

Annex №2



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programs

**Art History and Theory (Bachelor's Program), History of Georgian art (Ancient and Modern Art)
(Master's Program), Art History Studies (History of Georgian Art) (PhD Program)**

LEPL - Apollon Kutateladze Tbilisi State Academy of Art

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL Apollon Kutateladze Tbilisi State Academy of Art
Identification Code of Institution	203851545
Type of the Institution	University

Expert team Members

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I. Information on the Cluster of Educational Programs

	Program 1	Program 2	Program 3
Name of the educational program	Art History and Theory	History of Georgian Art (Ancient and Modern Art)	Art History Studies (History of Georgian Art)
Level of higher education	Bachelor's	Master's	PhD
Qualification to be awarded	Bachelor of Arts in Art History and Theory	Master of Arts in Art History and Theory	PhD in Art History and Theory
Name and code of the detailed field	0213 Fine Arts	0213 Fine Arts	0213 Fine Arts
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹	-	-	-
Language of instruction	Georgian	Georgian	Georgian
Number of ECTS credits	240 ECTS	120 ECTS	Teaching component - 50 ECTS
Program Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited	New	New

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

II. Accreditation Report Executive Summary

General Information on the Cluster of Education Programs²

- The cluster of Education Programs to be re/accredited consists of three Art History and Theory/Studies Education Programs, one of which is BA, one is MA and the third is PhD. They are all based in the Faculty of Restoration, Art History and Theory. While they are all centred on Georgian Art, each also has a distinct focus in relation to chronology, and to arts contexts beyond Georgia's borders. The BA in Art History and Theory covers the base of world and Georgian art, and this program has been modified for this re-accreditation since the previous accreditation in 2011. The MA in Art History and Theory has a focus specifically on Georgian art – ancient and modern including its parallel material and comparative analysis and combines two former MA programs into a new program. The previous MA programs covered Georgian art of the Middle Ages, and new and latest Georgian Art, respectively. These two MA programs were last accredited in 2012. The PhD in Art History and Theory Studies is modified by the removal of concentrations on Medieval Georgian Art, and New and Modern Georgian Art, by the Minister's order #3n, so that PhD students continue their research in their own chronological framework, without concentrations.
- In the lead up to the site visit, the members of the reaccreditation expert team familiarised themselves with the self-evaluation report and a number of attached documents. They then met twice: firstly, on 12th July 2023 for an introductory meeting, and then on 19th July 2023 to discuss the major issues and questions in preparation for the site visit the following week. The expert team's preliminary questions were uploaded to an online agenda.
- BA Program Data: In the year 2022/23 there were 86 enrolled students; the number of academic staff is 13; the number of scientific staff is 3; the number of affiliated staff is 13.
- MA Program Data: In the year 2022/23 there were 21 enrolled students; the number of academic staff is 10; the number of scientific staff is 2; the number of affiliated staff is 10.
- PhD Program Statistics: In the year 2022/23 there were 9 enrolled students; the number of academic staff is 11; the number of scientific staff is 3; the number of affiliated staff is 11.

Overview of the Accreditation Site Visit

- The accreditation site visit took place on 26 and 27 July 2023 at the Apolon Kutateladze Tbilisi State Academy of Arts (TSAA), 22, Griboedovi Street, Tbilisi 0108.
- During the two days of the site-visit, the accreditation expert team met with representatives from: the administration including the Rector, the Dean of Faculty, the Head of finance, Head of Academic Research and Creative Development Department (hereinafter the Senior Management Group); the Self- Evaluation Report (SER) team; the Heads of the three Programs; academic staff; invited lecturers; students (BA and MA); students (PhD); graduates from all the three programs; employers; and finally, with representatives of the Quality Assurance Service.
- Midway during the second day of the site-visit, the expert team were given a tour of the facilities at TSAA, to observe the library and its stock (including online resources). The library was

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

housed in a temporary space due to renovation works, so the expert team also saw where it is due to be relocated. The expert team was shown one of the storerooms for the 6,000 archive of artefacts that form the TSAA museum, and the index of those artefacts. The expert team also saw seminar rooms and an auditorium.

- TSAA has a series of beautifully decorated halls, that have recently been restored by students from the Art History and Theory programs. On the tour, the expert team heard that these are used for conferences and special events, as well as for teaching groups, and provide TSAA with an historically important and unique architectural resource.

Brief Overview of Education Program Compliance with the Standards

The assessment of the three education programs was overall positive. The BA, MA and PhD programs are **substantially compliant** with the requirements in **Standard One**: Educational Program Objectives, Learning Outcomes and their Compliance with the Program. All three Programs are **compliant** with the requirements in **Standard Two**: 2. Methodology and Organization of Teaching, Adequacy Evaluation of Program Mastering. All three programs are **compliant** with the requirements in **Standard Three**: Student Achievements, Individual Work with them. All three Programs are **compliant** with the requirements in **Standard Four**: Providing Teaching Resources. All three programs are **compliant** with the requirements in **Standard Five**: Teaching Quality Enhancement Opportunities.

Recommendations

1.5.1 It is recommended that the academic staff critically review the literature given in the syllabi to include more up-to-dated information resources, with an eye on decreasing the publications not given in the language students might have competence in (for example on Russian).

4.5.1 It is recommended that budget planning considers the risks of overspending and its possible impact on programs financial sustainability.

4.5.2 It is recommended to diversify the income sources (international research and capacity building grants) and to use those sources of income to spent more on updating teaching and learning resources.

Program 1

1.4.1 It is recommended that the institution consider incorporating academic essays into some of their syllabi and evaluating these essays using transparent criteria. This evaluation should include an assessment of the style of reference usage and adequacy of references used by the students.

Program 2

1.1.2 It is recommended that the MA Art History Program pdf document should be redrafted with a list of clear program objectives (on p4), to include internationalization and interdisciplinarity, that align with the MA program learning outcomes.

Program 3

1.1.4 It is recommended that section 1.1 in the PhD Art History Program pdf document (pages 4-5) should be redrafted with a list of clear program objectives, to include internationalization and interdisciplinarity.

Suggestions for the Program Development

2.2.1 It is suggested that it will be useful for the development of students' practical and scientific skills to hold more frequent joint conferences with the involvement of other higher education institutions.

2.4.1 It is suggested that it would be advantageous to have a difference in points between final and midterm exams, in favor of the final exam.

3.1.1 It is suggested that, as students have expectations for more excursions and field trips, the Programs discuss this topic with students and make possible improvements.

4.4.1 It is suggested that the Academy avoids using Facebook groups for sharing the e-resources and it should develop a more flexible system for disseminating and booking library materials

5.2.1 It is suggested that the external collegial evaluation is carried out at predetermined intervals and not only before the submission of the program's accreditation package, so that if there is any advice and recommendations, they can be implemented.

Program 1

1.1.1 It is suggested that the phrase 'applicable to employment in the work field' be added to BA program objective number 5 to provide emphasis about prospects for graduate employment.

1.4.2 It is suggested that the high number of 3ECTS modules in one semester may place undue pressure on the students and that this is discussed with the students to check that they are coping with the workload.

Program 2

1.1.3 It is suggested that, for emphasis about graduate employment, the following MA program objective be revised thus: 'the goal of the master's program is to train art historians, qualified researchers of medieval and modern Georgian art, who will be aware of its role and place in the context of world art, and able to gain related employment in the work field'.

Program 3

1.1.5 It is suggested that, to emphasise the breadth of careers related to art history, the PhD program objective about the art critic could be expanded to cover the ‘other expert careers in the cultural sector’.

1.4.3 It is suggested to integrate more opportunities for internationalization in the PhD program to further enhance opportunities for students.

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

Since 2019, the project PROFFORMANCE Assessment Tool and Intensive Systems for Developing Higher Education Teachers' Performance has been implemented in the Academy with the co-financing of the European Commission and the partnership of the National Center for the Development of Higher Education Quality (the website of the project - <https://profformance.eu/>). The project envisages the development of a self-assessment tool and incentive system for staff involved in teaching at the higher education level. The mentioned project is implemented in 6 European countries, the PROFFORMANCE project team has already developed the initial version of the self-assessment tool for the staff involved in teaching at the higher education level, which can be used in higher education institutions. At the current stage of the project, piloting of this tool is planned. TSAA is involved in the piloting process of the mentioned project, and the expert panel consider this pilot may result in a system that is good practice and could be shared.

The expert panel consider another area of good practice is the decision by TSAA in future to promote Doctoral students by financing the costs of publishing an article by a Doctoral student in international scientific journals or the costs of participation in an international conference/symposium

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

The expert panel were gratified that the working group concurred (in the main) with the draft findings of the report and wish to thank them for taking time to provide carefully constructed responses where they thought something could be further elucidated. The expert panel were also pleased to receive the sincere appreciation from the TSAA working group. The expert panel's further comments are set out as follows:

Recommendations 1.1.2 and 1.1.3

The expert panel thanks the working group for formulating a revised text for the *purpose* of the MA Art History program to include internationalization and interdisciplinarity. The expert panel note that, being the backbone of the program, a set of specific program objectives still need to be listed in the MA

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

Art History Program pdf document on p4. This will communicate to the wider public, to other institutions, and to current and future students and teachers, the value placed on internationalization and interdisciplinarity and secures these as MA program objectives, that then determine the MA program learning outcomes. The expert panel have decided to combine recommendation 1.1.2 and 1.1.3 into one (1.1.2) as follows: It is recommended that the MA Art History Program pdf document should be redrafted with a list of clear program objectives (on p4), to include internationalization and interdisciplinarity, that align with the MA program learning outcomes.

Recommendations 1.1.5 and 1.1.6

The expert panel acknowledge all the work that has been done, and is continuing to be done, with regards providing doctoral students with international experiences, as understood during the site visit and reiterated by the University in the argumentative position. This is exactly the reason the experts consider it an omission in the program objectives. Likewise, the expert panel acknowledge that the PhD research methods teaching supports an interdisciplinary approach, and that this is currently mentioned in the PhD Art History Program document section 1.1 but not as an explicit program objective.

The expert panel consider that, being the backbone of the program, a set of specific program objectives still need to be listed in the PhD Art History Program pdf document in section 1.1 pp4-5. This will communicate to the wider public, to other institutions, and to current and future students and teachers, the value placed on internationalization and interdisciplinarity and secures them as PhD program objectives, that then determine the program learning outcomes. The expert panel have decided to combine recommendation 1.1.5 and 1.1.6 into one (1.1.4) as follows: It is recommended that section 1.1 in the PhD Art History Program pdf document (pages 4-5) should be redrafted with a list of clear program objectives, to include internationalization and interdisciplinarity.

Furthermore, in recognition of the decision, to promote current and future Doctoral students in an international context by financing the costs of publishing an article by a Doctoral student in international scientific journals or the costs of participation in an international conference/symposium., the expert panel have decided to add this as an example of best practice.

Recommendation 1.5.1

As we see from the argumentative position of the academy, some projects were implemented in the recent years to translate the field literature into Georgian language. However, those actions are not directly linked to the recommendation, the expert team had a concern with the reading materials that are given as mandatory in the courses within the programs in this cluster. Although the expert team are happy to see that some actions are being taken by the academy, still there is few more that needs to be done regarding these study programs, for this reason the recommendation stays as it was given.

Recommendations 4.5.1 and 4.5.2

The Academy agrees on the above-mentioned recommendations and speaking about the future plans and actions. As the expert team cannot assess the activities that are planned in the future, those recommendations will not be modified

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

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

Standard/Component	Assessment approaches:
1. Educational Program objectives, Learning Outcomes ,and their Compliance with the Program	
1.1. Program objectives	Cluster and individual
1.2 Program Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Program Learning Outcomes	Cluster
1.4 Structure and Content of Educational Program	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Program Mastering	
2.1. Program Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master’s and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	

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

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

4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Program/Faculty/School Budget and Program Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Program Monitoring and Periodic Review	Cluster

III. Compliance of the Program with Accreditation Standards

1. Educational Program objectives, Learning Outcomes and their Compliance with the Program

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

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

1.1 Program objectives

Program objectives consider the specificity of the field of study, level and an educational program, and define the set of knowledge, skills and competences a program aims to develop in graduate students.

They also illustrate the contribution of the program to the development of the field and society.

Cluster and individual evaluation

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

LEPL – Apolon Kutateladze Tbilisi State Academy of Arts (TSAA) is the first Art Institution in Georgia and in the whole Caucasus region. The University (hereinafter the Academy) plays a key role in the development of the country's art and research directions and was actively involved in the development of the "Cultural Strategy 2024" of the Ministry of Culture and Sport of Georgia. Relevant to this, and to the Art History and Theory cluster, is a priority of the TSAA to provide training of specialists in the field of art history to meet the cultural and heritage sector's needs, and this priority is implemented by the Faculty of Restoration/Conservation, Art History and Theory. The Faculty of Restoration, Art History and Theory has decided to organise the three educational levels in art history and theory in one united cluster. It should be noted that the Faculty also services the art history and theory input to practice-based programs in the other faculties of the Academy: Fine Arts, Design; Architecture; Media Arts. While the students from these faculties are taught separately from those students enrolled on the Art History and Theory programs, the proximity of the other arts disciplines provides an opportunity for Art History and Theory students to learn and research alongside students who are producing the artefacts that are destined to be the subject of art historical investigation, or shown in contemporary art exhibitions/projects, thus providing cyclical continuity and learning opportunities between the Faculties of the Academy.

