancies in the learning outcomes are listed in substandards 1.2 and 1.3).

In particular, 136 credits for training courses are aimed at the professional mastery of a musician (for each specialty), as well as among the mandatory courses of the programme, 44 credits are aimed at the theoretical-historical profile courses of the music field, 25 credits are of general content in humanities, which confirms the compliance of the programme content with the qualification “Bachelor of Musical Arts in performing arts” to the content and structure of the programme.

It should be noted here that the logic of redistribution of credits in the relevant training courses of the specialties needs to be corrected. The change in the number of credits does not show the gradual increase in competencies and the volume of work. During the interview, this issue was brought up. The persons implementing the programme confirmed that the complexity of the performance repertoire increases the volume of credits. However, in the curriculum of the programme the increase of credits is not consistent and gradual. For example, the inaccurate and fluctuating change in the volume of credits is in the specialties of piano, vocal performance and choir conducting:

Semester/ Specialty	I	II	III	IV	V	VI	VII	VIII
Piano	7	7	10	9	9	11	11	11
Vocal	6	5	6	7	7	7	7	7
Conducting	6	4	7	6	8	10	10	12
Vocal	6	5	6	7	7	7	7	7
Chorus	6	4	7	6	8	10	10	12

On the other hand, the distribution of credits in the specialties of string and wind instruments shows the consistent increase:

Semester/ Specialty	I	II	III	IV	V	VI	VII	VIII
String	5	5	6	6	8	8	8	8
Wind	5	5	6	6	8	8	8	8

The illogicality of the distribution of credits was a matter of discussion during the interviewing process and the conversation with the representatives of the quality assurance service. In addition, based on the study of the internal regulatory documents of the university, it was revealed that the quality policy constituent document, Appendix 4.2- EP-QA 1.1 defined by the instructions for the development of the higher (academic) educational programme, is valid at the university. A sample curriculum form (in Annex 4.2- EP-QA 1.1.)

was relied upon by the programme leader and working group members. From the sample of the curriculum offered by the university, it can be seen that the number of credits to be absorbed by the student during the semester is determined by 30 credits. Accordingly, to bring the student's semester load in line with this standard, the members of the programme development group were guided by the limit number of credits when distributing the credits in the semester, which led to a break in the logic distributing the credits of certain courses.

Thus, the relevant ECTS allocation logic needs to be revised. It is recommended that the load of training courses be adjusted and reflected in real credits through a gradual increase in their volume (see below a suggestion for programme development), in which the persons involved in the development of the programme should be given the opportunity based on the introduction of changes / additions to the internal regulatory document.

During the interview process, the representatives of the quality assurance service expressed their willingness to consider the specificity of the music profile programme. For these purposes, work will begin on changing the curriculum sample, which will enable the programme development group to make the structure and content of the programme more logical and smoother.

#### Short notes considering Argumentative Position:

The experts repeatedly point out that in the Programme “The change in the number of credits does not show the gradual increase in competencies and the volume of work. During the interview, this issue was brought up. The persons implementing the programme confirmed that the complexity of the performance repertoire increases the volume of credits.” Still, the experts emphasize the need to logically balance the credits, especially to redistribute credits in the specialty module's study courses (Piano, Vocal, Choir Conducting). However, the experts are acknowledged and understand that the correction of credits distribution is only possible after reviewing the sample study plan and constituent document of QA policy, that the HEI curricula is consistent with the institution's QA policy, and the credit distribution system at HEI does not allow them to define different credits for the courses. Therefore, the revision may take a longer process, and upon experts' decision both recommendations for Substandard 1.4 are moved to suggestion section.

#### Evidences/Indicators

- Self-evaluation report
- Programme curriculum and syllabi
- Study plan of the programme
- Interview results during the site visit
- Quality policy document – sample of curriculum

#### Recommendations:

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#### Suggestions for the programme development

- In order to logically balance the credits, it is suggested to revise the Programme curriculum and redistribute credits in the specialty module's study courses (Piano,

Vocal, Choir Conducting) focusing on the needs of the programme.

- The revision of the Programme curriculum and the correction of credits distribution is only possible after reviewing the constituent document of QA policy - therefore, it is suggested to review the sample study plan.
- It is suggested that the volume of credits in the specialty class in the direction of keyboardcompositions could be adjusted as follows:

Piano performing	I	II	III	IV	V	VI	VII	VIII
Existing	7	7	10	9	9	11	11	11
Suggested	8	8	9	9	10	10	10	11

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and content of Educational Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1.5. Academic Course/Subject

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

## Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

According to a self-evaluation report, the development and modernization of the programme was aimed to put in order the relationship between the purpose, content, learning outcomes, teaching / learning methods, and evaluation system of each study course. Site visit interviews confirmed the coordinated and active work to improve the programme and bring it into compliance with accreditation standards; the collaborative work of the head of the Quality Assurance Service of the Faculty of Humanities and the academic staff resulted in the update and modification of the programme and syllabi. All study courses of the programme are described in the syllabus. Each syllabus is created according to the template of the quality policy document and includes the following information: course name, course type, number

of credits indicating the contact / auditorium and independent work hours, course provider, course objective, study course format, learning outcomes, evaluation system and criteria, learning / teaching methods, learning resources, course content and so on.

The review of the documents confirmed that the content of a certain course / subject and the number of credits mainly ensure the achievement of the learning outcomes defined by the course. In the syllabi, the specifics of training courses (course content and learning outcomes) are mainly considered, and the volume of credits and the number of corresponding hours are determined. The syllabi particularly specify the hours for contact and independent work, the ratio between those hours is adequate and considers the specifics of the course. Further some comments are presented.

a) **Uneven distribution of specialty course credits and insufficient interaction with the increase in repertoire complexity.** The development and perfection of the performance skills is the main aim pursued at the specialty courses (Keyboard instruments (piano) 1-8, String instruments 1-8, Wind instruments 1-8, Vocal (academic song) 1-8, and Choir conducting 1-8; as well as other performance courses: Ensemble class (piano / strings / wind / vocal); Concertmaster class; Compulsory piano; Orchestra class; Quartet class; Chamber song; Opera training; Choir class and team work). Accordingly, course objectives should focus on the development of performing creative skills, and the study of specialty courses should be based on the method of gradual complication of performance-creative tasks and continuous learning. Some errors, concerning the distribution of credits in the syllabi of specialty class, are mentioned in the substandard 1.4. Besides, it was noticed that syllabi of the specialty courses consist of different amounts of the credits, but the course objectives and repertoire requirements remain the same, and all semesters make almost the same demands on students. To create a consistent and gradually growing development of performance skills, it is recommended to draw up the requirements of the sample repertoire on a semester basis, which will clarify the difficulty of the material that the student-performer will have to study and perform; also, taking into account that the material should be complex.

b) **Uneven distribution of credits inside the specialty course.** It was noticed that in the presented syllabi, the objectives and outcomes in different semester materials are the same / duplicated, while the number of credits is different. Also, there is no tendency to gradually complicate repertoire requirements, and the growth and development of the student skills is excluded in the learning process. For example, it is incomprehensible that the same course requirements are presented in a different number of credits (e.g., in Choir class semesters 5-8, the credits are 5, 6, 4, and 6, but the course objectives and outcomes are the same). Thus, it is recommended not only to review the credits in the specialty training courses, but also to clarify the repertoire requirements, the goals, and results of the courses according to the semesters in order to reflect the complexity of the performance tasks imposed on the student. This will ensure the gradual growth of competencies and the continuous improvement of performance-creative skills.

c) **Regarding the consistency between the outcomes of training courses and programme's learning outcomes.** After studying the documentation, it was revealed that the learning outcomes of the training course constituting the programme follow the detailed field of the National Qualifications Framework, the description of the competencies, and the benchmark document of music and performing arts of higher education. The learning

outcomes of the training courses comply with the corresponding higher education level. The learning outcomes of the compulsory component of the programme are part of the programme's learning outcomes and correspond to the content. A curriculum map has been drawn up for the programme, which shows the link between the training courses and the learning outcomes of the educational programme. However, **the curriculum map needs to be refined since the outcomes of the training courses are not always consistent with the programme's learning outcomes** and are not determinants of the achievement of the programme's learning outcomes. E.g., it will be a challenge to achieve the result #5 "shows the ability to independently and originally solve the complex problems faced by modern performing arts" without the change in the repertoire approaches and the enrichment of the repertoire with the music of the 20th century. For example, the current content and learning methods of the "Contemporary performance" course cannot deliver the result #5, this course is not at the BA level because it does not contain a practical component, accordingly the learning outcome in this course does not correspond to undergraduate level studies as envisaged in the National Qualifications Framework (the discrepancy in the "Contemporary performance" course was mentioned during the site visit, the heads of the programme agreed to improve it; some other flaws in the "Contemporary performance" course are discussed below in f. paragraph). In case of a choir singer qualification (Choir conducting specialty), it should be noted that the programme's **learning outcomes do not reflect the competencies**, because the module "Choir class and team work" 1-8 aims to prepare a choir singer for practical work, but at the same time, module courses 6-7-8 at the Mastering level imply achieving this result.