The expert team compliments the Academy on their Self-Evaluation Report and the inclusive process for writing it and driving forward the vision for the cluster – including the merging of the two Masters programs and modifying extant BA and PhD programs. Through the meetings, the expert team found that the program objectives are shared by the persons involved in the program.

The overall Objective of the cluster is the further development of art history in Georgia as a scientific field and the expert team found that each of the three programs are united in this objective, and through the learning outcomes incrementally provide a linked and clearly structured route for students from BA through MA to PhD, which involves the acquisition of basic and specialist knowledge, understanding, and analysis of Georgian Art in the context of world art, ancient, modern, and contemporary, through to in depth independent and original research at the cutting edge of the discipline. The cluster aims to introduce students to art history as a field with its own research subject and research methods, and the expert team found that for all three programs this aim is in evidence in the program objectives. The Academy has resources in its collection of 6,000 artefacts that support the development of subject-specific research methods.

A further shared Objective of the cluster is the consistency and level-wise development and formation of the student as a professional, and to this end, through the meetings during the site visit, particularly with the employers, the expert team consider that the balance between training the next generation of professional art historians in their breadth and depth of knowledge, and the training of graduates whose skills match the demands of the local cultural and heritage sector is implicitly addressed in these Art History programs. In other words, the knowledge understanding, and critical, analytical, research and practical skills and competences that students acquire at BA, MA and PhD level are the same qualities that the sector requires in, for example, a newly qualified art historian, curator, or teacher (a teacher qualification comprising a 60ECTS training course and/or exam pass is required – but a PhD graduate can teach on the basis of being a doctor). While the inclusion of sector specialists, including curators, museum heads, and pedagogues, in the development of the cluster through consultation and questionnaires, ensures that the program learning outcomes map across to the work field, the objective to develop the student as a professional who is ready to move into the professional sphere is not expressed with any conviction in the shared program objectives. The established memoranda of understanding (MoUs) do provide opportunities for practical experience of the workplace through internships and are evidence that the Academy and its programs have addressed the need for deepening cooperation with various organisations and establishing new contacts, as stated in the Strategic Plan. The employers voiced the need for new generation of art historians to be embedded in museums to make their collections more accessible to a larger proportion of the citizens, particularly the young, and also they spoke of the need for more qualified art teachers. The expert team spoke with graduates who are already working as teachers. The expert team consider that the cluster underplays the preparedness of Art History and Theory graduates at all levels for employment and will address this under the three program headings below.

The cluster provides ample evidence of a contribution to the field at a regional and national level as evidenced in the research of academic staff, invited staff and MA and PhD students through published papers, and research projects, and this is made manifest and strengthened through links with the work field and esteemed cultural institutions in the MOUs.

The education of specialists corresponding to international standards, who will contribute to the study and popularization of Georgia's richest cultural heritage is an objective of the cluster that the expert team deem to be 'in progress'. Equally, the academy's stated value, to find 'a respectful place on the international scene' is an aspiration shared by the whole community of scholars working on the cluster of Art History and Theory programs, for whom international opportunities and gaining international profiles will be central to extending knowledge about Georgian visual art and architecture beyond

national borders. The expert team welcomed the Academy's commitment, as stated by the Rector, that it is now stipulated that Art History and Theory doctoral students will receive funding to cover expenses to disseminate their research in international fora which goes some way to addressing the five issues raised in the PhD survey all linked to international opportunities. There is also evidence of energies put towards establishing more exchange partners - which addresses the internationalisation of the cluster's programs.

Description and Analysis – The Objectives of Program 1

- 'Provide the student with broad knowledge and general notions of the stages of development of world and Georgian arts (architecture, painting, sculpture, and other visual arts), major style and art movements, artistic schools, their principles, standards and practices
- Provide introductory information about the fields of art, genres, contemporary art forms and their specificity, characteristic signs, so that he can identify and classify the field and genre of works of art of different epochs;
- Introducing the key landmark monuments dated to the diverse historical period and the works of distinguished artists;
- Provide the bachelor with knowledge about the basic principles, tools, artistic means and their application of artistic methods (formal analysis, comparative analysis of form, iconography and iconology);
- Teaching complex concepts of on-site working in the wide range of cultural heritage structures: (museums, care and protection of cultural heritage, cultural management, art market, media, etc.);
- Teaching the working instruments: application of descriptive-analyze, comparative approach, iconographical and iconological methods to evaluate piece of art/artifact with the right vocabulary;
- Giving the competence student, to describe and position an artwork in certain historical, cultural, philosophical, theological or social context of the creation in any epoch, based on the knowledge gained in various humanitarian disciplines (literature, philosophy, theology, aesthetics, psychology, culturology, etc).;
- Enable the bachelor student to study works of art applying proper scientific methods in the field and create a research paper/project in compliance with academic standards and principles of integrity, in accordance with the preconceived guideline;
- Giving competence to the bachelor, for planning and managing his own professional activities on the basis of acquired working principles and ethics;
- Developing student's communication, conversation and presentation skills in order to formulate and discuss about study issues with professionals and non-specialist professionals, as well as in native and also in foreign languages; Enabling them to use all modern resources to work and represent their works;
- Giving understanding the values of culture/arts in the timeline of society/mankind; Giving competence of the evaluation of the values of cultural and creative processes in ancient, medieval and modern times.

The expert team commends the clearly stated BA Art History and Theory program objectives and confirms that they correspond with the program learning outcomes and the curriculum content and have been developed in consultation with the relevant stakeholder groups. They are clearly established, realistic and achievable, and can be found on the website in an accessible and public facing format in the Georgian language.

- In the BA program document, it outlines a number of career destinations and research activities for students and alumni and, although the expert team heard from employers that internship opportunities are possible for BA students who subsequently may be employed at the same institution, the BA program document does not include an explicit work-related program objective. We heard an explanation for this during the SER meeting - that as a rule, BA graduates are less likely to get employment in the sector, and the SER group did not feel 'bold enough' to state it as a program objective. However, career related practical skills are included in the BA learning outcomes (museums, care and protection of cultural heritage, cultural management, art market, media) and in support of this, during the site-visit the expert team met BA graduates who were employed in a range of subject related roles. The expert team therefore suggests that the following BA program be revised to read "Teaching complex concepts of on-site working in the wide range of cultural heritage structures: (museums, care and protection of cultural heritage, cultural management, art market, media, etc.) applicable to gaining employment in the work field".

The BA Art History and Theory program objectives are logically interrelated to the MA and PhD, such that the study fields evolve according to the respective levels of higher education.

Description and Analysis – The Objectives of Program 2

The Objective of the MA Program given in the English version of the MA educational program document is to 'enhance perceptual awareness of students about fine art processes, considering the wide range of global art history and the research, analysis, and teaching of the particularities of the *spoken language* peculiar to Georgian art'. In the SER this is extended to include the 'use of research methods of specific sectorial and adjacent disciplines. Furthermore, the SER states that 'the goal of the Master's program is to train art historians, qualified researchers of medieval and modern Georgian art, who will be aware of its role and place in the context of world art'. The expert team notes that the full list of program objectives is stated in the Georgian language version of the program objectives and considers these combined goals and program objectives to be wholly appropriate and commensurate with the educational level, and particularly when mapped to the program learning outcomes show a consistent development leading from the BA and towards the PhD.

The expert team heard in interviews that a substantial number of activities relating to embedding links to the professional arts, cultural and heritage sector are in progress, and made manifest in current and planned MOUs. Also, that an analysis of the labor market and requirements of employers has been undertaken to inform the program objectives and learning outcomes. The MA program document also outlines a number of potential career destinations for graduates, and therefore the expert team suggests that, for emphasis, the following MA program objective be revised thus: "the goal of the master's program is to train art historians, qualified researchers of medieval and modern Georgian art, who will be aware of its role and place in the context of world art, and able to gain related employment in the work field".

The expert team read about the interdisciplinary nature of art history research which is referred to at MA level and recommend that this should be included in the program objectives in order to reflect this important relationship of art history to adjacent fields of study and this would then align with its inclusion of interdisciplinarity in the program learning outcomes.

Given the impetus in the TSAA strategic plan (2018-24) towards internationalisation, for example promoting the internalisation processes of scientific/creative activities and programs, and the analysis of surveys in which five out of eight issues raised by MA students concern international matters, the expert team question the omission of a reference to international opportunities (for example exchanges, international visits or attendance at international conferences), within the program objectives for the MA and recommends that this be added,

Other than those mentioned above, the expert team confirms that, in the main, the program objectives and goals correspond with the program learning outcomes, curriculum content and have been developed in consultation with the relevant stakeholder groups and are realistic and achievable. They can be found on the website in an accessible and public facing format in the Georgian language.

Description and Analysis – The Objectives of Program 3

- ‘Studying trends and historical phases of Georgian art in a wide context;
- Analysing the important trends and historical phases of Georgian art throughout its history, establishing the connections with other creative movements, and subsequently showing the significance of Georgian art;
- Critical comprehension of current scientific techniques and introduction of creative strategies to produce new, high-quality knowledge;
- Identification of the research issues highlighted by the current and the formulation of solutions;
- The education of a scientist-researcher and a teacher in a higher education setting who are dedicated to the production of new information and who will pass on the knowledge gathered to next generations’

The expert team found that in the SER the above Program Objectives are worded slightly differently, but amount to the same intentions.

Furthermore, it is stated in the PhD Educational Program document that the Faculty of Restoration, Art History, and Theory at TSAA will establish suitable conditions for the PhD student to conduct research in order to fulfil these two work related objectives of the doctoral program:

- ‘to support the PhD student in acquiring the knowledge and expertise essential to succeed as a scientist, researcher, and educator;
- to help the student acquire the compassion and critical-thinking abilities requisite to become an expert art critic’.

The expert team considers these established program objectives to be realistic and achievable, and wholly appropriate and commensurate with the educational level, and when mapped to the learning outcomes show consistent development leading from the MA to the PhD of scientific research and creation of new knowledge. The clearly stated program objective to train an educator is in line with the educational sector’s requirements for increased numbers of art teachers at secondary level, and this was confirmed in the employer’s meeting with the expert team. The two other program objectives that allude to the future employment of a graduate of the PhD program refer simply to the student acquiring the knowledge and expertise essential to succeed as a scientist, researcher, and educator, and to the student acquiring the compassion and critical-thinking abilities requisite to become an expert art critic.

However, the expert team suggests that, in order to cover the breadth of careers related to art history, this program objective about the work field could be expanded to cover the ‘other expert careers in the cultural sector’.

The expert team supports the move away from concentrations such that PhD candidates can select their area of research from the PhD program's anticipated research areas including contemporary issues in all aspects of Georgian art from various ages, including architecture, fine and practical arts, samples, creators, and the theory and history of artistic movements. The expert team recommend that the development of interdisciplinary research methods at PhD level should be added to the program objectives to reflect its inclusion in the program learning outcomes.

Given the impetus in the TSAA strategic plan (2018-24) towards internationalisation, for example promoting the internalisation processes of scientific/creative activities and programs, and the analysis of surveys in which all five issues raised by PhD students concern international matters, the expert team questions the omission of a reference to opportunities for students to gain international experience (for example, international exchange/projects/visits, attending international conferences, or publishing in international journals) within the program objectives for the PhD and recommend that this be added to the program objectives to ensure they align with the program learning outcomes that make reference to international learning and research contexts, as well as to the Academy’s strategic direction.

The PhD program objectives can be found on the website in an accessible and public facing format in the Georgian language.

Evidence/Indicators

- Meetings with Senior Management Group, SER group, Program Heads, employers, and graduates
- Self-Evaluation Report
- Mission, Vision and Values statement: <https://art.edu.ge/aceng/index.php?do=cat&category=1-2> [accessed 26.7.23]
- TSAA Strategic Plan 2018-2024
- BA Art History and Theory program document
- MA Art History and Theory program document
- PhD Art History and Theory Studies program document
- Analysis of the labor market and employers’ requirements
- Report Card – Analysis of surveys

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and Suggestions according to the programs:

Program 1 BA Art History and Theory Level 6

Recommendation(s): none

Suggestion(s):

1.1.1 It is suggested that the phrase ‘applicable to employment in the work field’ be added to BA program objective number 5 to provide emphasis about prospects for graduate employment.

Program 2 MA Art History and Theory Level 7

Recommendation(s):

1.1.2 It is recommended that the MA Art History Program pdf document should be redrafted with a list of clear program objectives (on p4), to include internationalization and interdisciplinarity, that align with the MA program learning outcomes.

Suggestion(s):

1.1.3 It is suggested that, for emphasis about graduate employment, the following MA program objective be revised thus: ‘the goal of the master's program is to train art historians, qualified researchers of medieval and modern Georgian art, who will be aware of its role and place in the context of world art, and able to gain related employment in the work field’.

Program 3 PhD Art History Studies Level 8

Recommendation(s):

1.1.4 It is recommended that section 1.1 in the PhD Art History Program pdf document (pages 4-5) should be redrafted with a list of clear program objectives, to include internationalization and interdisciplinarity.

Suggestion(s):

1.1.5 It is suggested that, to emphasise the breadth of careers related to art history, the PhD program objective about the art critic could be expanded to cover the ‘other expert careers in the cultural sector’

Evaluation ⁶

⁶ Evaluation is performed for each program separately.

Please, evaluate the compliance of the program with the component

Component 1.1 - Program objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Program Learning Outcomes

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

Cluster and individual evaluation

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

The expert team confirm that the development of the educational programs in the Art History cluster have been undertaken according to the rules for developing, approving, and evaluating the educational programs of the Apolon Kutateladze Tbilisi State Academy of Art, and have involved a wide range of stakeholders. The expert team heard that the Art History and Theory cluster is participating in the national group of HEIs developing sectorial benchmarks for the Art History field, and that these have been applied in their draft state to inform the development of the program learning outcomes of the cluster. They have also been developed with reference to the NQF, and Classifier of Field of Study, augmented by the long-established expertise of the professoriate and academic staff. Additionally, the inclusion of representatives of all key stakeholder groups in the SER team has resulted in one new, and two revised sets of program learning outcomes that reflect a confident and shared vision for the education of Art History and Theory graduates for the next 5 years.

Reading through the three levels of program learning outcomes the expert team can observe an incremental development in terms of difficulty, complexity, and content of the field of study which are consistent and developed considering the respective levels, as required in this standard. The program learning outcomes align, in the main, to the program objectives in both the BA, MA and PhD, but some extra program objectives would result in better alignment, as noted in sub-standard 1.1.

In its proposed manifestation for accreditation the cluster programs have included in their separate program learning outcomes three distinct aspects with which a graduate should be conversant, over and above the essential knowledge, analysis, and art history competences, and that the expert team consider as key for the future sustainability of the art history field in Georgia. These aspects are: workplace readiness (BA, MA and PhD), internationalisation (MA and PhD) and interdisciplinarity (MA and PhD).

Description and Analysis - Program 1 BA

The Program learning Outcomes for the BA are as follows :

1. ‘The bachelor demonstrates broad general knowledge of the development stages of world and Georgian art (architecture, painting, sculpture, applied art and other visual arts), main art styles, artistic schools, trends, their characteristics, and artistic trends;
2. The bachelor is familiar with art fields, genres, modern art forms and their specifics, characteristic signs; Based on this, he identifies and classifies the field and genre of works of art of different eras;
- 3 The bachelor knows the landmark monuments of different periods and the works of specific artists;
- 4 The bachelor has knowledge of the basic principles, tools, artistic means and their functions of art history methods (analysis of form, comparative analysis of form, iconography and iconology);
5. The bachelor possesses general information about the practical fields of art history (museums, care and protection of cultural heritage, cultural management, art market, media, etc.);
6. The bachelor can use the methods of description-analysis, comparative, iconographic and iconological analysis of the work of art of different eras in order to study-evaluate the work of art/artifact, using the appropriate terminology;
7. On the basis of the acquired knowledge, the bachelor in various humanitarian disciplines (literature, philosophy, theology, aesthetics, psychology, culturology, etc.) describes the historical, cultural, philosophical, theological, or social context of works of art and put a specific work/artifact or the work of an artist within context of this or that era;
8. Using proven scientific methods in the field, the bachelor will study the works of art and, in accordance with the pre-defined guidelines, create a written research paper/project in compliance with academic standards and principles of integrity.
9. Independently plans and conducts his/her professional activities, adheres to the principles of professional ethics.
10. characterized with communication skills, can formulate problems, and discuss them with specialists and non-specialists, both in native and foreign languages, uses modern information and communication technologies and prepares a presentation.

11. The bachelor realizes the valuable importance of culture/art in the development of society and participates in the evaluation of the values of cultural and artistic processes of ancient and modern eras.

12. The bachelor defines the importance of any world art of any phase, culture, civilization or country and its place in the context of world culture, as well as it determined the meaning of Georgian art and its place in the space of world culture’.

It is clear to the expert team that the Programme Learning Outcomes are measurable through the written criteria outlined in the BA Educational Program document and included in the study modules.

Based on the program learning outcomes, the expert team observes that the BA graduate will have a broad knowledge of the developmental stages of world and Georgian art and can apply and analyse this knowledge in a range of assignments and tasks independently. They will be able to employ proven scientific research methods in the analysis of artworks, and exhibit autonomy commensurate with the expected levels for the first cycle. The graduate gains some practical skills during the period of study and has relevant information at a general level regarding the care and protection of historical monuments and artefacts. The expert team heard that during internships bachelor students are able to gain additional practical skills and may be employed in a relevant field as a graduate. The interviews with employers confirmed that the BA Program Learning Outcomes address the needs of the cultural sector workplace demands.

Description and Analysis - Program 2 MA

The Program Learning Outcomes for the MA are as follows :

1. The master has broad and deep knowledge of Georgian art, based on classical and modern studies; He is thoroughly familiar with the factual material and the stages of development of Georgian art, the characteristic signs for these stages, he is aware of the hereditary connections between these stages;
2. The master has knowledge of the fundamental principles of art theory; He knows about the ways of formation and development of this field as a scientific discipline; He/she knows both artistic and interdisciplinary research methods;
3. The master understands the place of Georgian art in the context of world art and also understands the ways of solving methodological and other problems related to its research;
4. The master is familiar with the basic principles and values of cultural policy and cultural heritage protection;
5. The master raises research issues, he can clearly formulate these issues, develop hypotheses; critical processing of relevant scientific specialized literature on the issue;
6. In the process of working on the topic, the master systematizes and catalogs the research material, based on historical and literary sources, through the study of the original work of art, Also, he/she analyzes the work of art using artistic research methods;
7. The master recognizes the interdisciplinary nature of the field of art history, its connection with adjacent fields (history, palaeography, source studies, archaeology, literature, music, theater, cinema, etc.) and, if necessary, uses interdisciplinary research methods in research, along with artistic methods, as a result of which he interprets the work of art and puts it in a historical context;
8. The master can create and prepare a research report, conference report, article, master's thesis on a specific problem of art history, observing the principles of academic integrity;

9. The master can care and protect cultural heritage in the practical fields of art history - museums, art market, media, journalism, tourism, etc. practical application of knowledge, identification of an actual issue/problem, and determination of ways to solve this problem;
10. The Master can independently plan artistic professional activities, organize, and implement research work in accordance with the principles of professional ethics, and participate in the process of forming important cultural values for the society.

It is clear to the expert team that the MA Program Learning Outcomes are measurable through the written criteria outlined in the MA Educational program document and included in study modules. They are achievable and realistic. Based on the Program Learning Outcomes, the expert team observes that the MA graduate will have strengthened their understanding and application of art history research methods and will recognise the value of interdisciplinary research methods in the field of study. They will have deepened their knowledge in one of two concentration areas of Georgian art and can research independently and with autonomy commensurate with the expected levels for the second cycle. The MA graduate has developed some practical skills during the period of study but has acquired other skills applicable to the workplace in mandatory and elective modules and has the opportunity to develop those skills in internships or once employed, as the expert team heard from the interviews with employers.

Description and Analysis - Program 3 PhD

The Program Learning Outcomes for the PhD are as follows :

1. 'The PhD student possesses deep and systematic knowledge based on the latest achievements of the field (Georgian art history), which allows to expand, update existing knowledge and create new knowledge;
2. The PhD student has a thorough knowledge of art research methods (including interdisciplinary methods) and understands their importance and need in researching Georgian art with the latest standards of science;
3. The PhD student realizes the importance of the research problems of Georgian art and develops scientific approaches and methods to solve them;
4. The PhD student realizes the importance of critical analysis, synthesis and evaluation of mutually exclusive information, contradictory ideas and approaches in the field of art history for the scientific research to be conducted in the field;
5. The PhD student realizes the need to understand Georgian art in the context of world art history;
6. The PhD student realizes his own responsibility for the usefulness of his original research results for the society and their application in the modern space of culture, produced in compliance with the principles of professional integrity
7. The PhD student has the ability to understand, evaluate and re-evaluate the existing knowledge in the field and has the ability to independently create new knowledge based on the development of new research methods or new approaches;

8. The PhD student can analyze and discuss current issues in the field; Critical analysis, synthesis, evaluation of mutually exclusive information, contradictory ideas and approaches and based on these skills, he/she can make correct and effective decisions to solve complex problems;

9. The PhD student can clearly and clearly convey the results of the research to colleagues and the public, according to the principles of academic honesty of the scientific work and according to the requirements of the international standard.

10. The PhD student has the ability to participate in thematic discussions held at the local and international level.

11. The PhD student can independently plan and conduct research in the field of art history studies; Argumentative defence of one's opinions and innovative approaches and identification of vectors oriented towards the development of one's own research project/topic.

12. The PhD student in the field of art history creates different types of training courses/programs and carries out academic, educational, and educational activities, inculcates values.'

The focus of the PhD is research, and the expert team finds that the Programme Learning Outcomes are wholly appropriate to that intention and are comprehensive and well-written such that they ensure that doctoral students achieve at the required level and are able to successfully enter the scientific research field once graduated. The expert team met a couple of PhD graduates and each exhibited a confidence in their own specialist topic, related knowledge set and sphere of expertise, and had an established career route directly related to their scientific research expertise or pedagogic abilities. The graduates and the doctoral candidates the expert team met were able to publish scientific papers and had attended conferences, which the expert team heard and read is mandatory. While the international horizon for the students and graduates was not very much in evidence, it was present at the level of intention and ambition. It is envisaged by the expert team that the stipulation referred to in 1.1, for the Academy to fund PhD students' travel expenses to attend conferences beyond the border of Georgia, will bear fruit in the coming years and underpin the internationalization strategy.

Evidence/Indicators

- Meetings with SER group, Program Heads, Employers, and Graduates
- Self Evaluation Report
- Rules for developing, approving, and evaluating the educational Programs of the Apolon Kutateladze Tbilisi State Academy of Art
- BA Educational program document
- MA Educational program document
- PhD Educational program document

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs: none

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.2 - Program objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Program Learning Outcomes

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

Cluster and individual evaluation

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

An outline of the evaluation process for program learning outcomes is stated in regulation No 05/431 approved by the TSAA Academic Council in March 2022 - Evaluation system and mechanisms for learning outcomes of the educational program. The regulation states that:

'Evaluation for the learning outcomes of the program is carried out in a complex manner applying different mechanisms and allows us to evaluate both the learning outcomes achieved by the student and to determine the orientations of the further development of the program. [...]

Each learning outcome of the program should be evaluated at the end of the program.

Evaluation mechanisms determine the extent to which program objectives have been achieved.

Evaluation of learning outcomes of the program is a united cycle and consists of four phases:

- Phase I - formation of learning outcomes in the process of program development;
- Phase II - analysis of program goals and learning outcomes;
- Phase III - evaluation of learning outcomes of the program
- Phase IV - development of program development/modification recommendations based on evaluation results and their implementation’.

A further regulation, No 05/433 ‘Evaluation of learning outcomes, mechanisms for evaluation of academic performance and results analysis, evaluation of learning outcomes’, was approved by the TSAA Academic Council in March 2022, that provides granular detail of the mechanisms involving direct and indirect evaluations. The direct forms for evaluation of learning outcomes are interim evaluation and final examination determined by the syllabus of each training curriculum. The indirect forms for evaluation of learning outcomes includes indicators of employment and/or self-employment of graduates, evaluation of graduates by the employer, career advancement rate, etc.

In the meeting with the QA Office personnel the expert team heard that in order to, for example, establish a data set on employment destinations the names of graduates are sent from the program to the Career Development office who undertake the survey on behalf of the Faculty and program, and thereby provide a reliable data set for analysis by the Faculty QA personnel.

As this accreditation of the Art History and Theory cluster deals with two modified programs and one new program, the expert team was keen to know the timetable for evaluating the learning outcomes once the next academic year is underway. The expert team heard that the mechanisms in place and described above, would continue to be used. The regulation No 05/433 states that after the program is launched, the Management Service for Educational Process and the Quality Assurance Service of the Faculty compares the achieved results with the predetermined target benchmarks and prepares an evaluation report for learning outcomes. In this way, the level of achievement for learning outcomes by students is measured. If required, the report is the basis to modify the program in terms of evaluation of learning outcomes.

The expert team were interested to know how any modifications to the learning outcomes (or other resulting improvements) are monitored, followed through, and checked. The expert team understands that once the Faculty has approved a modification and set a deadline, the central QA Service of the Academy monitors the actions and checks that the modification is made.

The expert team found the meeting with the QA Office representatives to be useful in understanding how the process is enacted within the cluster and provided further evidence of a reliable process for ensuring the timely and effective evaluation of the Program Learning Outcomes in the three programs constituting the cluster.