d) Forms, methods, and rubrics of student evaluation are described in detail in the syllabus. However, the evaluation / assessment forms do not meet the goals of the course and cannot ensure the achievement of the learning outcomes defined by the course. For example:

- In the courses "**History and theory of harmony**", "**Analysis of a musical work**", and "**Polyphony**" 1 and 2, for student assessment is considered the intermediate and final evaluation; the exam ticket includes 3 or 4 theoretical questions and no practical tasks, which means whether the goal set by the course has been achieved or not, that is, whether the learning outcomes have been completed or not, cannot be revealed only by knowledge of theoretical questions. Thus, it is necessary to add practical-analytical activity in the assignments in the courses. The learning outcomes in "**History and theory of harmony**" cannot be achieved by presenting only theoretical material in assignments, it is necessary to perform practical tasks.
- The evaluation components and criteria should be reviewed in the course "**Instrumentation and partiture reading**". The assessment criteria are formulated so: "The student systematically and at a high professional level participates in the creative process, is thoroughly versed in appropriate musical literature, is free in the creative process, and is polite towards opponents. 1: the entry in the creative activity indicators is correct to the opponents, clearly intonate (illustrated on the piano and what is meant)", what is entirely irrelevant for this study course. Also, if a final exam exists, how is the student evaluated four times and similar cases? In the evaluation criteria of "Instrumentation and partiture reading" 2, it is written: "work in a group or correctness towards opponents, ability to improvise, false intonation" (?). The underlined criteria

of the assessment are irrelevant with the course work, because the method of teaching sheet music reading is to play the piano, but it is not relevant to ask students to sing/intonate correctly without an instrument. Also, there is a problem with the format of the final exam, which includes student evaluation during the semester.

- It is impossible to reach the study goal for the **“Choral vocal”** course because it is taught for only one semester – it is too short and not enough for a BA in Choral Conducting. In addition, this course has an individual format, which can be seen from the repertoire – the student should master the performance of vocalizations by different authors. The purpose of the course, as well as the form of work and evaluation criteria, need to be properly formulated. That means, group work is not relevant to this course.
- In the **“Choral arrangement”** course, inadequate assessment methods (concert) – it is impossible to evaluate choral arrangement knowledge in an open and closed concert. It is a purely practical-seminar course. It is needed to set the compatible components and criteria.
- In some training courses, the match between the purpose and content is missing and doubtful. E.g., the complex purpose of **“History of Georgian music” 2** indicates to teach the student “the greatest treasure of Georgian culture – Georgian folk art and hymns; old secular music and urban folklore; the process of introducing European musical culture and establishing professional musical education” as well as “modern Georgian music”. However, the content of the course (Course outline) consists only of the works by Georgian composers of the 20th century, thus corresponding just to one of the purposes – “modern Georgian music”. The purpose of the course must be consistent with the content and the learning outcome. Furthermore, the learning outcome also needs to be checked and adjusted – currently, it is presented as: “determines the peculiarity of Georgian polyphony; compares Georgian polyphony with European polyphony and highlights their differences”. It is recommended to refine and adjust the course objective and learning outcome to be consistent with both course content and programme learning outcomes.

e) The self-evaluation report indicates that compared to the previous version of the programme, the mandatory literature and other educational material indicated in the syllabi were updated and include the newest primary and supporting literature necessary for the studies, corresponding to the course’s learning outcomes and current achievements in the field. Unfortunately, the teaching material still needs to be updated, because: 1) in many courses, the listed repertoire is limited to studying the regularities of the music of the classical-romantic period; 2) the literature in the syllabi is outdated and does not reflect the development trends in the field. **It is important to update the literature in the following courses:**

1. **“History of Georgian music” 1, 2** – add the latest edition: R. Tsurtsunia, “History of Georgian music from ancient times to the 20th century”, 2020. In this course, also in the course “Music History” 3, 4 the material “Lectures on the history of harmony” by Zhgenti are specified as all lecture materials. This literature is irrelevant, the course of lectures by Zhgenti does not apply to all lectures.
2. Recommendation to update the literature on the **“History of piano art” 1, 2** courses with 2 books: N. Kasradze’s “Method of teaching playing the piano”, TSC, 2021;

N. Zhvania “Contemporary piano performance in general cultural context”, Shota Rustaveli National Science Foundation, 2010.

3. The literature for the course “**History of performing arts for wind instruments**” needs to be updated. It is needed to create a reader, which would be based on some English-language material that will help the teacher to introduce students to the modern trends in the development of the field: J.C.Tibbetts “Performing Music History: Musicians Speak First-Hand about Music History and Performance”, 2018; G. Kochevitsky “The Art of Piano Playing: A Scientific Approach”, 1967 / 2005; M.Campbell, C.Greated, A.Myers “Musical Instruments History, Technology, and Performance of Instruments of Western Music”, 2004; R.Jackson “Performance Practice: A Dictionary-Guide for Musicians”, 2005; online reader “An Introductory History of the Bugle From Its Early Origins to the Present Day”, Tapsbugler, <https://www.tapsbugler.com/history-of-the-bugle/2/>.
4. In some cases, most books in mandatory literature are in Russian and outdated – e.g., in the course “**History of piano art**” (“Вопросы Музыкально-исполнительского искусства”, Москва, 1969; “Советская фортепианная музыка (1917-1945)”, Москва 1974; Нейгауз “Об искусстве фортепианной игры”, Москва, 1967; etc.), and sometimes even irrelevant (for example, books are focused not on piano art, but on music history in general: В. Галацкая “Музыкальная литература зарубежных стран”, Москва 1985; Т. Ливанова “История започноевропейской музыки до 1789 года”, Москва 1986, Е. Орлова “Лекции по истории русской музыки”, Москва 1985). Since not all students have the appropriate language competence, a Russian- language book in the mandatory literature is not recommended. Knowledge of the Russian language is optional for the programme, therefore the head of the programme should take care of updating the bibliography and / or creating new literature materials. I.e., in the absence of textbooks, it is recommended that the leading lecturer of the course should develop a reader so that the student can access the relevant literature to study and master the component. Study material, mostly based on Russian-language literature, creating a reader for the student is recommended.

f) **Recommendation to correct the course title “Contemporary performance”**. As mentioned in the self-evaluation, new study courses were added to the compulsory and optional components: “Contemporary performance” (mandatory, 7th semester), elective: “Introduction to computing and computer skills”, “Second foreign language” (in the 4th, 5th semesters), “Reading from a paper”, “History of world cinema”. However, it is noted that the title of the course, “Contemporary performance”, does not respond to the content and purpose of the study course. The purpose of the course is: to study the artistic directions of 20th century-modern music and the main trends in the work of composers; to introduce the methods, form, style, and musical language of the latest music composition techniques; to form modern musical thinking. While the results of the course do not feature performance but focus on analysis (among the results are: explains the main postulates of the history of contemporary musical art; discusses the work of composers of the latest musical trends; describes the stylistic directions of music; determines the artistic content and genre characteristics of the listened musical work; analyzes the artistic-aesthetic principles of the musical events of the modern era; discusses the emotional-value approaches of music; demonstrates artistic thinking and

creative skills; appreciates the creative-artistic values and traditions of musical art; acts in compliance with professional responsibility and ethical norms). Therefore, the title “Contemporary performance” does not match the content and should be changed as follows: “20th-century music style theory”, or “20th-century music history and theory”, but not “performance”. Within the framework of this course, it is also possible to add a performance-interpretation of the analyzed piece, the final exam may be in the format of a concert, and students will better combine theory and practice. Although this course is focused on musicians-performers, it is necessary to include the performance aspect rather than teaching only from a theoretical perspective, especially since the leading teacher of the course is an experienced musician-performer him/herself. In the literature of this course, the book on the analysis of musical works (K. Bolashvili, K. Chitadze “The analysis of musical works. Lectures”, TSC, 2017) should be moved from additional to mandatory literature.

g) **Technical inaccuracies in the syllabi.** In “Analysis of musical work” course content, rondo and sonata are in different lectures; in this case, the mixed form rondo-sonata is meant. In the syllabus of the “Polyphony” course, the book’s author must be correctly indicated: the author of the theory of polyphony is Leila Maruashvili, not M. Nadareishvili.

h) **Regarding the course title in English, “Choir class and team work”.** In original (Georgian), the title of the subject is “Choir class and working with a choir”. Thus, it is recommended to check English translation in programme curriculum, syllabus, etc., and change the existing version “Choir class and team work” to more appropriate “Choir class and working with a choir”.