If necessary, description and analysis according to the education programs

Not applicable

Evidence/Indicators

- Evaluation of learning outcomes, mechanisms for evaluation of academic performance.
- Evaluation system and mechanisms for learning outcomes of the educational program.
- Meeting with the Faculty QA Office representatives
- Self-Evaluation Report

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs:

Program 1 BA Art History and Theory Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 MA Art History and Theory Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 PhD Art History Studies Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.3 - Evaluation Mechanism of the Program Learning Outcomes	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6				
Program 2 MA Art History and Theory Level	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7				
Program 3 PhD Art History Studies Level 8	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Program

- The program is designed according to HEI's methodology for planning, designing and developing of educational programs.
- The program structure is consistent and logical. The content and structure ensure the achievement of the program learning outcomes. The qualification to be awarded is corresponding to the program content and learning outcomes.

Cluster and individual evaluation

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

The structure of the Art History cluster complies with the institutional regulation of designing, developing and evaluating the educational program at Tbilisi State Academy of Arts. The planning, elaboration and development of the educational program is realized as an interactive process, which integrates all relevant stakeholders. The process ensures an adequate development of the educational program.

According to the submitted documents the program designing process itself is divided into several steps, starting from the initiating the idea, followed by the data collection, SWOT analysis, communication with all stakeholders and evaluating the process itself. The expert team double checked whether the programs given in the cluster went through this process, and both academic and administrative staff confirmed it during the interviews.

The structure and content of the programs connected in the cluster are plausible. The programs included in the cluster complement each other in a meaningful way. Theoretical and practical contents are plausibly linked with each other and serve to prepare students well for future challenges and for the job market.

During the interviews with different stakeholders the expert team had a chance to find out how those people were involved in the program development. It would be noted that the involvement of the teaching staff, students and employers were seen on each level of the programs' development.

The programs in the given cluster are publicly available on the institution's website and the admission criteria are communicated within the same channel. More details about the admission to each program can be seen in the description of the sub-standard 2.1.

Description and Analysis - Program 1 BA

The BA program in Art History and Theory consists of 240 ECTS credits and lasts eight semesters. Those credits are divided into the following components:

- General Module Courses – 18 ECTS
- Academy Disciplines - 36 ECTS
- Field Discipline and Practice – 125 ECTS
- Elective Courses – 51 ECTS
- BA Thesis – 10 ECTS

The Field Discipline module is divided into two sub-modules – World History of Arts and Georgian History of Arts. After the successful completion of the program and in accordance with the local legislation rules, the students are awarded with the BA degree in Art History and Theory.

The expert team noted that the high number of 3ECTS modules in one semester may place undue pressure on the students and suggests that this is discussed with the students to check that they are coping with the workload.

BA program outcome 8 states that alumni, with predetermined guidelines, produce a standard-based written research paper/project. However, this outcome is evaluated only in one course - BA paper. The expert team recommends that the institution consider incorporating academic essays into more of their syllabi and evaluating these essays using transparent criteria. This evaluation should include an assessment of the style of reference usage and adequacy of references used by the students. By doing so, the institution can further enhance the development of essential academic writing skills.

Description and Analysis - Program 2 MA

The MA program of Georgian Art History covers 120 ECTS credits and its duration is four semesters. The program is designed in a way to be the prolongation of the studies in previous levels and at the same time to give students deeper knowledge of Georgian Art. In addition, the program is oriented on research skills development. The MA program consists of the following components:

- Academy Disciplines – 20 ECTS
- Major disciplines – 40
- Elective courses – 25 ESTS
- Practice – 5 ECTS
- MA Thesis – 30 ECTS

The major discipline is presented via two concentrations: Modern Georgian Art – history of Georgian art in the 19-20th century, while the second concentration covers Ancient Georgian Arts- Georgian Arts of the Middle Ages. Although the courses differ in the given concentrations, there is one common course in Project Management and Fundraising that is mandatory in both cases.

After graduating from the program, the students are awarded the MA Degree in Art History and Theory.

Description and Analysis - Program 3 PhD

The PhD program in Art History and Theory Studies (History of Georgian Arts) is logically continuing from the MA program given in the cluster. The PhD program duration is from 3 to 5 years, meaning that a student has to take 6 semesters as mandatory but it can be prolonged to 10 semesters. The program itself covers learning and research components.

The learning component consists of 50 ECTS:

- Academy Courses – 15 ECTS
- PhD Seminar – 20 ECTS
- Interdisciplinary Seminar – 10 ECTS
- Elective Courses – 5 ECTS

As it was explained during the interviews, the Academy's courses were selected in a way to prepare PhD students for both research and teaching activities. As it is given in the curricula Research Methods, Teaching Strategies and Professors Assistantship are covered in this module. As for the PhD seminars, the students are obliged to prepare and submit three seminars during their studies on the program. Two of the seminars should focus on the research topic directly, while the third seminar will be prepared based on the research topic of another faculty/field. During the interviews with the PhD students and Alumni the expert team tried to identify what was their experience related to the interdisciplinary seminar. The majority indicated it was a good chance for them to get to know different topics and try to analyze from their perspective. In addition to those activities, there is an elective course in the curricula, giving a chance to students to further deepen their knowledge or interests in different fields offered at the Academy. The research component itself consists of two colloquia and the research project itself. After successful completion of the program the students are awarded the PhD degree in Art History and Theory.

Although the institution takes care of internationalization in general, still on the PhD program level those activities are not much in evidence. The expert team suggests integrating more opportunities for internationalization.

Evidence/Indicators

- Self-Evaluation Report
- Rules for developing, exploiting, and evaluating educational programs of the Apolon Kutateladze Tbilisi State Academy of Art
- Bachelor's Educational Program
- Master's Educational Program
- PhD Educational Program
- Syllabi of educational programs
- Maps for Learning Outcomes

- Rules regulating the educational process
- Provision of Quality Assurance Service
- Interviews with the stakeholders of the programs given in the cluster
- Website of the Tbilisi State Academy of Art <http://www.art.edu.ge>

General recommendations of the cluster: none

General suggestion of the cluster: none

Recommendations and suggestions according to the programs:

Program 1 BA Art History and Theory Level 6

Recommendation(s):

1.4.1 It is recommended that the institution consider incorporating academic essays into some of their syllabi and evaluating these essays using transparent criteria. This evaluation should include an assessment of the style of reference usage and adequacy of references used by the students.

Suggestion(s):

1.4.2 It is suggested that the high number of 3ECTS modules in one semester may place undue pressure on the students and that this is discussed with the students to check that they are coping with the workload.

Program 2 MA Art History and Theory Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 PhD Art History Studies Level 8

Recommendation(s): none

Suggestion(s):

1.4.3 It is suggested to integrate more opportunities for internationalization in the PhD program to further enhance opportunities for students.

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.4 - P Structure and Content of Educational Program	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	<input checked="" type="checkbox"/>	<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 program.
 - The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the program.
-

Cluster and individual evaluation

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

The contents of the educational courses under the cluster of Art History and Theory are reflected in the syllabi of the courses. As it is indicated in the SER, these syllabi have been developed in accordance with the general instructions and regulations applied in the Academy. The syllabi provide adequate information about the content, methods, objectives, and structure of the courses. The number of the credits for each course is calculated based on the hours students are spending to achieve the learning objectives. Most of the courses in all the programs are 5 ECTS credits, but there are few of 3 and 10 as well (see suggestion in sub-standard 1.4).

The learning objectives are defined in the course syllabi level together with the goals/aims. The course learning objectives are mostly in line with the program learning objectives. The mapping charts of the learning outcomes of the course in correlation to the programs' learning outcomes are developed and presented for each program given in the cluster. The expert team double checked during the interviews with academic and invited staff, if they considered the program's learning outcomes while working on

their courses, as it was confirmed all the courses were designed in accordance with the programs' requirements and therefore in line with its learning outcomes.

The course syllabi contain information about the relevant literature required for each topic. The resources given correspond to course content and its learning outcomes, as well as mostly presents the field specific achievements. However, in some cases the literature seems to be a bit out of date and published in Russian. Considering the fact that the Russian is not taught at the Academy, nor in the public schools the expert team recommends that the academic staff critically review the literature given in the syllabi with an eye to include more up-to-dated resources. Although it depends on the field specification, still the literature in some cases needs to be reviewed.

Description and Analysis - Program 1 BA

The BA program in Art History and Theory covers 125 ECTS credits from the field, which is divided into three major groups, the one is concentrated on Georgian Art History, the second one focuses on world art history, while the third one is oriented more on analyses. In addition to this, there is 5 credits mandatory practice components. The expert team did consider whether it would be opportune for some of the practice electives such as 'Exposition Project', or 'Museum Holdings' to be mandatory but concluded that most of the BA syllabi need to provide the basic knowledge of the art history and theory field. Each course syllabus describes the assessment criteria together with the learning objectives at course level. In most of the cases the assessment forms and types are either writing a course paper or it might be a presentation. The course syllabus defines the quantity of the assessment form and also the timeframe. The expert team went through the course descriptions and confirms that the Learning Outcomes on the course level are linked with the ones on the Program level.

Description and Analysis - Program 2 MA

The MA program in Georgian Art History offers two concentrations, one in Modern Art History of Georgia and second in Ancient Art History of Georgia, 40 ECTS credits for each. The concentrations cover all major dimensions of the field and together with the practice (5 ECTS) and MA thesis it guarantees the program learning outcomes are achievable. As for measuring learning outcomes on the course level, the academic staff have defined the assessment forms/types that are used both as mid-term and final exams. At this level of the study teachers are using mostly writing assignments, but in addition to this there are projects that students are working on throughout the semester, depending on their research interests. The expert team made a thorough analysis of the mapping chart presented and confirms that the learning outcomes on the course level are in line with those in the Program level.

Description and Analysis - Program 3 PhD

The PhD program in Arts History Studies (Georgian Art History) has a learning component of 50 ECT credits and a research component. The learning components offer mandatory courses to guarantee that

the student has sufficient skills to conduct research independently, moreover, to design and to conduct a course in the field of arts. Those are achieved by offering mandatory courses in Pedagogy Strategies, Research Methods and by the possibility to assist a professor in the teaching process. In addition to this, the PhD student has three seminars to pass through, this includes the topics both directly related to the research topic and the one not specifically connected to it. During the interviews the Head of the Program together with the academic staff involved in the program explained the idea behind the PhD seminars so that it will support students to strengthen their interdisciplinary projects.

As for the research skills development there are two colloquia and the PhD thesis itself, that are seen as a major baseline to support students in enhancing their research skills, so that after completion of the program they will be able to conduct research in the fields of arts independently. The expert team confirms the learning outcomes given in the course level are fully in line with those at the program level.

Evidence/Indicators

- Self-Evaluation Report
- Bachelor's program with attached syllabi
- Master's program with attached syllabi
- PhD program with attached syllabi
- Maps for learning outcomes
- Interviews with the Academic and invited staff
- Website of the Tbilisi State Academy of Art <http://www.art.edu.ge>

General recommendations of the cluster:

1.5.1 It is recommended that the academic staff critically review the literature given in the syllabi to include more up-to-dated information resources, with an eye on decreasing the publications not given in the language students might have competence in (for example on Russian).

General suggestions of the cluster:

Recommendations and suggestions according to the programs:

Program 1 BA Art History and Theory Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 MA Art History and Theory Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 PhD Art History Studies Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.5 - Academic Course/Subject	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programs with the standards

1. Educational Program objectives, Learning Outcomes and their Compliance with the Program	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

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

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

2.1 Program Admission Preconditions

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

Cluster and individual evaluation

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

Art History and Theory Programs of Academy at all three levels have defined transparent, fair, and publicly accessible prerequisites and procedures for the admission of persons to the program, which ensures the inclusion of persons with appropriate knowledge and skills in the program to achieve the learning outcomes of the program. Admission of students to the Programs is carried out on the basis of the current legislation.

A methodology for planning the student contingent has been developed and admission to programs is carried out in accordance with it. The specifics of artistic programs, existing human, financial and material resources are taken into account during the planning of the admission contingency. Therefore, the number of students accepted is balanced and corresponds to the objectives of the good work on all three levels and optimal under the conditions of available resources.

Description and Analysis - Program 1 BA

Precondition for admission to the program: admission to the program is possible only in case of passing the unified national exam

- A person with a complete general education shall be admitted to the educational program, based on the results of the unified national exams (subjects to be taken according to priority): Compulsory subjects: Georgian language and literature, foreign language; Elective subjects according to priorities: fine and applied arts (index 7), history (index 7), literature (index 6).

- Enrollment in the program without unified national exams is carried out within the time limits and according to the established procedure. In particular, I. for citizens of foreign countries and stateless persons who have received complete general or equivalent education in a foreign country; II. For citizens of Georgia who received full general education or its equivalent in a foreign country and studied the last 2 years of full general education in a foreign country; III. For persons who study/have studied and received credits in a foreign country in a higher education institution recognized in accordance with the legislation of that country.

- The mobility of students from other higher educational institutions is carried out in accordance with the order # 10/n of the Minister of Education and Science of Georgia dated February 4, 2010, and on the basis of normative acts established by the university.