Short notes considering Argumentative Position:

1. According to Argumentative Position, “the repertoire requirements are written in the syllabi of the performing arts courses and the repertoire to be studied in the semester is indicated by an increasing trend of difficulty”. However, the expert panel notes that provided documents didn’t show the gradual growth of competences and continuous improvement of performance-creative skills, therefore the experts emphasize that the requirements of the sample repertoire should be drawn on a semesterbasis, which will clarify the difficulty of the material that the student-performer will have to study and play. The recommendation “to draw up the requirements of the sample repertoire on a semesterbasis” remains unchanged.
2. The experts removed the recommendation (“It is recommended to review the credits in the specialty training courses and clarify the repertoire requirements, the goals, and results ...”) as it partially covers recommendations of substandard 1.4.
3. According to Argumentative Position, the Substandard 1.5 Recommendation (“The teaching material needs to be updated ...”) will be taken into account and the teaching material will be updated. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.
4. According to Argumentative Position, the Substandard 1.5 Recommendation (“As the assessment forms do not meet the goals of the study course ... it is recommended to adjust the aim of the course to be consistent with the content and the learning outcome.”) was taken into account, technical error was corrected, practical component was added, evaluation criteria were written. The post-visit changes cannot be taken into account;

therefore, the recommendation remains unchanged.

5. According to Argumentative Position, the Substandard 1.5 Recommendation (“It is obligatory to update the literature in the following courses ...”) was taken into account, the mandatory literature will be updated and filled. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.
6. According to Argumentative Position, the translation of the course title “Choir class and team work” was a technical error. Therefore, the recommendation (“It is recommended to change English version of the title “Choir class and team work” to more appropriate “Choir class and working with a choir”.) is moved to the suggestion.
7. According to Argumentative Position, the Substandard 1.5 Recommendation (“The “Contemporary performance” course should be consistent with the level, because currently it does not contain a practical component and therefore is not at the BA level”) was taken into account, the study course was revised. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged. Still, based on the intentions of Argumentative Position, the expert panel decided to remove the other recommendation concerning the title of “Contemporary performance” course, because now this recommendation is superfluous (i.e., the experts would have recommended to revise and change course title to “20th-century music style theory” or “20th-century music history and theory” in case if the HEI would have maintained the current content and conception of the course).

#### Evidences/Indicators

- Educational programme and syllabi
- Curriculum map
- ATSU’s library electronic catalog <https://atsu.library.ac.ge/eg/opac/home>
- Scientific databases - <https://library.atstu.edu.ge/scientific-bases.htm>
- Interview results during the site visit

#### Recommendations:

- It is recommended to draw up the requirements of the sample repertoire on a semester basis, which will clarify the difficulty of the material that the student-performer will have to study and play.
- The teaching material needs to be updated. Often the repertoire is limited to studying the regularities of the music of the classical-romantic period.
- As the assessment forms do not meet the goals of the study course (“Contemporary performance”, “Choral arrangement”, “Instrumentation and partiture reading”, “History and theory of harmony”, “Analysis of a musical work”, “Polyphony” 1, 2) and cannot ensure the achievement of the learning outcomes, it is recommended to adjust the aim of the course to be consistent with the content and the learning outcome.
- It is obligatory to update the literature in the following courses: “History of Georgian music” 1, 2; “History of piano art courses” 1, 2; “History of performing arts for wind instruments”.
- The “Contemporary performance” course should be consistent with the level, because currently it does not contain a practical component and therefore is not at the BA level.

Suggestions for the programme development

- It is suggested to change English version of the title “Choir class and team work” to more appropriate “Choir class and working with a choir”.

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	X
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

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

### 2.1 Programme Admission Preconditions

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Enrollment to the undergraduate Bachelor’s educational programme “Performing Arts” at the ATSU is possible through unified national examinations and internal and external mobility; the prerequisites and admission procedure to the programme stands in line with the existing legislation and university regulations.

The prerequisites for admission to the programme are the following:

- for admission to the programme with national exams, without exams and mobility (external and internal), it is necessary to pass the creative tour, which consists of specialty and music theory;
- the creative tour is held before the national exams.

A person with full general or equivalent education and possessing a relevant document, who has passed the unified national exams and holds a relevant certificate, can become a student of the bachelor's programme. Without passing the unified national exams, according to the procedure established by the Ministry of Education and Science of Georgia and within the established time frame, the following are allowed:

- a) for citizens of a foreign country and stateless persons who received a complete general or equivalent education abroad;
- b) for citizens of Georgia who received complete general education or its equivalent abroad and studied for the last 2 years of full complete education in a foreign country;
- c) For persons who studied and received credits in a foreign country in a higher education institution recognized in compliance with the legislation of this country.

The admission to the programme “Performing Arts” at the ATSU is performed in 2 stages:

- the 1<sup>st</sup> stage is the creative tour, which is based on the approved requirements at the ATSU (“2023 წლის ერთიანი ეროვნული გამოცდების ფარგლებში ჩასატარებელი შემოქმედებითი ტურების მოთხოვნები საბაკალავრო საგანმანათლებლო პროგრამაზე-„სამემსრულებლო ხელოვნება” (სიმებიანი საკრავების, ჩასაბერი საკრავების, ვოკალის (აკადემიური სიმღერა), საგუნდო დირიჟორობის, კლავიშოანი საკრავების (ფორტეპიანოს) მიმართულებებზე შემომსვლელთათვის”, 5 pages, provided during the site visit). The creative tour is held at the ATSU building No. 23 (address: Kutaisi, K. Gamsakhurdia st. N 43-a), and consists of 2 rounds – a solo performance / specialty (piano, wind / string instrument, etc., the entrant must perform a specified programme of music repertoire) and a test of the knowledge in music theory; the skills and knowledge in each round are evaluated in a 100-point system, where 51-100 is a positive assessment.
- the 2<sup>nd</sup> stage consists of two mandatory exams (Georgian language / literature and foreign language) held at the examination centers (for requirements of the national exam see above).

Information on the admission preconditions is public and transparent, all organizational issues related to programme enrolment are implemented based on the existing regulations. ATSU ensures publicity and availability of information about prerequisites for admission to the university’s educational programs. The information about the programs is placed on the university’s website, and in the catalog of higher education programs, which is published by the National Unified Examination Center (NAEC) in the annually updated information “Student’s Guide”. Additionally, the university organizes the open days, information meetings, where the responsible staff provides the information to interested persons.

Evidences/Indicators

- Self-evaluation report
- ATSU website [www.atsu.edu.ge](http://www.atsu.edu.ge)
- ATSU Programmes’ catalog <https://cdn.atsu.edu.ge/files/docs2022/catalog-2021-2022.pdf>

- ATSU documents, informing about the entrance to the Bachelor programme “Performing Arts”: a general information about the admission (1 page); a list of requirements for music performance and music theory exams (“2023 წლის ერთიანი ეროვნული გამოცდების ფარგლებში ჩასატარებელი შემოქმედებითი ტურების მოთხოვნები საბაკალავრო საგანმანათლებლო პროგრამაზე-„საშემსრულებლო ხელოვნება” (სიმებიანი საკრავების, ჩასაბერი საკრავების, ვოკალის (აკადემიური სიმღერა), საგუნდო დირიჟორობის, კლავიშოანი საკრავების (ფორტეპიანოს) მიმართულებებზე შემომსვლელთათვის”, 5 pages); a schedule for solo performance exams (“2023 წლის ერთიანი ეროვნული გამოცდების ფარგლებში შემოქმედებითი ტურების ცხრილი”, 1 page)
- Order of the Minister of Education and Science of Georgia dated February 4, 2010 No. 10/N “On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution”
- Resolution of the Academic Council No. 67 (21/22) 23/07/2022 - on approval of the procedure for obtaining, suspending, terminating, restoring, mobility, qualification and recognition of the received education status of a student
- Interview results during the site visit

Recommendations:

-

Suggestions for the programme development

-

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

**The development of students' skills inside the curriculum of the programme.** The undergraduate Bachelor's educational programme “Performing Arts” is focused on the development of the Bachelor's student practical, theoretical and transferable skills. The

curriculum of the programme uses activities that help students develop the mentioned skills in accordance with the learning outcomes. The 4 year / 8 semester / 240 ECTS programme consists of mandatory and compulsory courses (in total 205 credits, in the proportion of 69 and 136 ECTS), and elective/optional and free courses (which cover the rest the volume of 35 credits).

The mandatory courses include 10 subjects, distributed in I–VII semesters, and serve to give the students an extensive opportunity to realize theoretical / research knowledge and creativity. The list of compulsory courses is composed of different subjects depending on the specialty, and mainly based on training: 7 different subjects in piano specialty, 8 – in strings, 8 – in winds, 15 – in solo academic song, 11 – in choir conducting. Depending on the specifics of the field, the syllabi of the training courses describe in detail the activities (activity in the group, discussion, reading and analysis from the paper, performance, rehearsal, participation in public speeches, creative project, presentation, essay, report, etc.), which are focused on the development of creative and transferable skills.

The list of elective / optional courses is presented in 5 groups and the possibility to choose the courses from 2 or 3 options in each of the groups. Free courses not specified. Elective/optional courses are focused to develop theoretical as well as practical skills. During the site visit the programme team highlighted that the number of elective courses was increased; the students emphasized the opportunity to study the second foreign language. The inclusion of a second foreign language as elective course was made taking into account the students' demand; ATSU provides a high diversity in foreign language studies: 4 different languages as mandatory and / or elective course lectured by 13 different invited specialists.

In general, the practical / creative / performance component of the programme is in accordance with the learning outcomes and corresponds to the level of education. However, some problematic issues would be mentioned:

1) Above in this report (in the review of substandards 1.4 and 1.5) there are provided recommendations regarding the allocation of credits, renewal and update of the syllabi, literature, and other study material that are directly connected to the development of students' skills, competences and knowledge. Additionally, the analysis of syllabi and interview with the heads of the programme revealed that focus on creativity in the theoretical courses is limited or absent. Therefore, seeking to develop the creative skills, it is recommended to include some creative tasks in theoretical disciplines (for example, a composition of small piece [variations, fugue, miniature] in the style of discussed period / composer [Baroque, Classical, Romanticism] in the course of "Analysis of a musical work").

2) The "Performing Arts" programme has been accredited and effective since 2019, however a very low number of students, especially in the specialties of string and wind instruments, may raise the problem of proper development of practical and creative skills. It is concerned with the courses of "Orchestra class" and "Quartet class", which require a group / ensemble practice. As for "Orchestra class", according to students and the representative of Kutaisi opera theater, students are invited to take part / play in the theater orchestra as part of the "Orchestra class" course. As for "Quartet class" (the course needs 4 members), currently there were 3 string instrument students (2 violin, 1 cello); according to students' explanation, the missing instrument viola (performed by a theater orchestra musician) joins the performing students at the end of the semester. Two problematic aspects: 1) ATSU has no confirmed

memorandum or other form of agreement for such cooperation with the theater orchestra and musicians; during the site visit, a draft memorandum between ATSU and Kutaisi opera theater was presented. 2) The implementation and the specifics of the course “Quartet class” highly requires to collect the full ensemble of 4 members from the very beginning of the semester, giving the opportunity to practice continuously, not at the end of the semester. Important: in “Quartet class” syllabus, out of 30 auditory hours per semester 12 hours are assigned for “working on the ensemble”. Thus, inviting the additional specialist / musician at the end of the semester does not match the course outline. The same problem will arise in choir conducting specialty, in the implementation of courses “Choir conducting” and “Choir class and team work” (it should be noted that in Georgian, the title of the subject means “Choir class and working with a choir”, but not a “team work”; the suggestion to check and change the English translation is provided in substandard 1.5). The University is obliged to provide the student with appropriate implementation of the course, the organization of the learning process in ensemble studies needs to be documented. Therefore, it is highly important to clarify and officially establish the memorandum between ATSU and the Kutaisi opera theater as the part of programme curriculum, regarding the collaboration and Programme students’ participation in the theater orchestra and choir as well as invitation of required professionals during the whole course.

3) During the interview, the employers emphasized the importance of the “Performing Arts” programme in need for new pedagogues in the Kutaisi region music and other schools.

The analysis of the accreditation documents, Labor and Education Market Research 2021-2022 (Performing Arts), also confirmed that one of the most realistic areas of employment for graduates is teaching at music school. The pedagogy profile is included among the fields, in which the Programme graduates Bachelors can be employed after completing the programme:

- in musical educational, cultural institutions and creative organizations, audio art, TV and radio broadcasting, sound recording industry;
- in case of meeting the requirements stipulated by the legislation of Georgia – pedagogy (in preschool education, general education schools and specialized musical educational institutions) and other.

However, the programme curriculum has a very limited focus on developing pedagogical skills and competences; there are just single subjects like “General and music psychology” and “Aesthetics of music”, and no specific pedagogical subjects, nor pedagogical practice. As an offer there can be included methodological seminars with the professor of the major subject and practice at music school. Secondly, during the meeting with the students and alumni, most of them don’t project their future career with the pedagogical activity. Reflecting the demand in the labor market, ATSU should enhance the motivation towards pedagogical activities as well.

Establishing collaboration and networking with various organizations in music performance and education (Kutaisi opera theater, music schools in Kutaisi and the region) definitely will help students connect theory to practice, increasing their motivation as well.

**The development of students’ skills outside the curriculum of the programme.** The involvement of students in various activities outside the curriculum is supported by the decision of the academic council of the university (from the 2018-2019 academic year),

according to which one of the criteria for awarding a scholarship is the student's extracurricular activity. According to the self-evaluation report, the students are involved in several types of activities outside the curriculum; the main focus is on the concert activity (Georgian classical music, festive/memory/anniversary concerts, report concerts, introductory concerts of first-year students, chamber music evenings, tour concerts, e.g., to Batumi University of Arts), a public event (participation in art television competition-festival "White Seagull" in 2022), and students' participation in the theoretical conferences "Balanchivadze family" (2022) and "Change of generations" (2023). The listed activities mainly include the concerts, no information provided about the "Performing Arts" students' participation in professional competitions, masterclasses, international exchange or study abroad, etc. During the site visit, students didn't express the motivation for going to study abroad and interrupt / cancel their current job activities. The ATSU should work on student involvement in study exchange, e.g., Erasmus studies to enhance the internationalization of the programme, as well as the motivation of students and diversity in their artistic activities. Monitoring the graduate students' career and further activities is highly advisable for the actualization and improvement of the "Performing Arts" programme.

Short notes considering Argumentative Position:

1. According to Argumentative Position, "A memorandum of mutual cooperation has been signed between N(N)LE Kutaisi Meliton Balanchivadze Opera and Ballet Professional State Theatre and ATSU." The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.
2. The experts repeatedly emphasize the importance of the development of creativity skills in the Programme, it is highly important to include creative tasks in theoretical disciplines; therefore, the experts keep the recommendation ("It is recommended to include some creative tasks in theoretical disciplines ...") in the report.
3. The experts note that, according to the Programme's description (see Programme's Curriculum, section "Employment areas"), after completing the programme Bachelors can be employed as pedagogues, i.e.: "in case of meeting the requirements stipulated by the legislation of Georgia – pedagogy (in preschool education, general education schools and specialized musical educational institutions)". However, the experts noticed that Programme study plan lacks the topics and teaching methods in the courses for developing pedagogical skills (like methodological seminars, pedagogical practice at music school etc.). Moreover, it is noted that the statement in the Argumentative Position, "a graduate cannot be employed as a teacher", contradicts to the quoted Programme's Curriculum. So still, the experts emphasize the inclusion of the topics and teaching methods in Programme courses for developing pedagogical skills; and the recommendation remains unchanged. In other case, the Programme Curriculum must be essentially revised withdrawing / deleting the above quoted statement (i.e., after completing the programme Bachelors can be employed as pedagogues), because this statement is misleading and can be misunderstood by prospective persons willing to study the Programme.

#### Evidences/Indicators

- o Self-evaluation report
- o Programme curriculum and syllabi
- o Draft of Memorandum between ATSU and Kutaisi Opera theater
- o Interview results during the site visit

#### Recommendations:

- o To establish a memorandum with the Kutaisi opera theater regarding students' participation in the activity of theater orchestra and choir as the part of programme curriculum.
- o The organization of the learning process in different ensemble courses (orchestra, choir, quartet, ensemble), which need the extra staff and / or equipment, needs to be documented.
- o It is recommended to include some creative tasks in theoretical disciplines (for example, a composition of small piece [variations, fugue, miniature] in the style of discussed period / composer [Baroque, Classical, Romanticism] in the course of "Analysis of a musical work").
- o To be consistent with the Programme's statement that after completing the program Bachelors can be employed as pedagogues ("in case of meeting the requirements stipulated by the legislation of Georgia – pedagogy (in preschool education, general education schools and specialized musical educational institutions) and other"), it is recommended to include the topics and teaching methods in the courses for developing pedagogical skills, like methodological seminars, pedagogical practice at music school.

#### Suggestions for the programme development

- o Highly reasonable to follow and analyze the information about the graduate students' career; to enhance students' motivation and involvement in more diverse artistic activities.

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The comprehensive analysis of the documents and collection of information during the site visit revealed that teaching methods shown in various parts of the programme – Self-evaluation report (SER), Curriculum, and Syllabi – are not compliant with each other:

1. **Methods, indicated in SER**, vary according to the individuality of training courses. Within the programme, the following methods are used: the verbal method; explanatory method; method of working on the book; method of written work; performance of an abstract or essay; heuristic method; demonstration method; discussion/debate; method of analysis and synthesis; induction method; method of deduction; brainstorming; dialectological and folklore practice, text/material commenting, interpretation and analysis; finding and exploring material independently; research project planning and implementation, comparison-contrast method, and so on.

Some named methods are relevant to the study course and are used in the ATSU subjects and music-theory subjects, such as “History of world culture”, “History of world and Georgian cinema”, “Choral literature”, “Jazz Age American Culture”, “Solfege”, “History of piano art”, etc. – explanatory method; demonstration; discussion/debate; group work; analysis.

Also, it is noticed in the SER that the personnel implementing the programme are actively involved in methodical training.

2. **Methods in the Curriculum** – Individual teaching/guidance; Group teaching (lecture, practical, mutual learning, performance and others); Master class; Presentation; Internship/practice; Mixed/collaborative teaching (ensemble, choral, orchestral classes, creative projects). This list considers methods (Presentation; Internship/practice; Mixed/collaborative teaching) and forms of teaching (individual, group teaching, master class).