Admission to the BA program is in accordance with the existing law. It is also provided Elective subjects according to priorities: fine and applied arts (index 7), history (index 7), literature (index 6).

Students are admitted to the BA level in a prescribed manner; Students note that all issues were clear to them at the time of passing and consider that the level of difficulty of the exams corresponds to the level of knowledge obtained as a result of general education.

Description and Analysis - Program 2 MA

Precondition for admission to the program:

- Bachelor's academic degree.
- Unified master's exam.
- Exam in a foreign language (Tbilisi State Academy of Art).
- Abstract in the selected field of art history and presentation.

After passing the unified master's exam, applicants take an exam in a foreign language (English, German, French). The exam is conducted in the form of testing and the evaluation criteria are clearly written and defined. In the specialty, the applicant prepares an essay on a topic of his choice in any field of art history and makes an oral presentation of this topic.

The procedure of presentation of the topic in the specialty is defined as follows:

- Presentation of an abstract of at least 10 pages on the topic/issue selected by the student (parameters: FONT – Sylfaen. 12, interval – 1.5, if necessary, visual material).
- Presentation (regulation 15 minutes). The evaluation is done with a 100-point system:
- Essay - 70 points
- Presentation - 30 points Description and analysis – art history studies (Georgian art history) PhD

Admission to the BA program is in accordance with the existing law After passing the unified master's exam, applicants take an exam in a foreign language - this is important, because learning a foreign language is necessary for a future researcher in the artistic field. The form of the specialty exam is also correctly defined as an abstract in the selected field of art history and a presentation. MA students note that the procedure for admission to the master's program is clearly spelled out and corresponds to the specific requirements of the artistic field. They think that the requirement for both the level of knowledge of a foreign language and the preparation of an essay on a topic of his choice in any field of art history and an oral presentation in the specialty are correctly defined.

Description and Analysis - Program 3 PhD

Conditions for admission to the PhD program:

- A person with a master's degree in humanities and social fields or an academic degree equivalent to it, who meets the requirements established by the PhD regulations, has the right to enroll in the PhD educational program of art history studies.

- It is allowed to enroll in the PhD educational program of art history studies on a mobility basis twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, following the mandatory procedures and the rules established by the university.
 - Enrollment in the PhD educational program in art history studies, or enrollment in the manner of transfer from a recognized higher educational institution of a foreign country, is carried out based on the decision of the Ministry of Education and Science of Georgia.
 - The required condition for enrollment in PhD studies is a justified petition of the head (co-heads) of the PhD program; The expediency and relevance of the research topic should be agreed with the supervisor.
 - Enrollment in the program will be based on the submission of the results of the future scientific project. 53 Educational Programs Cluster Self-evaluation Report The applicant must make an extensive oral presentation of his scientific project (with illustrative material, maximum 40 minutes) in front of the Thesis Council of the Faculty; while making the presentation, the applicant is required to present the topic selected for research, the main problems, the probable ways of solving these problems and the probable research methods in front of the Thesis Council of the Faculty; The applicant must submit to the Council an abstract on the research topic, not less than 15 pages (Sylfaen- 11/12).
 - A person who has passed and completed the bachelor's or master's program in English, German, French is exempted from presenting a certificate of knowledge at the B2 (ALTE) level in foreign language.
 - A certificate confirming knowledge of foreign language (English, German, French) at the B2 level is a necessary condition for enrolling in the program; The certificate must be issued within the last three years.
 - In all other cases, the person is obliged to pass the foreign language exam organized by the Tbilisi State Academy of Art.
 - Under equal conditions, preference will be given to a candidate who has a master's education in the field of art history and theoretical studies, also, under equal conditions, preference will be given to a candidate who does not have a master's education in the relevant field but has practical work experience and/or works in the relevant field or a separate part of it. in fields.
- Information on enrollment in the program is transparent, public and available to both applicants and other interested persons through the university's website www.art.edu.ge. This information is published on the website two months before the start of admission procedures.

Conditions for admission to the PhD program is more complicated and corresponds to the requirements of future research work. The expediency and relevance of the research topic should be agreed with the supervisor; The applicant must make an extensive oral presentation of his scientific project in front of the Thesis Council of the Faculty; while making the presentation, the applicant is required to present the topic selected for research, the main problems, the probable ways of solving these problems and the probable research methods in front of the Thesis Council of the Faculty; The applicant must submit to the Council an abstract on the research topic. Such conditions ensure the enrollment of a worthy candidate.

Evidence/Indicators

- BA Educational program
- MA Educational program
- PhD Educational program
- MA entrance exam format and criteria
- Procedure for admission to PhD studies

- Planning methodology for student contingent
- Website of the Tbilisi State Academy of Art <http://www.art.edu.ge>
- Results of interviews with heads of programs, academic staff, students

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs:

Program 1 BA Art History and Theory Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 MA Art History and Theory Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 PhD Art History Studies Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the program with the component

Component 2.1 - Program admission preconditions	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

History Studies Level 8

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

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

Cluster and individual evaluation

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

The programs of all three levels included in the cluster ensures the formation of practical, technical, theoretical, research and transfer skills, which are subject to gradual growth and creative, practical, technical theoretical/research and transferable skills are developed. The development of analytical skills at all levels is important for this field, starting from the BA level according to the developed program. At the BA level, attention is paid to the acquisition of theoretical knowledge in the history of art, which is manifested by the teaching of basic and elective subjects. At the same time, the program includes the so-called analysis block that develops the necessary analytical skills of this field, which is the basis of scientific research. In this block, students learn form analysis and other artistic methods. At the same stage, they undergo practice, which develops practical skills necessary for their field.

The expert team suggests that in order to share experience and expand the range of scientific and practical-creative activities, it would be useful for the professors and students of the faculty and individual programs to more intensively plan and conduct joint conferences and workshops with educational institutions of the artistic profile. The rules for project submission and financing also apply.

For the development of scientific, creative and practical skills, in addition to teaching courses, individual work with students is carried out, which is important in the artistic field. During interviews students confirmed that the program and individual lecturers are always ready for communication and many issues are resolved through the involvement of the parties.

Description and Analysis - Program 1 BA

Part of the subjects at the BA level, specifically the so-called the analysis block contributes to the development of both basic scientific (research) and basic practical skills of students equal level. Subjects included in this block, first of all, develop analytical skills, which are the cornerstone of art history. While passing these subjects, students get acquainted with the structure of "fine language", fine means, their types, their characteristic signs and use this knowledge in their own practical work, that is, when analyzing works of art. In addition, they get acquainted with the different 'language' of modern art and its research methods, will develop the practical ability to build the structure of the paper, as well as develop the ability to process literature and give an academic look to any type of scientific paper.

Description and Analysis - Program 2 MA

At the master's degree, both scientific-research and practical skills are developed by specializing in a specific direction. At this stage, students are already deeply studying Georgian art. With subjects for students of both concentrations (both ancient and modern Georgian art), students already study in detail the history of art history, the history of the formation of art history, the peculiarities of the scientific field, its founders and the methods developed by them. They also use these methods in research.

Description and Analysis - Program 3 PhD

Special importance is attached to research activities at the PhD level. Among the credited courses of the faculty is the most important subjects for this field. Students learn not only artistic methods, but also methods of other humanitarian disciplines, such as phenomenological, hermeneutic, semiotic, feminist and other methods. The difference from the knowledge gained in this field at the BA and MA level is that these methods are considered in a deeper, philosophical way at the PhD level, which helps the PhD student in practical research activities. The share of research activities in PhD studies has increased at the expense of seminars. Two specialty and one interdisciplinary seminar practically involve scientific research work. The students familiarize themselves with the literature, visual material, classifies them, analyzes them, and presents his/her opinions to the audience. In this process, he/she has to carry out research work, in which the knowledge and experience gained at the previous levels and the research methods studied and mastered in depth at the PhD level help. Colloquia have practically the same goal. The quintessence of developing research skills is the qualifying paper, in which the student must select suitable and relevant research methods for the topic and research material, use them effectively and draw appropriate conclusions based on this, create new knowledge.

The expert team can conclude that development of Practical, Scientific/Research/Creative/Performing and Transferable Skills in all three level of education takes place in appropriate, different forms and provides students with the acquisition of good knowledge and skills in the artistic field.

If necessary, description and analysis according to the education programs

Not Necessary

Evidence/Indicators

- BA program structure and syllabi
- MA program structure and syllabi
- PhD program structure and syllabi
- Website of the Tbilisi State Academy of Art <http://www.art.edu.ge>
- Results of interviews with Heads of Programs, professors, invited teachers, students

General recommendations of the cluster: none

General suggestions of the cluster:

2.2.1 It is suggested that it will be useful for the development of students' practical and scientific skills to hold more frequent joint conferences with the involvement of other higher education

institutions.

Recommendations and suggestions according to the programs: none

Evaluation

Please, evaluate the compliance of the programs with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

The program is implemented using student-oriented teaching-learning methods. Teaching-learning methods correspond to the level of teaching, course/subject content, learning outcomes and ensure their achievement. The syllabus of each training curriculum foreseen by the educational programs considers methods to achieve the objective of the training curriculum, which is based on the principles of student-centered teaching. The teaching-learning methods foreseen by the syllabus of each training curriculum are focused not only on acquiring knowledge, but also on developing skills.

The Programs use different teaching-learning methods. It is important, that both academic staff and invited lecturers are actively involved in the creative use of these methods. Invited lecturers are well involved in the general educational process with their own subjects.

Subjects at the bachelor's level contributes to the development of both basic scientific (research) and basic practical skills of students at a more or less equal level. Subjects included in this block are: 1. Introduction to art history (fields of visual art, genres and forms of modern art); 2. Analysis of the form of a visual art piece, 3. Visual art fine tools and methods of analysis; 4. Modern art research methods, 5. The principles of creating a work, first of all, develop analytical skills. Students get acquainted with the different "language" of modern art and its research methods. The subject 'Principles of creating a paper' will develop the practical ability to build the structure of the paper, as well as develop the ability to process literature and give an academic look to any type of scientific paper.

At the Master's level, both scientific-research and practical skills are developed by specializing in a specific direction. Students study art history research methods and the history of art studies, within the framework of which students already study in detail the history of the formation of art history as a scientific field, its founders and the peculiarities of the methods developed by them. They have to use these methods in practice and use this developed skill in other subjects of the specialty.

The teaching methods given in the syllabus of each study course of the educational Programs correspond to the level of education and the objectives and content of each training curriculum. Teaching methods are selected based on the specifics of the training course and ensure the achievement of the learning outcomes provided by the syllabus of the training curriculum. The teaching methods described in the syllabi ensure the achievement of the goals set in the curriculum.

Along with Verbal, discussion/debate, group work, the method of working on the book, Important methods for the field of art are used: demonstration method – this method involves presenting information visually, action-oriented teaching.

Students of all three levels prepare a research presentation as part of the educational component. They get used to setting the goals of the paper, determining the ways to achieve them, and searching for and using adequate methods, planning the work to be done, obtaining the latest information. The tasks are different depending on the level of the training programs.

The varied and integrated methods presented in the programs give us the basis to draw conclusions, that programs are implemented using student-oriented teaching-learning methods. This is confirmed by students of various levels, who talk about the necessary learning/creative character-oriented methods for the Art field, which are well suited to the development of individual interests and research in the field.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Bachelor's program
- Master's program
- Syllabi of programs
- Results of interviews with Heads of Programs, academic staff and professors, students

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs: none

Evaluation

Please, evaluate the compliance of the programs with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Cluster and individual evaluation

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

On all three levels of study programs Evaluation of a student is carried out according to established procedures, transparent, reliable and compliant with legislation. The assessment system ensures the active involvement of students in the learning process and is based on the principle of continuous evaluation of acquired knowledge.

The evaluation of the work done by the student during the semester considers evaluation during the semester and evaluation of the final exam. During the implementation of the program and the teaching of academic disciplines, the student's performance in each discipline is evaluated by the European Transfer and Accumulation System (ECTS). Programs use a 100-point grading system for students' evaluation. The evaluation of the educational component is 100-point and multi-component.

On all three levels in programs evaluation criteria are detailed in the syllabus of the particular subject. The grading system and grading criteria for each component are given in the subject syllabus. Evaluation forms and components correspond to the learning outcomes of the subject.

The evaluation components and their specific share are outlined in the syllabus of each learning component. Also, the syllabi of all level programs describe the midterm or final exam format and evaluation criteria for any course. Programs are accompanied by the evaluation criteria. The maximum positive rating is 100 points, the minimum positive rating is 51 points.

The syllabus provides an evaluation system where the maximum score for the final exam is 30. At the same time, the maximum score for the midterm exam is 30. (2 midterm exams) 10 points are also determined to evaluate the student's activity. According to the current rule, the maximum score of the final exam can be no more than 40.

During the meetings, questions were asked about the evaluation system. It is worth noting that both program leaders, professors, and invited teachers have a well-formed vision of this issue, are well versed in the nuances; We heard arguments about both the ratio of the components and the criteria. Educators talk about examples of specific disciplines, as well as about the assessment system in general.