3. **Methods in Syllabi** of performing art subjects (Keyboard instruments – Piano, Vocal, String instruments, Vocal ensemble, Ensemble class, Vocal Ensemble, Opera training etc.) – Individual teaching method; Demonstration method; Individual and open lessons; Rehearsals; Preparation for participation in concerts, festivals, master classes and competitions. The part of this list (open lessons; Rehearsals; Preparation for participation in concerts, festivals, master classes and competitions) are not just methods, but forms of teaching and they should be improved. In some subjects of the programme, the list of methods requires the enrichment, for example:

Subject	Methods
Wind Instruments 1-8	<ul style="list-style-type: none"> <li>● Individual method</li> <li>● Demonstration method</li> </ul>
Compulsory Piano 1-4	<ul style="list-style-type: none"> <li>● Individual working</li> <li>● Practical working</li> </ul>
Orchestra Class 1-8	<ul style="list-style-type: none"> <li>● Group work</li> <li>● Demonstration method</li> </ul>

In the syllabi of above listed courses (as well as other courses in music solo, ensemble, etc. performance), some other methods could be included (also taken from SER), for example: discussions, role-playing pedagogy, case studies. However, during the interviews at the site

visit, the fact of applying such methods was confirmed talking to implementing staff.

Based on the above teaching methods of musical-performance syllabi should be reviewed.

#### Short notes considering Argumentative Position:

According to Argumentative Position, both recommendations for Substandard 2.3 were taken into account. As the post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.

#### Evidences/Indicators

- o Self-assessment report
- o Programme curriculum and syllabi
- o ATSU website <https://www.atsu.edu.ge>
- o Interview results during the site visit

#### Recommendations:

- o The methods given in the curriculum should be consistent with the syllabi and SER.
- o To review the methods presented in the musical-performance syllabi: the methods in music training courses in solo, ensemble, and other types of performance (Keyboard instruments (Piano), Vocal, String instruments, Wind instruments, Choir conducting, Vocal ensemble, Ensemble class, Opera training, Orchestra Class, Compulsory Piano) should be enriched with such methods as discussions, role-playing pedagogy, case studies etc.

#### Suggestions for the programme development

-

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Student Evaluation in the bachelor educational programme of Performing Arts (Keyboard instruments/string instruments/wind instruments/vocals/choir conducting) is carried out according to the procedures established by the European Credit Transfer and

Accumulation System (ECTS), Order No. 3 of the Minister of Education and Science of Georgia On Approval of the Rule of Calculation of Higher Education Programmes with Credits, and internal university regulations.

The educational component is evaluated with a 100-point system, which includes five types of positive and two types of negative evaluation –

(A) Excellent - 91-100 points;

(B) very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory - 61-70 points;

(E) Sufficient – 51-60 points;

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

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

Out of the total 100 points of the evaluation of the educational programme component, the specific share of the intermediate evaluation makes a total of 60 points, which, in turn, includes the following evaluation forms: Student activity during the academic semester (includes various assessment components) - no more than 30 points; Midterm exam - not less than 30 points. The remaining 40 points are assigned to the final exam. The minimum competence limit of the final assessment of the student is determined by 15 points.

The educational course syllabuses provide information regarding evaluation components, methods, and criteria. According to the student interview results, they have the possibility to access the syllabuses before the beginning of the course. Furthermore, during the first lecture, the lecturer of the course introduces students to the current assessment system. However, the panel of experts has found that the assessment forms, in some cases, do not consider the specificity of the course and cannot ensure the achievement of the learning outcomes defined by this course (See component 1.5). It should also be noted that the Performing Arts programme students are not involved in the existing electronic learning process management system (Edean). Because of this, students cannot receive their evaluations electronically, which hinders the flexibility of organizing the learning process and does not meet the modern standards of student assessment (See component 3.1).

According to the interviews with students and academic/invited staff, it has been confirmed that students receive feedback on the achievement of learning outcomes and their own strengths and areas for improvement. As mentioned during the site visit, lecturers provide feedback to students during lectures, in the format of oral discussion of the achieved results.

As a result of the interview with the representatives of the institution and the studied documentation, it is established that in order to protect academic integrity and prevent plagiarism, the institution uses the anti-plagiarism programme Turnitin. The current Code of Ethics contains provisions regarding academic integrity and considers plagiarism among unethical behaviors. According to the general approach at HEI, all papers are checked for plagiarism in the Turnitin programme, however, in the case of the Performing Arts programme, only the papers written within the course of academic writing are subject to checking for plagiarism. The representatives of the institution noted that the anti-plagiarism

programme is planned to be used in other courses of the programme from September. Plagiarism prevention, detection and response mechanism used in the “Academic Writing” Course should also be implemented in other relevant courses (in which written assessment methods are included) of the “Performing Arts” programme.

Appealing of students’ assessment results is ensured in the HEI. Information regarding the appeals procedure is available to students. As a result of the interview, it was revealed that the students are informed about the possibility of appeal, although none of them has used the mechanism so far. The appeal procedure is described in Resolution No. 9 (17/18) of the Academic Council of November 10, 2017 “On the approval of Examination Process, Organized Centralization and Appeal Procedure for Bachelor's, one-level (Georgian and English Language), Master’s and Additional (minor) Educational Programs at Akaki Tsereteli State University”. The process of appealing a student assessment result includes the review of the paper by the commission created within the framework of the appeal. The decision-making body is the appeal commission, which submits the decision for approval to the vice-rector as the chairman of the appeal commission.

The resolution states that “a student who does not agree with the grade received at the semester final exam has the right to appeal to the deputy rector with a reasoned appeal within one week after the official publication of the result...” Thus, it follows from the record that the appeal rule applies only to the grade received on the final exam. As a result of the analysis of other records of the resolution and the interview with the university administration, it was clarified that students have the opportunity to appeal the results of any assessment and the given record contains a technical error. To ensure that students have the correct information about the existing appeal mechanism and can use it to its full potential, the technical error in the appeal rule should be corrected so that it states that students have the opportunity to appeal any assessment.

The institution analyzes the results of the student’s assessment. Based on the analysis, the working group of the educational programme discusses the results of the student’s academic achievements together with the programme implementing staff. Analysis of student assessment results is used to plan and carry out relevant measures to improve the learning process.

#### Short notes considering Argumentative Position:

1. According to Argumentative Position, the mechanism of anti-plagiarism (programme Turnitin) is used in other courses as well, such as: "History of world music", "History of Georgian Music", "History of string band performance", "History of piano performance", "History of vocal performance", "History of brass band performance", "Modern performance". However, it hasn't been confirmed during the site visit. In addition, the Programme Curriculum includes more courses than the above listed, in which plagiarism prevention, detection and response mechanism should be implemented (e.g., "Analysis of a musical work", "Georgian folk musical creativity", "General and musical aesthetics", "History and theory of harmony", "General and music psychology", etc.). Thus, the recommendation regarding anti-plagiarism mechanisms should remain unchanged.
2. According to Argumentative Position, ATSU agreed with the recommendation (“To ensure that

students have the correct information regarding the existing appeal mechanism ...) and clarified that the technical error had already been corrected. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.

Evidences/Indicators

- o Self-evaluation report
- o Programme curriculum and syllabi
- o Resolution No. 9 (17/18) of the Academic Council of November 10, 2017 "On the approval of Examination Process, Organized Centralization and Appeal Procedure for Bachelor's, one-level (Georgian and English Language), Master's and Additional (minor) Educational Programs at Akaki Tsereteli State University"
- o Programme students' academic achievement analysis document
- o Code of ethics
- o ATSU website [www.atsu.edu.ge](http://www.atsu.edu.ge)
- o Interview results during the site visit

Recommendations:

- o Plagiarism prevention, detection and response mechanism used in the "Academic Writing" Course should also be implemented in other relevant courses (in which written assessment methods are included) of the "Performing Arts" programme.
- o To ensure that students have the correct information regarding the existing appeal mechanism and can use it to its full potential, the technical error in the appeal rule should be corrected so that it states that students have the opportunity to appeal any assessment.

Suggestions for the programme development

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Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<b>X</b>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

### 3. Student Achievements, Individual Work with Them

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

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#### 3.1 Student Consulting and Support Services

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

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Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the self-evaluation report of the educational programme presented by the HEI, the attached documentation, and the results of the interview, it is confirmed that the undergraduate educational programme of Performing Arts (Keyboard instruments/string instruments/wind instruments/vocals/choir conducting) has the necessary mechanisms for planning the learning process for students, improving academic achievements, providing appropriate counseling on employment and supporting career development.

Students receive appropriate counseling and support from academic/invited staff. Along with on-site consultation, electronic forms of communication are also used for counseling. Students' counseling hours are included in the individual workload of the staff. In addition, it was revealed during the interview that the graduates of the programme often receive counseling from the staff regarding their professional/career development.

Students receive appropriate consultation from the administrative staff of the institution regarding the planning of the learning process, as well as providing information on available services, academic achievement improvement, career development, and local/international opportunities. According to the results of the interview, students are informed about the consultations available in the institution.

In order to help students integrate into the internal university space, informational meetings are organized with the first-year students. As a result of the interview with the students, it was also revealed that the Institute of Tutors in the HEI was effective and helpful in the integration process. Tutors provide advice to the bachelor's degree students and are responsible for the students support and development office. The aim of the tutor is to actively involve students in the educational, scientific and creative work of the university and faculty. Students of the Performing Arts educational programme are involved in various performing creative events and activities. For instance, students frequently participate in concerts, music evenings, field-related competitions, and conferences. However, based on the studied documentation and interview results, it was determined that the students of the programme do not have proper opportunities to participate in international exchange programmes. According to the representatives of ATSU, the lack of internationalization of the programme is

due to the fact that the programme is relatively new (it was first accredited in 2019), the institution is working to create international opportunities for the programme students. While describing the activities planned for the development of the abovementioned area for improvement, only the planned memorandum with the University of Kars in Turkey was mentioned by the administrative staff. Thus, the institution should strengthen its activities to create opportunities for international mobility for students.

According to the students and the alumni, the main source of informing students about the local/international events and projects in ATSU is the corporate e-mail and the official Facebook page of the institution. Information is also available on the official website of the university.

An electronic learning process management system operates in the institution, which helps students to administer the learning process and receive the necessary information. However, during the site visit, the expert panel found that the students of the Performing Arts programme are not yet involved in this system. The representatives of the institution clarified that it is planned to include students in the existing learning process management electronic system. The existence of an electronic portal has a crucial role in ensuring student interests, such as providing students with relevant information, guarantying flexibility in the administration of the learning process, and simplifying communication with academic/invited/administrative staff. Accordingly, the institution should ensure the involvement of the performing arts programme students in the current electronic learning process management system.

Based on interviews with students, alumni, and employers, it should be noted that the majority of students/graduates of the programme are employed in their profession. The institution has a student career development center, which, with the aim of promoting the employment of students/graduates, carries out various activities, including informing students about available vacancies, organizing employment forums, etc. The academic/invited staff of HEI are actively involved in the process of supporting students and graduates for career development. The university actively cooperates with various employer organizations, including within the framework of signed memorandums. Cooperation with schools and the Kutaisi Opera and Ballet Theater is especially noteworthy. Based on the interview, it was established that cooperation with the theater is not supported by a memorandum at this stage, however, there is already an agreement between the employer and the institution on this issue, and the signing of the memorandum is planned in the near future.

The studied documentation and interview results confirm that the involvement of students and graduates in the programme modification process was ensured. In order to modify the programme as well as to study overall student/graduate satisfaction, needs, challenges and plan appropriate measures, the institution receives feedback from students and graduates through surveys (satisfaction survey, lecturer evaluation) and on-site/online meetings. Nevertheless, from the documentation provided by the HEI and the conducted interview, the existence of the analysis document of the lecturers' evaluation by the students and the planned measures for responding to the results of the abovementioned survey was not confirmed. Analyzing lecturers' evaluations is an important mechanism that helps the institution to consider students' interests, ensure the protection of their rights and respond appropriately to the existing challenges in the learning process. Therefore, the results of the

students' evaluation of lecturers should be analyzed to ensure that students' feedback is taken into account at the institution.

Short notes considering Argumentative Position:

1. The statement in Argumentative Position that information about international possibilities is available to students, cannot be considered enough argument to change the recommendation ("The institution should strengthen its activities to create opportunities for international mobility for students."). First of all, the recommendation concerns the existence of exchange programs, not the mechanisms and effectiveness of informing students. The expert panel further explains that within the framework of the accreditation process, the international mobility opportunities for the students of a specific programme are evaluated, not the condition of the entire institution in this respect. Thus, the recommendation remains unchanged.
2. According to Argumentative Position, ATSU is carrying out the relevant work to ensure the involvement of the "Performing Arts" bachelor's educational programme students in the electronic system of educational process management before the beginning of the 2023-2024 academic year. Nonetheless, the expert panel wasn't provided with the evidence of carried-out work during the site visit. The "Performing Arts" bachelor's educational programme has been accredited since 2019. However, the institution didn't give any arguments during the interview to elaborate on why couldn't the programme students be involved in eDean so far. For this reason, the panel believes the recommendation ("Performing Arts programme students should be involved in the existing electronic learning process management system") should be left unchanged.
3. According to Argumentative Position, analysis is done based on the submitted questionnaires. During the site visit, the analysis document was requested but was not provided to the panel. Hence, the recommendation ("The results of the students' evaluation of lecturers should be analyzed to ensure that students' feedback is taken into account at the institution") remains relevant.

Evidences/Indicators

- o Self-evaluation report
- o Individual workload of the academic staff
- o Survey results
- o Student support and development services <https://atsu.edu.ge/en/office/11-students-support>
- o Resolution of the Academic Council No. 30(17/18) "On the approval of the rules for the development of the student's individual curriculum at the university"
- o ATSU Tutor <https://atsu.edu.ge/en/office/11-students-support>
- o Memoranda
- o The electronic learning process management system <http://edean.atstu.edu.ge/dekanati/>
- o ATSU website [www.atstu.edu.ge](http://www.atstu.edu.ge)
- o Interview results during the site visit

Recommendations:

- o The institution should strengthen its activities to create opportunities for international mobility for students.
- o Performing Arts programme students should be involved in the existing electronic learning process management system.
- o The results of the students' evaluation of lecturers should be analyzed to ensure that students' feedback is taken into account at the institution.

Suggestions for Programme Development

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Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

### 3.2. Master's and Doctoral Student Supervision

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

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	
Number of master's/doctoral students	
Ratio	

Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- o Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with	Substantially	Partially complies	Does not comply
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	requirements	complies with requirements	with requirements	with requirements
3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	X
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

### 4.1 Human Resources

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The competence of the academic and invited staff involved in the programme's implementation corresponds to the programme's educational and practical / creative components. Each course of the programme is carried out by professors and invited teachers or specialists with appropriate qualifications. They have the necessary knowledge and experience to help students achieve the programme learning outcomes, which is manifested by possessing professional qualifications in the field, creative and performing activities, as well as papers presented at the conferences, publications, and master classes. Thus, the pedagogical and scientific-creative work of the staff ensures the achievement of learning outcomes. These conditions were confirmed during the interview – the implementing staff demonstrated professional-pedagogical experience, knowledge of the specifics of teaching in the musical field, assessment methods and credit system, and knowledge of the student assessment system existing at the university.

It is noted that two documents submitted for the accreditation submitted by ATSU (“Information about the Quantitative Data of the Educational Programme”; “The list of implementing staff with reference to educational and scientific-research components”) provide different data about the implementing personnel:

- 1) in the “Information about the Quantitative Data ...” the academic staff number is 24 (3 professors, 16 assoc. prof., 1 assist. prof. and 4 assistants), and the invited staff number is 20.
- 2) in “The list of implementing staff ...” the academic staff is 20 (3 professors and the rest 17 assoc. prof.), and 24 persons of invited staff.

In our report, we refer to “Information about the Quantitative Data ...”, giving the number of the staff involved in the programme, which is as follows:

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise <sup>6</sup>	Including the staff holding PhD degree in the sectoral direction <sup>7</sup>	Among them, the affiliated staff
Total number of academic staff	44	18	1	20
- Professor	3	3	0	3
- Associate Professor	16	4	1	16
- Assistant-Professor	1	-	-	1
- Assistant	4	-	-	4
Visiting Staff	20	11	0	-
Scientific Staff	-	-	-	-

The components of the main field of study in the programme are implemented by qualified academic and invited staff, with the following ratio: 20 professors, 24 invited specialists / teachers. As of now (38 students total), the workload of professors and invited staff is within the norm: the number of academic staff’s annual training and scientific-methodical loads corresponds to the “Annual training and scientific-methodical load norms of academic staff, emeritus, teachers and contract specialists” approved by the Resolution of the Academic Council No. 61 (21/22) of July 6, 2022. In case of an increase in the number of students, the institution should increase the number of personnel in the direction of specialists in keyboards, choral conducting, string instruments, and wind instruments.

The semesterly renewable workload scheme of the academic staff includes educational-contact, educational-methodical, and scientific-methodical work and amounts to 1500 hours including:

- a) 500 hours – teaching / learning load (learning-contact, learning-methodical, learning-organizational);
- b) 1000 hours – Scientific-methodical work.

The Programme leaders possess the knowledge and experience required for programme elaboration and the appropriate competencies in the program's field of study. They are personally involved in programme implementation, confirmed during the interview. The lecture courses taught by the programme leaders (associate professor Irina Sarukhanova and

<sup>6</sup> Staff implementing the relevant components of the main field of study

<sup>7</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

musicologist Tatyana Javakhishvili), the publications, and conference papers follow the specifics of the programme, they actively participate in national and international conferences, and they have the knowledge and experience necessary for the development of the programme. In 2022, the National Center for Education Quality Development elected Tatyana Javakhishvili as a member of the sectoral council of higher education of music and performing arts.