If necessary, description and analysis according to the education programs

Description and Analysis - Program 1 BA

The program clearly outlines the form of the evaluation system, both according to components (final exam, midterm exam, activity, evaluation of the paper) and according to evaluation levels - from minimum to maximum within the 100-point form. Evaluation criteria are also provided. According to this system, evaluation is clear and transparent.

On the bachelor's The system of thesis development and assessment is detailed in the program and reflects well the objectives of the teaching level.

Evaluation of the bachelor's qualification thesis. Work on the bachelor's thesis is carried out in three stages:

1. Choosing and approving the topic of the bachelor's thesis.
2. Interim defense.
3. Bachelor's thesis defense

Description and Analysis - Program 2 MA

The program clearly outlines the form of the evaluation system, both according to components (final exam, midterm exam, activity, evaluation of the paper) and according to evaluation levels - from minimum to maximum within the 100-point form. Evaluation criteria are also provided.

On the On the masters The system of thesis development and assessment is detailed in the program and reflects well the objectives of the teaching level.

According to this system, evaluation is clear and transparent.

The topic of the master's thesis is selected and submitted in three phases:

- 1) Selection and approval of the topic of the master's thesis
- 2) Interim defense
- 3) Master's thesis defense

Description and Analysis - Program 3 PhD

The program clearly outlines the form of the evaluation system, both according to components (final exam, midterm exam, activity, evaluation of the paper) and according to evaluation levels - from minimum to maximum within the 100-point form. Evaluation criteria are also provided. According to this system, evaluation is clear and transparent.

During the defense of a doctoral thesis, the procedures and assessment are different from the assessment system for lower-level teaching. The criteria are defined in accordance with the requirements of scientific research. The individual nature of scientific work is taken into account at this level. The details of the system are clearly described in the program.

The system of thesis development and assessment is detailed in the program and reflects well the objectives of the teaching level.

including formal issues in the first and second stages, publishing in a refereed journal, thesis summary in Georgian and English.

Next, the course of the defense of the thesis, where the duties of the supervisor, reviewer and student are defined and the 100-point evaluation system, which evaluates the work according to the relevant criteria.

Phase I - thesis submission procedure.

II phase - Preliminary review of the thesis (approval)

III phase –Public defense The thesis defense process includes the following procedures.

IV phase –Evaluation of the thesis work .

The syllabus provides an evaluation system where the maximum score for the final exam is 30. At the same time, the maximum score for the midterm exam is 30. (2 midterm exams) 10 points are also determined to evaluate the student's activity. According to the current rule, the maximum score of the final exam can be no more than 40. The expert team suggest that it may be more effective to have the difference between final and midterm exams in favor of the final exam.

Evidence/Indicators

- BA Educational program
- MA Educational program
- PhD Educational program
- Syllabi of programs
- Results of interviews with Heads of Programs, academic staff, invited teachers, students

General recommendations of the cluster: none

General suggestions of the cluster:

2.4.1 It is suggested that it would be advantageous to have a difference in points between final and midterm exams, in favor of the final exam.

Recommendations and suggestions according to the programs: none

Evaluation

Please, evaluate the compliance of the programs with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programs with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Program Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

The program ensures the creation of a student-centred environment by providing students with relevant

services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the learning process, improvement of academic achievement, and career development from the people involved in the program 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 program.

Cluster and individual evaluation

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

The Academy offers a comprehensive set of features to ensure students receive the guidance they need. Professors are readily available to provide guidance and students can easily connect with them for course-related inquiries. The building is designed with multiple spaces to facilitate student-professor consultations, both in-person and through remote online meetings, offering flexibility to the process. This dynamic approach guarantees that students have access to the necessary resources and support for their program success. The expert team must mention that the building itself stands as one of the city's most captivating cultural heritages, providing students with the outstanding chance to learn and work in an utterly exceptional environment.

The students have expressed high praise for the administrative staff, both current students and alumni have lauded the administrative team for consistently providing crucial information from the initiation of their studies. Additionally, the staff keeps them informed about upcoming conferences, job opportunities, and relevant events via regular emails. This proactive communication strategy enables students to remain informed about potential prospects and effectively plan for their future careers.

The Academy also offers students the chance to engage in enriching excursions and field trips, enriching their scientific knowledge and practical skills. These experiences offer a dual advantage by providing personal and professional growth opportunities, further enhancing their educational journey. However, the expert team also need to point out mention that students have expectations for more excursions and field trips, so it is suggested that Academy discusses this topic with students and make possible improvements.

The Academy's library showcases an array of resources, including digitized books, and extends access to materials from other libraries, enriching students' research and study capabilities. However, considering the library's significance across study programs, especially for theory-based programs like History of Art and Theory, there's ample room for enhancement. We hope that when the Academy is able to move the library to its new location in the basement that attention is given to its ambience - offering amenities like private study spaces, and an online reservation system (see sub-standard 4.4).

The Academy maintains a commendable practice of hosting conferences and publishing collected works, fostering engagement with esteemed figures from other institutions and encouraging student publications. These events provide valuable learning opportunities. The expert team have a concern that participation in international conferences abroad is quite low among the PhD students, as it is a substantially important activity for young scholars, however we heard that the Academy has introduced a stipulation to financially support the expenses for students' travel, which we envisage will increase this number and address the issue raised by PhD students in the survey.

The expert team acknowledges that appropriate transitional arrangements have been made for the current students on MA Art History and Theory (Georgian art of the Middle Ages), and MA Art History and Theory (new and latest Georgian Art), to transfer to the new award, the MA in Art History and Theory - History of Georgian Art (ancient and modern). The expert panel understand that the students will need to take some extra courses but will not have to pay any fees for these and will have individual study plans developed for them.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Educational Programs and Curricula
- Interviews with BA and MA students, PhD students and graduates
- Report Card: Analysis of surveys
- Tour of facilities during site-visit

General recommendations of the cluster: none

General suggestions of the cluster:

3.1.1 It is suggested that, as students have expectations for more excursions and field trips, the Programs discuss this topic with students and make possible improvements.

Recommendations and suggestions according to the programs: none

Evaluation

Please, evaluate the compliance of the programs with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

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

The university's approach to guiding thesis processes is clear and comprehensive. Students have consistently conveyed positive feedback about their interactions with supervisors, whether conducted face-to-face or through virtual platforms. This evidence highlights the institution's strong communication channels, reflects an environment where students feel assured in seeking guidance from their mentors.

Monitoring the student-to-supervisor ratio in master's and doctoral programs demonstrates the institution's commitment to effective academic guidance. Adhering to established guidelines, this practice guarantees a robust and efficient supervision process. Significantly, the interviewed students have conveyed their contentment with the significant assistance and valuable insights offered by the academic staff during their academic journey.

Clearly, the academic staff possess strong qualifications and significant experience in teaching and supporting students. The choice of dissertation supervisors is based on their deep expertise in relevant fields, which enhances the quality of student guidance.

An important requirement for PhD candidates is to publish their work in peer-reviewed journals. Additionally, they have the opportunity to receive financial support for covering the costs of publishing, which brings about two significant benefits. Firstly, it helps spread student research across the broader scientific community, fostering collaboration and the exchange of knowledge. Secondly, it contributes to building the students' professional reputation, aiding their academic and career progress.

Data related to the supervision of master's students Program 2 MA Art History and Theory	
Number of master's supervisors	11
Number of master's students	21
Ratio - supervisors of master's theses/master's students	0.52

Data related to the supervision of master's/doctoral students Program 3 PhD Art History Studies	
Number of doctoral theses supervisors	9
Number of doctoral students	9
Ratio - supervisors of doctoral theses/doctoral students	1

Evidence/Indicators

- Self-Evaluation Report
- PhD Educational Programme
- MA Programme and Curriculum
- Interviews with students and graduates
- interviews with academic staff

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs: none

Evaluation

Please, evaluate the compliance of the programs with the component

Component 3.2. Master's and Doctoral Student	Complies with requirements	Substantially complies with	Partially complies with	Does not comply with
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Supervision		requirements	requirements	requirements
Program 1 BA Art History and Theory Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programs with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

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

4.1 Human Resources

- Program staff consists of qualified persons who have necessary competences in order to help students to achieve the program learning outcomes.
- The number and workload of program 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 program sustainability.
- The Head of the Program possesses necessary knowledge and experience required for program elaboration, and also the appropriate competences in the field of study of the program. He/she is personally involved in program implementation.
- Program students are provided with an adequate number of administrative and support staff with relevant competence.

Cluster and individual evaluation

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

In the Self-Evaluation Report of the cluster, it is repeatedly emphasized that the Apolon Kutateladze Tbilisi State Academy of Arts (TSAA) is one of the oldest higher educational institutions, where specialists in the field of art studies have been trained for more than 50 years. During these years, the educational institution naturally developed an appropriate approach and attitude to the education of young specialists, and the academic staff that implements the programs included in the cluster is especially important in this regard. It should be noted that both the academic and invited staff involved in the programs included in the cluster are highly qualified. They have a high level of competence in their field of study to help students achieve their education and learning outcomes. Both academic and invited staff take an active part in international scientific conferences and various forums, work on scientific articles, lecture courses and textbooks. They also regularly participate in various exchange programs, international forums and scientific grant projects announced by both Georgian and foreign foundations, while meeting with students of different levels, many of them proudly noted that here, in this academy, teach those professionals who are the best in their field and, in addition to fundamental knowledge, they can get many more interesting experiences from them.

The number and workload of the academic/scientific and invited personnel implementing the Programs is optimal for conducting the educational process defined by the educational programs and for ensuring scientific-research activities. A balance between academic and invited staff ensures the sustainability of the programs. Heads of programs at all three levels have relevant knowledge and competence. In addition to academic activities, they are also actively involved in quality assurance management processes at the Academy and faculty.

It should be noted that a significant part of the academic staff are graduates of the Academy who returned to work at their Alma Mater. During the interview process, it was impressive to meet the invited staff, who very clearly established their relationship with the institution, how well they understand why and what they are here for.

Description and Analysis - Program 1 BA

The BA program Art History and Theory provides students with basic knowledge of world and Georgian art from ancient times to the present day. The program also includes knowledge of art fields and genres, serves to study fine mediums and methods of form analysis. To achieve this goal, a total of 92 subjects (53 of which are optional) are taught at the bachelor's program, in the implementation of which 33 lecturers are involved (see the table). 17 lecturers from this contingent take part in the supervision of bachelor's theses.

Program 1 BA Art History and Theory⁷

⁷ In case of necessity please add the appropriate number of tables for the educational programs grouped in a cluster.

Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with sectoral expertise ⁸	Including the staff holding PhD degree in the sectoral direction ⁹	Among them, the affiliated academic staff
Total number of academic staff	13			
- Professor	3	3	3	3
- Associate Professor	8	6	7	8
- Assistant-Professor	2	2	2	2
- Assistant				
Invited Staff	17		10	–
Scientific Staff	3	2	2	–

Description and Analysis - Program 2 MA

The Faculty of Restoration, Art History and Theory had two master's programs: History of New and Latest Georgian Art and History of Georgian Art of the Middle Ages (both master's programs were accredited on 09.08.2012). Based on these two programs, a completely new program Georgian Art History (Ancient and Modern Art) has been created, where these two areas were included as two concentrations. The Heads of the previous programs became co-heads of the new Program. Their personal CVs show that both of them have the necessary knowledge, experience and appropriate competence in the areas of study for the development of the Program. Over the years, they actively cooperated with various international institutions, participated in local and international research projects and scientific conferences.

A total of 49 subjects are taught on the MA Program (both concentrations) and 32 lecturers are employed. 10 of them are TSAA affiliated professors (3 professors, 6 associate professors, 1 assistant professor), 2 scientific associates, 20 invited teachers. 11 lecturers from this contingent take part in the supervision of master's theses.

Program 2 MA Art History and Theory¹⁰

Number of the staff involved in the program	Number of Program Staff	Including the staff with	Including the staff holding	Among them, the affiliated
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⁸ Staff implementing the relevant components of the main field of study

⁹ Staff with relevant doctoral degrees implementing the components of the main field of study

¹⁰ In case of necessity please add the appropriate number of tables for the educational programs grouped in a cluster.

(including academic, scientific, and invited staff)		sectoral expertise ¹¹	PhD degree in the sectoral direction ¹²	academic staff
Total number of academic staff	10			
- Professor	3	3	3	3
- Associate Professor	6	5	5	6
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	20		8	–
Scientific Staff	2		2	–

Description and Analysis - Program 3 PhD

The PhD program is already completely research-oriented. In total, 10 subjects are studied at the doctoral program and 15 lecturers are employed, of which 11 Academy affiliated professors are employed at the doctoral program; 3 of them are professors, 7 are associate professors, and 1 is an assistant professor. In addition, 3 scientific employees and 1 invited teacher are among them as well. 9 professors have the right of scientific guidance.

Program 3 PhD Art History Studies¹³				
Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with sectoral expertise ¹⁴	Including the staff holding PhD degree in the sectoral direction ¹⁵	Among them, the affiliated academic staff
Total number of academic staff	11			
- Professor	3	3	3	3
- Associate Professor	7	7	6	7
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	1	1		–
Scientific Staff	3	3	2	–

¹¹ Staff implementing the relevant components of the main field of study

¹² Staff with relevant doctoral degrees implementing the components of the main field of study

¹³ In case of necessity please add the appropriate number of tables for the educational programs grouped in a cluster.