A solid and qualified administrative and support staff supports programme implementation. Currently, the programme is implemented by the Art Department, which functions in the Department of History and Archaeology. The employed staff helps students in the learning process. Their involvement and qualifications were confirmed during the interview. The activity and interdependence of specialists and support staff working in the library, computer class, student services, dean's office are aimed at fulfilling the goals of the educational process and improving the results. The main responsibilities and functions of the support staff are defined in the job descriptions, which are also attached to the Faculty Regulations. There was a desire to establish a music department, which the university administration's representatives agreed to and expressed their willingness to create a Music department for further development of the programme.

Short notes considering Argumentative Position:

According to Argumentative Position, it was a technical error of the translation regarding the appearance of the word "Ukrainian" in the ATSU documentation. Therefore, the recommendation is moved to the suggestion.

Evidences/Indicators

- o Self-evaluation report
- o The list of implementing staff with reference to educational and scientific-research components
- o Information about the Quantitative Data of the Educational Programme
- o Personal data (CVs) of the academic staff implementing the educational programme
- o Personal data (CVs) of the head of the educational programme, Functions and duties of the head of the programme, Resolution No. 173 (28.02.2018) of the Representative Council of the Akaki Tsereteli State University
- o About the methodology of determining the number of academic and invited staff according to the programs of Akaki Tsereteli State University Resolution No. 61 (21/22) of the Academic Council of June 6, 2022: "Norms of the annual educational and scientific methodical workload of academic staff, emeritus, teachers and specialists invited by contract"
- o Interview results during the site visit

Recommendations:

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Suggestions for Programme Development

- o In the self-evaluation report, page 21, in the section Evidence/Indicators, the document is mentioned under the title: "Resolution No. 173 of the Representative Council of the

Ukrainian National Association of Social Workers' Associations. 28.02.2018. About the methodology of determining the number of academic and visiting staff according to the programs of Akaki Tsereteli State University”. Ukrainian – perhaps, it is a technical error. It is suggested to check legal documents to ensure everything is understood.

- o The institution would be advised to increase the number of personnel in the direction of specialists in keyboards, choral conducting, string instruments, and wind instruments, in case of an increase the number of students.

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			–
Scientific Staff			–

#### Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results

#### Recommendations:

- o Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

#### Suggestions for the programme development

- o Non-binding suggestions for programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.3 Professional Development of Academic, Scientific and Invited Staff

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

**Evaluation of the programme staff.** ATSU implements a staff evaluation continuously and as an integral part of the university's staff policy. The evaluation of educational and scientific-methodical activities defined by the preliminary individual teaching load within the academic year is used; the teaching-methodical work of the academic staff is checked by the dean's office of the faculty, the head of the department, the educational process management service, and the deputy rector; electronic versions of personal data (CV) of academic staff involved in the educational programme are constantly being created and updated.

According to a self-evaluation report and submitted documents, the academic staff members are evaluated both through annual workload performance (department head and faculty dean) and collegial mutual attendance policies, as well as through student surveys. The faculty regularly evaluates the staff involved in the programme through the collegial mutual attendance policy (since 2017). The Student Satisfaction Survey is conducted by the Marketing, Project and Event Management Office, as well as the Faculty Quality Assurance Office. The study of engagement and satisfaction of students of ATSU aims to increase the efficiency of the university's functioning and is aimed at improving the quality of teaching. The survey includes questions related to the evaluation of the educational process; The student evaluates the quality of lecture/practical courses, the variety of modern teaching methods, the transparency of the criteria used in evaluating the student's knowledge, etc. The analysis of the results of the survey allows us to evaluate the degree of involvement of students in the change/development of the programme, their satisfaction with the relationship with various structural units of the university and with the services offered to them.

During the site visit, QA service representatives informed that surveys are not publicized, the QA service makes general conclusions regarding the staff / course evaluation. The importance of the feedback was emphasized already above, in 3.1 substandard, recommending that "The results of the students' evaluation of lecturers should be analyzed to ensure that students' feedback is taken into account at the institution."

**Development of the programme staff.** ATSU uses the following services for professional development of the staff: business trip to trainings and scientific conferences; trainings and working meetings planned by the quality assurance service of the ATSU; paid scientific-creative leave of the Institute of Social Sciences and Humanities; foreign language courses;

scientific conference services of the ATSU. According to a self-evaluation report, the academic staff of the programme “Performing Arts” actively participated in various trainings conducted by the Quality Assurance Service of the Faculty of Humanities, constantly publishes scientific works, participates in scientific conferences and engages in creative activities (musician-performer competitions, preparation/participation in concerts). It was mentioned that Programme staff took part in the University’s international scientific conference “Humanities in the era of globalization”. It should be noted that the conference is organized by the University’s Faculty of Humanities, however, none of the Programme staff / musicians is involved in the organization or scientific committee of this multidisciplinary event.

The scientific activity of the University’s staff is encouraged by the Resolution No. 12(22/23), 29.09.2022, adopted by the Academic Council of ATSU. The Resolution motivates the publication of articles in high-rated scientific publications. However, it is important to note that the main part of implementing staff of the “Performing Arts” programme are artists-musicians with their main activity in artistic-music events and work. Meanwhile, the evaluation of performing arts staff activity is provided in the workload plan and is calculated in the number of hours spent for a certain artistic work. While in the current template of Curriculum Vitae, the artistic activity is missing among the main activities (like “VIII. List of scientific works”), thus may be only included at the very end of the curriculum as “Other activities”. The template is mainly adjusted to the scientific personnel. Therefore, it is recommended to elaborate a template of Curriculum Vitae holding an independent section addressed to the artistic activities, which in fact should correlate to the established criteria for scientific work and activity. The artistic activity section could be titled “List of artistic works” including subsections “Performance / publication of work of art” (it may include performing at the concert, conducting, conducting the concert as musicologist, for composers - composing music piece), “Release of work of art, sound, video recordings”, “Masterclasses” etc.

According to the submitted CVs of Programme staff, the University should strengthen the Programme staff mobility in partner universities, encourage and foster the participation of the staff in projects, trainings and seminars directly related to the artistry-music topics and problems.

As mentioned in the substandard 4.1, there is a discrepancy in the number of implemented staff provided in two documents (“The list of implementing staff with reference to educational and scientific-research components” and “Information about the Quantitative Data of the Educational Programme”). Moreover, in both documents we may express some concern regarding the implementing staff statistics:

1) The level of professional qualification of the staff is directly related to the demographic status of the implementing personnel, which currently consists of academic staff and invited specialists. In case the document “The list of implementing staff ...” provides a true information, it shows a stagnation in affiliated staff position and raises the alert that no younger generation staff participates in the program – it is because in the list there are only professors (3) and associate professors (20).

2) On the contrary, the document “Information about the QuantitativeData ...” says that there are 3 prof., 16 assoc.prof., 1 assist.prof., and 4 assistants. But on the other hand, if we refer to this document, we see a very passive status in staff turnover: for the last 5 years there was no rotation in the Programme implementation staff – no new academic and invited

staff and none of them left. Moreover, the research activity is very low – for the last 5 years the personnel consisting in total of 44 staff produced just 23 publications and 34 participations in conferences. It is recommended to encourage and involve more new as well as younger professionals in the Programme implementation staff that would undoubtedly create a consistent and reasonable strategy of personnel renewal, the cooperation of different generations and levels of professionalism, and will enhance the research / artistic activity.

Evidences/Indicators

- o Self-evaluation report
- o Personal data (CV) of the academic staff implementing the educational programme
- o Information about the Quantitative Data of the Educational Programme
- o The list of implementing staff with reference to educational and scientific-research components
- o Resolution No. 12(22/23), 29.09.2022 of the Academic Council of the Academy of Sciences and Arts on encouraging the publication of articles in highly rated scientific publications by the academic staff of the university
- o Interview results during the site visit

Recommendations:

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Suggestions for the programme development

- o Involving more new professionals in the Programme implementation staff would undoubtedly create a consistent and reasonable strategy of personnel renewal, the cooperation of different generations and levels of professionalism, and will enhance the research / artistic activity.
- o It is suggested to elaborate a template of Curriculum Vitae holding an independent section addressed to the artistic activities, which in fact would correlate to the established criteria for scientific work and activity; the section could be titled “List of artistic works” including subsections.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.4. Material Resources

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The material resources are mainly in line with the needs of the educational program, which was highlighted during visits and discussions with academic and visiting staff, students and alumni, as well as employers.

The program is equipped with appropriate infrastructure and technical equipment, which ensures the achievement of program goals and learning outcomes. The material and technical base of the program includes the first academic building of ATSU (address: Tamar Mefe #59) and the 23rd building of the music program (address: K. Gamsakhurdia #43a), the university registry, large and small concert halls, a multi-purpose center, the university's central and faculty library and reading rooms, the service of Medicine, the fire department of stations, computer centers, ramps (for inclusive students) etc. The lecture and practical space of the departments, educational auditoriums - No. 1108, 1114, 1210, 1212, 1209, 1208) are presented. The material resources also include a music library, auditoriums with a piano, an auditorium with two grand pianos, which are necessary for both special piano and choral disciplines.

The program is provided with library material and technical resources. The library includes mandatory literature and other educational materials determined by the syllabus, which ensure the achievement of the learning outcomes of the educational program. Students have the opportunity to access the storage of sheet music publications and music-theoretical materials, which are located in the music library in building #23 in. When visiting the music library, it was confirmed that this fund includes additional literature to a significant extent and is being regularly updated.

Since 2011, the online catalog (OPAC) service of the integrated library system has been launched in the university. Therefore, the main university library provides the access to international e-library databases and allows to get acquainted with the latest scientific data of the relevant direction / field. The available electronic databases are listed in library's website: [http://www.atsu.edu.ge/index.php?option=com\\_content&view=article&id=508&Itemid=762&lang=en](http://www.atsu.edu.ge/index.php?option=com_content&view=article&id=508&Itemid=762&lang=en). Also, the library offers many services and training courses to interested users.

The students of the "Performing Arts" programme can use the following databases of the ATSU library: <https://www.cambridge.org/core>; <http://www.eifl.net/e-resources/oxford-journals-collection> <https://www.dukeupress.edu>; <https://us.sagepub.com/en-us/nam/IMEche>; <https://www.sciencedirect.com/science/jrnllallbooks/sub/artsandhumanities>; <https://www.scopus.com/home.uri> <http://search.epnet.com>; <https://www.jstor.org>. Although the ATSU library is equipped with modern standards, students benefit less since there are no relevant electronic databases for the presented programme in the institution. It is recommended to add specific music collections to the electronic scientific databases of the library, such as, for example, databases RILM, RISM, as well as ProQuest Ebook Central, JSTORE Music Collection, EBRARY COLLECTION, Naxos Music Library, "Music and Dance Online" (ProQuest), Medici TV EDU, Bloomsbury video library, MGG Online, Taylor & Francis Online, and so on.

Building #23, where music disciplines are held, the scale and layout of the building corresponds to the needs of the implementation of the programme. Currently, the building of the music college, which became a part of the university, is partially organized for consumption (new electrical wiring, renovated chamber hall and well-equipped bathrooms). The improvement and preparation for operation of the said building was presented by the

university as a planned activity immediately after the end of the educational process.

Along with material resources, it is worth noting the services aimed at the needs of students:

1. Office of Student Support and Development - created within the framework of the TEMPUS project in 2014, the main goal is to provide counseling and support to students and graduates. Students may contact the Office of Student Support and Development 24 hours a day for the services and/or information they require, including the following: Ombudsman, psychotherapist, ASU tutor, ASU alumni network.

2. Foreign Relations and Development Office - The Foreign Relations and Development Office of Akaki Tsereteli State University was established in 1994. Within its competence, the office is responsible for the integration of the university into the international community, at the same time, all services are provided to foreign students as well.

Evidences/Indicators

- o Self-evaluation report
- o ATSU website <https://www.atsu.edu.ge/en/home>
- o ATSU library <http://atsu.library.ac.ge>
- o Excursions during the site visit
- o Interview results during the site visit

Recommendations:

- o It is recommended to add electronic databases, specific music collections, relevant for the “Performing Arts” programme, for example, databases RILM, RISM, as well as ProQuest Ebook Central, JSTORE Music Collection, EBRARY COLLECTION, Naxos Music Library, “Music and Dance Online” (ProQuest), Medici TV EDU, Bloomsbury video library, MGG Online, Taylor & Francis Online, and so on.

Suggestions for the programme development

- o Arrangement and preparation of Building No. 23, which the university presented as a planned activity in the near future.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The Performing Arts BA programme has submitted a budget consisting of the tuition fee revenues for the optimal number of 38 students. The financial plan mainly covers the costs for the lecturers' salaries, administrative staff salaries and other indirect expenses. According to the budget, the programme income constitutes 254 000 GEL, whereas the expenses correspond to the 251 000 GEL.

According to the data available in the documentation submitted to the accreditation experts, 27 000 GEL is designated for infrastructure and other communal or budgetary expenses. Around 5 000 GEL are designated for other goods and services such as university internal grants for students. The university has allocated proportion in the faculty budget for providing additional funds for the programme development, including incentives and scholarships for staff and students, purchasing literature and other material resources required for the performing arts programme.

#### Evidences/Indicators

- Resolution No. 175 of the Representative Council of the ATSU (principles of substantiation of financial support of programs)
- Resolution No. 82, 21.12.2021, of the Representative Council of the ATSU, on the approval of the budget form of the educational programme of the ATSU
- Budget of educational programme
- Interview results during the site visit

#### Recommendations:

-

#### Suggestions for the programme development

-

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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## 5. Teaching Quality Enhancement Opportunities

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

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### 5.1 Internal Quality Evaluation

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

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Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Internal Quality Assurance mechanisms at Akaki Tsereteli State University are defined by the regulation of Quality Assurance and relevant concepts. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. QA Office focuses on annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring, identify objectives with strategic development and articulate development tendencies. In accordance with the evaluation of the submitted documents and accreditation visit findings, programme evaluation is consistent at university and assessment results are generally utilized for programme improvement.

Programme quality assurance is based on the PDCA – “plan – do – check – act” principle. Students, graduates, employers, academic and invited staff are involved in the internal quality assessment process. The QA office cooperates and encourages the involvement of the programme staff to ensure the constructive evaluation process, therefore, a self-evaluation report of the programme is prepared with the involvement of academic and administrative staff. The interviews confirmed that self-assessment process and relevant task distribution among the working group has ensured to identify the areas for improvements during and after the evaluation process, as well as relevant possibilities for future development.

Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposively identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the necessities, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the programme and availability of services.

ATSU has implemented the practice of internal inspection, when colleagues having experience as educational programme experts are evaluating the educational programmes and are engaged in trainings provided for the academic staff. The internal evaluation of the "Performing arts (keyboard instruments/string instruments/wind instruments/vocals/choral conducting)" programme was carried out by the head of the educational programme development department and by the head of the Quality Assurance Service of the Technical-Engineering Faculty.

Evidences/Indicators

- Self-evaluation report
- Quality Assurance Concept

- Survey reports and forms
- Resolution of Academic Council on the Policy of the Quality Assurance Service
- Internal assessments
- Interview results during the site visit

Recommendations:

-

Suggestions for the programme development

-

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2 External Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

External quality assurance at ATSU is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University reviews recommendations and suggestions and the findings are introduced to the head of the programme for further consideration. The QA office ensures compliance of the developments with the received recommendations. The programme has gone through the extensive external evaluation process in 2019, when the programme received accreditation for 4 years. Expert panel has been convinced during the site visit, that all previous recommendations concerning the programme have been taken into consideration that significantly has increased the perspectives for the further developments.

The HEI also ensures peer review as a part of an external evaluation process. The programme has been positively evaluated by the local field expert, professor of Vano Sarajishvili State Conservatory, highlighting compliance with the qualification framework and requirements of the field, curricula and learning outcomes, human, administrative and material resources.

Evidences/Indicators

- Self-evaluation report
- Quality Assurance Concept
- Survey reports and forms
- Peer review
- Interview results during the site visit

Recommendations:

-

Suggestions for the programme development

-

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.3 Programme Monitoring and Periodic Review

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

For programme development and service improvement, the QA Office at ATSU ensures monitoring and periodic assessment. The assessment and evaluation process involve internal and external stakeholders. Surveys with academic and administrative staff, students, graduates, and employers are central tools for implementing strategic visions of the university. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, in case of necessity focus groups are also organized. Satisfaction and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements.

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and the evaluation results are used by the University administration to improve educational processes. At the end of each academic year, a self-evaluation report is prepared, considering the statistical indicators, results of internal evaluation, evaluation of staff, SWOT analysis and QA assessment. Based on the internal evaluation findings, the programme is improved and modified.

Programme benefits from the practice of classroom observation by peers of the same and related programmes. Mutual attendance and assessment of classroom work and environment contributes to the sharing experiences and provides a platform for cooperative attitudes between the programme staff.

The HEI ensures benchmarking for the local available practices to develop a competitive and individual programme. The programme takes into consideration the experiences of the Georgian universities with programmes in performing arts – Vano Sarajishvili Tbilisi State Conservatoire, Batumi Art State Teaching University, Ilia State University. However, it would be recommended if the international experiences were

considered for the programme development, thus, incorporating both, local and international practices and requirements for the further development.

Short notes considering Argumentative Position:

According to Argumentative Position, in the process of Programme accreditation the institution took into account the experiences of the local Georgian universities; the study and analysis of foreign universities good practices will be continued. Thus, the recommendation “to consider international experiences for the programme development” remains unchanged.

Evidences/Indicators

- o Self-evaluation report
- o Quality Assurance Concept
- o Educational Programme
- o Survey reports and forms
- o Evaluation procedure of educational programs
- o Interview results during the site visit

Recommendations:

- o It would be recommended to consider international experiences for the programme development, thus, incorporating both local and international practices and requirements for the further development.

Suggestions for the programme development

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Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	<b>X</b>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

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Name of the Higher Education Institution:

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Name of Higher Education Programme, Level:

-

#### Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Rima Povilioniene



Accreditation Expert Panel Members

Tamar Chkheidze



Rusudan Takaishvili



Tamta Tskhovrebadze



Mariam Gorgodze