¹⁴ Staff implementing the relevant components of the main field of study

¹⁵ Staff with relevant doctoral degrees implementing the components of the main field of study

Evidence/Indicators

- Self-Evaluation Report
- CV of Academic and invited staff
- List of academic/invited staff
- ENG. Annex Information about the Quantitative Data_Cluster_30.09.2022

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs: none

Program 1 BA Art History and Theory Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 MA Art History and Theory Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 PhD Art History Studies Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

Please, evaluate the compliance of the programs with the component

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

History and Theory Level

7

Program 3 PhD Art

X

History Studies Level 8

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

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

Approval of the PhD thesis supervisor in TSAA is carried out by the faculty committee, according to the chosen thesis and specification. Therefore, the supervisor should have experience and publications in the field. If a student picks a particular topic and the faculty needs an experienced supervisor, the faculty invites an external specialist based on the memorandum of collaboration with partner universities. The Master's students, as well as PhD students, have a right to decide on their scientific supervisor.

The supervisor helps the student in the process of forming the work of qualification, supervises the development of the work, and undertakes the consultations. At the final presentation, the supervisor presents the thesis (inscribed and verbally) to the committee and introduces the work method.

Through the interviews with Master's and PhD students, it was underlined that the scientific supervisors work closely with them. Besides, the scientific supervisors often involve these students in funded or exchanged projects, which is an extra experience for the students.

Description and Analysis - Program 2 MA

The Academy has developed transparent qualification requirements for scientific supervisors/co-supervisors, which corresponds to the needs of the Master's level and reflects the specifics of the program.

Out of the 32 academic staff implementing the Master's program, 11 meet the supervisor's requirements.

The Master students have a right to choose the supervisors at their choice. The Academy supervisor should have an experience and publications in a subject of Master's thesis; the Scientific supervisor supervises the structure of MA students' individual plan and monitors the implementation of an agreed plan. A master's student may have a co-supervisor, who can be a professor or scientist from a partner university or scientific institution with which the Academy has signed a collaboration agreement or with which the Faculty of Restoration/Conservation, Art History and Theory has jointly developed a master's program;

The scientific supervisor is obliged to consult the Masters student regularly. The frequency of consultations grounded on the specifics of the scientific theme, is determined by the supervisor and the Masters student. The qualification of the academic staff involved in the supervision of graduate students is confirmed by their conducted research works or scientific articles and monographs published in various journals

Assignment of the scientific supervisor for the student is regulated by the Master's program statute of Apolon Kutateladze Tbilisi State academy of Art. Accordingly, in the mentioned regulation, the supervisor can also have a Master Degree as their highest award.

Program 2 MA Art History and Theory Level 7¹⁶			
Number of supervisors of Master's/Doctoral theses	Theses supervisors	Including the supervisors holding PhD degree in the sectoral direction¹⁷	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	11	10	9
- Professor	3	3	3
- Associate Professor	5	4	5
- Assistant-Professor	1	1	1
Invited Staff			–
Scientific Staff	2	2	–

Description and Analysis - Program 3 PhD

The matter of the appointment of the supervisor of the PhD student and distributing his/her rights and duties in the Academy is regulated by the directives of the Doctoral (PhD) and Thesis Council of the Faculty of Restoration, Art History and Theory. According to the regulations, the faculty provides the PhD student with a scientific supervisor with the academic degree of a doctor - the Academy's doctoral supervisor has research experience and publications in the scientific field related to the scientific topic.

The scientific supervisor regularly consults with the PhD student. The agreement of the supervisor and the PhD student determines the frequency of consultations based on the specifics of the scientific subject. It should be at least 4 consultations per year.

PhD students may have a co-supervisor who may be a professor or a scientist from a partner university with which TSAA has a collaboration agreement or with which the Faculty of Restoration/Conservation, Art History and Theory has jointly developed a PhD program.

¹⁶ In case of necessity please add the appropriate number of tables for the educational programs grouped in a cluster.

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

Conferring to the regulations, each professor has at most 3 PhD students, which positively affects the quality of the work performed.

Out of 15 academic staff implementing the doctoral program, 9 meet the supervisor's requirements. These are theorists and practising researchers functioning in Georgia today who actively participate in international forums and projects and publish scientific works in international and local publications.

All of the above mentioned is well reflected in the list of submitted PhD theses from 2019-2021 years and in the personal data of scientific supervisors.

The scientific supervisor of a PhD Student can be a member of the PhD council, a professor involved in the PhD program, or an associate professor. The dissertation supervisor can also be a person with an academic degree of a doctor who is not a member of the PhD council.

The PhD candidate has the right to choose a scientific supervisor; the scientific supervisor guides the PhD student in drawing up an individual plan and supervises the implementation/execution of this plan. At the end of each academic year, the supervisor makes a report on the work s/he has done with the PhD student.

The qualification of the academic staff involved in the supervision of PhD students is confirmed by their conducted research works, scientific articles, and monographs published in various journals.

Program 3 PhD Art History Studies 7¹⁸			
Number of supervisors of Master's/Doctoral theses	Theses supervisors	Including the supervisors holding PhD degree in the sectoral direction¹⁹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	9	9	8
- Professor	3	3	3
- Associate Professor	5	5	5
- Assistant-Professor			
Invited Staff			–
Scientific Staff	1	1	–

Evidence/Indicators

¹⁸ In case of necessity please add the appropriate number of tables for the educational programs grouped in a cluster.

¹⁹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational program.

- Self-assessment report
- Qualification requirements of scientific supervisor/co-supervisor
- Master's program directives
- List of personnel of MA program
- List of personnel of PhD program
- Interviews with MA students and Alumni
- Interviews with PhD students and Alumni
- CV of academic staff
- The list of submitted Master's theses
- List of submitted PhD theses
- Master's regulations
- List of personnel of MA program

General recommendations of the cluster: none

General suggestions of the cluster: none

Recommendations and suggestions according to the programs: none

Program 1 BA Art History and Theory Level 6 (not applicable)

Recommendation(s): none

Suggestion(s): none

Program 2 MA Art History and Theory Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 PhD Art History Studies Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 2 MA Art History and Theory Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Cluster and individual evaluation

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

The Academy is constantly taking care of the professional development of academic and invited staff. There are professional development activities implemented at the Academy, those related to research activities and those for QA aspects. They take place at least once in a semester. The trainings are quite diverse in nature and they contribute to the implementation of scientific-research activities by the staff, a number of trainings were held in the direction of access to library databases or creation of a scientific profile. As the members of Academic Staff mentioned during the interview, they regularly receive the information about the trainings by e-mail.

The Academy has a scientific department, which has developed a special form to be filled in, according to which the scientific activity of academic and invited staff is evaluated. Since 2019, the project PROFFORMANCE Assessment Tool and Intensive Systems for Developing Higher Education Teachers' Performance has been implemented in the Academy with the co-financing of the European Commission and the partnership of the National Center for the Development of Higher Education Quality (the website of the project - <https://profformance.eu/>). The project envisages the development of a self-assessment tool and incentive system for staff involved in teaching at the higher education level. The mentioned project is implemented in 6 European countries, the PROFFORMANCE project team has already developed the initial version of the self-assessment tool for the staff involved in teaching at the higher education level, which can be used in higher education institutions. At the current stage of the project, piloting of this tool is planned. The Academy is involved in the piloting process of the mentioned project.

The Academy encourages academic and invited staff to actively participate in international academic exchange programs implemented by various institutions (Erasmus+, DAAD, etc.), as well as their

involvement in international projects and conferences. In the interview the Rector mentioned that in the budget there are funds to support these scientific activities, in forthcoming years.

The Academy has developed an internationalization strategy, within the framework of which academic staff are involved in exchange programs with partner universities. The Academy’s academic staff are given the opportunity to learn about international practices of learning/teaching and scientific research. It is also important that within the framework of the partnership, foreign colleagues from the partner universities are invited, who conduct lectures and workshops for the Academy’s students and share their knowledge and experience. Information about such partner visits is available on the Academy’s website.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Self –Evaluation Report
- CV of Academic and invited staff
- Academy website
- Interviews with Chancellor of the University,
- Policy document for personnel management
- List of the trainings
- <https://proformance.eu/>

General recommendations of the cluster: none

General suggestions of the cluster: none

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

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program 2 MA Art History and Theory Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Cluster and individual evaluation

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

The Academy owns a unique building, which is a palace built in the 1850s. In this palace in the 19th century the library of the Caucasian society was located, where collection of rare books is kept in the art academy and is available to students and researchers. The personal libraries of Giorgi Chubinashvili, Gigo Gabashvili and Polish artist Henrik Hryniewski are also included in the fund as library books. In total, the library of the Academy has more than 35,000 books, including unique albums on the paintings of different countries and eras of the world, on various directions of fine and applied art, on design or architecture, as well as artistic and special reference literature in many languages of the world (Georgian, English, French, German, Russian, Chinese, Persian and others).

During the Covid-19 global pandemic, almost all books were digitized, and at this stage, up to 24,000 publications have already been uploaded to the library page linked to the official website of the Academy, which can be easily accessed through the thematic link located there. In the same period, the fund of rare editions was digitized, which for almost 150 years represented a kind of "dormant collection". The exhibition of the books included in this fund took place for the first time in 2022 on the 100th anniversary of the Academy. At the present, these rare editions are available in digital format on the digital journal 'Iverieli' of the National Library of the Parliament of Georgia, where the transition is easy through the link on the page of the library of the Academy.

During the visit to the library, the expert team learned that Facebook groups were used to share electronic resources. The expert team suggests avoiding Facebook groups for spreading the e-resources and advise that Facebook should not be used as a platform for this purpose in the future, and the expert team suggest that an online reservation system be implemented at the earliest possible opportunity for flexibility and disseminating the information about online resources. The expert team heard during the site visit that this is already being worked upon by the Academy.

According to the results of the students' survey, the majority of respondents positively evaluate the work of the Academy's library, although they note that they would like more professional literature in the Georgian language. During the meeting of the expert group with the Senior Management Group, it became known that the Academy is trying to give some kind of encouragement to the academic staff in this direction. In particular, the Senior Management Group actively cooperates with the Ministry of Culture, and two projects have already been developed, within the framework of which the existing

textbooks should be published and updated. Work is also underway on the translation of foreign language literature. The Academy actively cooperates with the Embassy of the United States of America in Georgia and the translation funding project initiated by them. The group of experts had the opportunity to see for themselves the publications created within the framework of this cooperation during the visit. Another way to update the book fund is cooperation with the Rustaveli Scientific Foundation in the direction of publishing monographs. However, it would probably be desirable to promote more of the work done by academic staff and make it more accessible to the general public. It is positive that, in addition to the students and employees of the Academy, the library can be used by students of other higher education institutions, all interested persons.

Scientific bases, international digital libraries and scientific platforms are included and remotely accessible in Tbilisi State Art Academy, including Elsevier's Science Direct, Scopus, Bielefeld Academic Search Engine BASE, Education Resources Information Center, Perlego International Library, Academic Research Sharing Platform ACADEMIA, etc. Information about the updating of electronic databases is regularly posted on the website of the Academy. For all employees of the Academy, as well as for students of all levels, access to the databases is possible both from the organization and outside the organization from any place.

The Academy also has a unique museum, where more than 6000 samples of Georgian art are stored. The exhibits kept in the museum are ready-made teaching and research material for art history students. All exhibits kept in the museum are recorded and catalogued.

At this stage, the building of the Academy, where the auditoriums of the history and theory of art are located, renovation works are in progress. The expert team hopes that the academy will receive enough funds from the Ministry to finish the ongoing reconstruction of the buildings and the Academy can finally receive well equipped auditoriums relevant to its position, especially as the teachers mentioned in the survey that that the technical equipment needs to be updated. It is also hoped by the expert team that the new library space will be arranged so that it is most conducive the student-centred learning.

Description and Analysis - Program 1 BA

The programs share the facilities, but 1000 GEL are included in the annual budget for additional library resource for the BA Program. The BA program students have the possibility to work in the Academy library. The library preserves unique books and advanced materials. The students can research the artefacts preserved in the Academy's museum but only under the subject lecturer's or thesis supervisor's observation, presence, and guidance.

Description and Analysis - Program 2 MA

The programs share the facilities, but 1000 GEL are included in the annual budget for additional library resource for the MA Program. The MA students of the program also have the possibility to use resources kept in the library and museum. MA students can use it during practical studies and throughout diploma research. Compared to BA students, the MA students have more flexibility and freedom: during their research they can handle artefacts independently without the guidance of the advisor.

Description and Analysis - Program 3 PhD

The programs share the facilities, but 2000 GEL are included in the annual budget for additional library resource for the PhD Program. PhD students can use all types of material resources from the library and museum during their study period and PhD thesis writing. Besides, they are granted more freedom and independence to develop various independent research works than MA and BA Students.

Evidence/Indicators

- Self-Evaluation report
- Educational programs
- Syllabi
- Website of the Tbilisi State Academy of Art <http://www.art.edu.ge>
- Interviews with Academic Staff, students, and QA
- Visit to the Library and discussion with librarians
- Student survey results
- Annexes 5. LEPL-Art History-BA/MA/PhD

General recommendations of the cluster: none

General suggestions of the cluster:

4.4.1 It is suggested that the Academy avoids using Facebook groups for sharing the e-resources and it should develop a more flexible system for disseminating and booking library materials.

Recommendations and Suggestions according to the programs:

Program 1 BA Art History and Theory Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 MA Art History and Theory Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 PhD Art History Studies Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

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

Component 4.4 Material resources		Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

According to the submitted documentation the budget of the Academy consists of incomes and expenditures. Due to its status the Academy of Arts receives subsidies from the Ministry of Culture each year, that is almost the same amount as the tuition fees the academy is getting. Only a small income is received from the research grants, as presented in the budget.

As the dynamic of student admissions illustrates in the recent 5 years on the BA level the Academy is getting students in each vacant place, while on MA and PhD level the number of the students are decreasing. This might have negative impact on the programs' financial sustainability in the future, if the tendency remains the same.

There is a budget document for each study program given in the cluster, however, after the analyses it turned out that the salaries of the academic staff are not included in the programs budget. It was explained that this is given at the Academy's central budget. For this reason, the expert team went through the main budget document, which shows that there were more expenditures than incomes,

almost half million GEL was overspent. The expert team recommends that budget planning considers the risks of overspending and its possible impact on programs' financial sustainability. In addition to this it is recommended to diversify the income sources (international research and capacity building grants) so that there are more external financial resources to support students' and teachers' activities.

Description and Analysis - Programme 1 BA

The budget for BA program in 2023 indicates that the main income in this case is the students' tuition fees. The expenditures are divided into salaries, and other services, like students' conferences, research activities, an amount for renewal of library collections. There is a positive balance between the incomes and expenditures for the given program.

Description and Analysis - Programme 2 MA

As it seen from the budget plan of MA program, the incomes are coming only from the students' tuition fee. The expenditures cover the salary of invited staff, as well as student's participation in the conferences, renewal of the library resources. The current budget has a positive balance between the incomes and expenditures.

Description and Analysis - Programme 3 PhD

The budget of the PhD program having the similar structure as the programs given in the cluster, the main income is students' tuition fees and expenditures comes to the salaries of invited staff, student conferences and library resources. There is a positive balance between the incomes and expenditures.

Evidence/Indicators

- Self-Evaluation Report of the Arts History Cluster
- Budget Document submitted by the Academy
- Interviews during the site visit with Administrative Staff and Senior Management Group of the Academy
- Website of the Tbilisi State Academy of Art <http://www.art.edu.ge>

- **General recommendations of the cluster:**

4.5.1 It is recommended that budget planning considers the risks of overspending and its possible impact on programs financial sustainability.

4.5.2 It is recommended to diversify the income sources (international research and capacity building grants) and to use those sources of income to spend more on updating teaching and

learning resources.

General suggestions of the cluster: none

Recommendations and Suggestions according to the programs:

Program 1 BA Art History and Theory Level 6

Recommendation(s): none

Suggestion(s): none

Program 2 MA Art History and Theory Level 7

Recommendation(s): none

Suggestion(s): none

Program 3 PhD Art History Studies Level 8

Recommendation(s): none

Suggestion(s): none

Evaluation

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

Component 4.5 Program/faculty/school budget and program financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory Level 6	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory Level 7	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies Level 8	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programs with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

The Academy gives priority for the quality issues and the program undertakes to develop the culture and practices applicable for efficient quality assurance and management. This area of assessment focuses on policies, organization and quality assurance of teaching, learning, assessment, and research. The mission is to achieve on each program level the goals of excellence, transparency, and efficiency. Quality assurance is based on internal and external quality assurance as explanatory self-assessment processes. According to the submitted document, the Quality Assurance Office has responsibility for conducting assessments for academic staff and University administrative services. This Office also arranges for questionnaires to be sent to employers and alumni. During the interviews with students, employers, and academic staff, it was confirmed that they are actively involved in this process by filling out the survey forms and providing feedback to the Academy. The collected data are analyzed by the Quality Assurance Office and further steps are then planned. The expert team was therefore satisfied that all staff participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.

During the interviews with the QA representatives, it was determined that, besides managing the evaluation processes, they are responsible for program design and for providing support in course syllabus development, design of the assessment methods within the courses, and monitoring the

academic achievements of the students within the course. The academic staff confirmed that the support they get from the QA team is oriented on their professional development. The expert team was satisfied that the quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

The standard approaches of internal quality assurance are used in case of the educational programs given in this cluster. In particular, the mentioned process works like - 'Plan, Do, Check, Act' cycle. This process includes both staff evaluations and analysis of student survey forms.

The programs' Self-Evaluation teams include both academic and administrative staff at the faculty level and from different structural units providing university services. The expert team had the opportunity to meet the staff involved in the self-evaluation process, as a result of which it was identified that they actively participate in the process of program implementation and development, the roles are distributed according to their competencies.

The institution has developed recommendations for the Emergency Remote Teaching/Online Learning and it was communicated to academic staff as well as to students. Due to the local legislation rules fully, online learning is not permitted so far, thus currently there are not any online courses running within any program. However, if the emergency situation arises the institution has a measure in place.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Self-Evaluation Report
- Questionnaires/surveys of students, graduates, teachers, employers developed by the Quality Service;
- Analysis of the results of the survey and responses
- Statistical data related to the educational programs grouped in the cluster (student profiles, student progress, status suspension and termination rate, student satisfaction with their program, information on the career development of graduates, etc.)
- Analysis of the results of internal and external evaluation of quality assurance according to the data of the 2022-2023 academic year.
- Interviews with the students, alumni, employers, university administrative and academic staff, and QA
- Website of the Tbilisi State Academy of Art <http://www.art.edu.ge>

General recommendations of the cluster: none

General suggestions of the cluster: none

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

Evaluation

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

Component 5.1 Internal Quality Evaluation			Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1	BA	Art History and Theory Level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2	MA	Art History and Theory Level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3	PhD	Art History Studies Level 8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

As stated above, the Academy has developed recommendations for the Emergency Remote Teaching/Online Learning and it was communicated to academic staff as well as to students. Due to the local legislation rules fully, online learning is not permitted so far, thus currently there are not any online courses running within any program. However, if the emergency situation arises the institution has a measure in place.

As it was identified during the interviews with the QA staff as well as with university senior management, the university is working in two major dimensions when it comes to external quality evaluation of the programs given in the cluster. The first is the recommendations the programs are given during the program and institutional accreditation process and second is the external reviewers included in the assessment process.

The programs given in the cluster were previously accredited in 2011-2012. Since then, the MA Program was changed, structure wise. It was previously two programs but recently it is offered as one program having two concentrations.. Due to this change the students were offered an individual study plans to

fulfil the requirements of the new program. In addition to this, due to the change in the National Qualification Framework and the Study Field Classifier all of the programs were modified, with their goals and learning outcomes in order to meet the requirements of the current legislation.

As for the external collegial evaluation, the programs given in the cluster were sent for assessment to Batumi College of Arts (Regional Arts Educational Institution). As seen from the evaluation reports, the assessment is mostly positive and does not highlight any recommendations or suggestions. The expert team believes, in order to effectively use the mentioned model of external evaluation, it is suggested that the external collegial evaluation is carried out at predetermined intervals and not only before the submission of the program's accreditation package, so that if there is any advice and/or recommendations, they can be implemented.

In addition to this, due to the legal status of the university, it goes through an audit by the Ministry of Culture of Georgia each year. The Audit covers both financial and content wise aspects.

If necessary, description and analysis according to the education programs

Not Necessary

Evidence/Indicators

- Self-Evaluation Report of the Arts Program Cluster
- External Evaluation Report by Batumi College of Arts
- Interviews with academic/administrative staff and QA Office
- Website of the Tbilisi State Academy of Art <http://www.art.edu.ge>

General recommendations of the cluster: none

General suggestions of the cluster:

5.2.1 It is suggested that the external collegial evaluation is carried out at predetermined intervals and not only before the submission of the program's accreditation package, so that if there is any advice and recommendations, they can be implemented.

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

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with	Partially complies with	Does not comply with
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				requirements	requirements	requirements
Program 1	BA	Art	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Theory Level 6						
Program 2	MA	Art	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Theory Level 7						
Program 3	PhD	Art	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History Studies Level 8						

5.3. Program Monitoring and Periodic Review

Program 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 program improvement.

Cluster and individual evaluation

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

It was clear to the expert team that all stakeholders are involved in program monitoring and that periodic review is conducted through systematically collecting and analysing information. This was confirmed to the expert team in meetings with Academic and invited staff, and employers and graduates. The document 'Procedure for applying quality assessment results and Report on use of quality results' sets out clearly, the methods and mechanisms for gathering and collating data and trend analysis, and the role and responsibilities of the Faculty Quality Assurance Service and Faculty Council in the QA process. The document provides a number of examples of issues arising from surveys, that have been addressed

In the two meeting with students the expert team were able to discuss the evaluation process that takes place at the end of each academic year through questionnaires and surveys, and it was clear that the students are engaged in this compulsory process. The BA and MA students were able to give an example of modifications made to their training as a direct consequence of their answers, and they were confident to use the process to comment of the performance of a professor, in order for the professor to moderate their teaching in some way. The students also spoke about the role of round table discussions in informally sharing experience of the study program, and students are represented on Faculty Council. The expert team are therefore content that the complex indicators of results of monitoring and program evaluation, the program efficiency is assessed and if necessary, the program is modified and improved.

The expert team were able to read the outcome of Master and Doctoral students' evaluation of the implementation of the scientific-research component, as well as scientific supervision in the document 'Research on the cooperation of the doctoral student and the scientific supervisor'. The expert team were reassured to see evidence of a sample recommendation being identified, followed through, and resolved, as a result of this survey, regarding the finding of funds to finance the research of doctoral

students, to cover the expenses of their scientific expeditions and other needs. This was discussed in the meeting with the Rector, Dean, Head of Research and Head of Finance, in terms of the stipulation to provide funds for PhD students research related travel and other expenses.

The expert team saw that, as part of the development of the cluster, the two revised and one new program have been compared with similar programs at foreign universities, and the close cooperation between TSAA and foreign scientific and research centres helps to facilitate this comparative method. The expert team understands that the three programs in the cluster will be modified/adapted based on the analysis of assessment results as necessary once the full academic year 2023/24 has been completed.

The expert team were not made aware of the necessity for teaching evaluation to be carried out using pre-determined classroom observation template involving academic and invited staff. However, the expert team are reassured to know that classroom observation, conducted by peers can be undertaken if this is deemed necessary.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- TSAA, Faculty of Restoration, Art History and Theory, the report of the survey of doctoral students conducted in the first semester of 2022
- Procedure for applying quality assessment results and Report on use of quality results
- Self-Evaluation Report
- Meeting with Faculty Quality Assurance Office (Service) personnel

General recommendations of the cluster: none

General suggestions of the cluster: none

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

Evaluation

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

Component 5.3. Program Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

History and Theory Level

6

Program 2 MA Art History and Theory Level

History and Theory Level

7

Program 3 PhD Art History Studies Level 8

History Studies Level 8

Compliance of the programs with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 BA Art History and Theory	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 2 MA Art History and Theory	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program 3 PhD Art History Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

LEPL - Apollon Kutateladze Tbilisi State Academy of Art

Name of Higher Educational Programs, Levels:

Art History and Theory (Bachelor's Program)

History of Georgian art (Ancient and Modern Art) (Master's Program)

Art History Studies (History of Georgian Art) (Ph.D. Program)

Compliance of the programs with the standards

<p>Contents Standard</p>	<p>1. Educational Program objectives, Learning Outcomes and their Compliance with the Program</p>	<p>2. Methodology and Organisation of Teaching, Adequacy Evaluation of Program Mastering</p>	<p>3. Student Achievements, Individual Work with them</p>	<p>4. Providing Teaching Resources</p>	<p>5. Teaching Quality Enhancement Opportunities</p>
<p>Program 1 BA Art History and Theory</p>	<p>Substantially Compliant</p>	<p>Compliant</p>	<p>Compliant</p>	<p>Compliant</p>	<p>Compliant</p>
<p>Program 2 MA Art History and Theory</p>	<p>Substantially Compliant</p>	<p>Compliant</p>	<p>Compliant</p>	<p>Compliant</p>	<p>Compliant</p>
<p>Program 3 PhD Art History Studies</p>	<p>Substantially Compliant</p>	<p>Compliant</p>	<p>Compliant</p>	<p>Compliant</p>	<p>Compliant</p>

Signatures

Chair of Accreditation Experts Expert team

Dr Sarah Bennett, 

Of the member(s) of the Accreditation Expert team

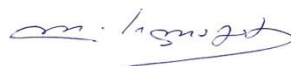
Tamta Turmanidze, signature



Giga Khositashvili, signature.



Levan Silagadze, signature



Giorgi Beridze, signature.

