



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

The Draft of Accreditation Expert Group Report on Cluster of Higher Education Programmes

**Theatre Studies – BA programme
Theatre Studies – MA programme
Theatre Studies – PhD programme**

**Film studies - BA programme
Film studies - MA programme
Film studies - PhD programme**

**Ethno-choreology - MA programme (History, theory and criticism of Georgian choreography)
Choreology- PhD programme (Choreographic Art Research)**

LEPL Shota Rustaveli Theatre and Film Georgia State University

Evaluation Date(s): July 31 - Aug 3, 2023

Report Submission Date: November 17, 2023

Tbilisi

Contents

I. Information on the Cluster of Educational Programmes	4
II. Accreditation Report Executive Summary	6
III. Compliance of the Programme with Accreditation Standards	21
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	21
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	65
3. Student Achievements, Individual Work with Them	82
4. Providing Teaching Resources	90
5. Teaching Quality Enhancement Opportunities	125

Information on the Higher educational Institution

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

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Ramune Baleviciute, Lithuanian Academy of Music and Theatre, Lithuania
Member (Name, Surname, HEI/Organization, Country)	Natalia Tvaltchrelidze, Ilia State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Sopio Tavadze, Batumi Art Teaching University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Ia Natsvlshvili, Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Giorgi Arkania, student expert, Ivane Javakhishvili Tbilisi State University, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6	Programme 7	Programme 8
Name of the educational programme	Theatre Studies	Theatre Studies	Theatre Studies	Film Studies	Film Studies	Film Studies	Ethno-Choreology (History, theory and criticism of Georgian choreography)	Choreology (Choreographic Art Research)
Level of higher education	BA	MA	PhD	BA	MA	PhD	MA	PhD
Qualification to be awarded	Bachelor of arts (BA) in Theatre Studies	Master of Theatre Studies	Doctor of Theatre Studies	Bachelor of arts (BA) in Film Studies	Master of Film Studies	Doctor of Film Studies	MA of Choreology	Doctor of Choreology
Name and code of the detailed field	0215 Music and Performing Art	0215 Music and Performing Art	0215 Music and Performing Art	0215 Music and Performing Art	0215 Music and Performing Art	0215 Music and Performing Art	0215 Music and Performing Art	0215 Music and Performing Art
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	Georgian	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240	120	60	240	120	60	120	60
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited, 25.11.2011, #12 Dec. N 337	Accredited, 02.08.2012 Dec. #283	Accredited, 02.08.2012. #9 Dec. # 288	Accredited, 25.11.2011, #12 Dec. N 337	Accredited, 02.08.2012 Dec. #283	Accredited, 02.08.2012. #9 Dec. # 288	Accredited, 02.08.2012 #283	Accredited, 02.08.2012 #288

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

II. Accreditation Report Executive Summary

● General Information on the Cluster of Education Programmes²

8 educational programmes, grouped in the cluster, cover the fields of artistic sciences – theatre studies, film studies, and choreology, and represent bachelor's, master's and doctoral degree programmes (except for choreology which has only master's and doctoral degrees). They are combined with detailed field 0215 *Music and performing arts*. These programmes have been carried out in Shota Rustaveli Theatre and Film Georgia State University for many years, as the mission of the University is the development and research of art fields. The undergraduate educational program received accreditation in 2011, and the master's and doctoral programmes in 2012. During the accreditation period, the BA programme was accredited under the name *Art History and Theory (Theatre Studies, Film Studies, Art Studies)*; and MA and PhD programmes combined 4 fields - theatre studies, film studies, art studies and choreology. Based on the amendments in educational regulations in recent years, the educational programmes of all three cycles have undergone significant changes and have conformed to the existing requirements. The original programs (at all three stages) have been divided into several programmes according to specializations, which correspond to the classification given in the detailed fields of the Classifier of Study Fields. After partition, theatre studies, choreography, and film studies underwent some content correction, in accordance with self-evaluation, results of market research, analysis of surveys, etc.

● Overview of the Accreditation Site Visit

The site visit took place from July 31 till August 3, 2023. During the four days, the experts met and conducted interviews with the following target groups: (1) Administration, (2) Self Evaluation team, (3, 4, 5) Heads of Theatre Studies, Film Studies and Ethno-Choreology and Choreology Programmes, (6, 7) Academic Staff, (8, 9, 10) BA, MA and PhD students, (11, 12) Alumni of BA, MA and PhD programmes, (13) Supervisors of MA and PhD thesis, (14, 15) Invited Staff, (16) Employers, (17) Quality Assurance Office. Not all the listed people attended the meetings (for example, in the group of invited staff). The observation of facilities in two buildings took place. Several examples of BA, MA and PhD theses were provided. The site visit was well organised, all the representatives of the University expressed their willingness to collaborate. A minor obstacle can be considered the fact that not all the information was available in English.

● Brief Overview of Education Programme Compliance with the Standards

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

1.1 Programme Objectives

All the programmes comply with requirements, except for Theatre Studies, MA, which substantially complies with requirements.

1.2 Programme Learning Outcomes

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

All the programmes comply with requirements, except for Programmes 1, 2 and 3 which substantially comply with requirements.

1.3 Evaluation Mechanism of the Programme Learning Outcomes

All the programmes substantially comply with requirements.

1.4. Structure and Content of Educational Programme

All the programmes substantially comply with requirements, except for Programme 2, which partially comply with requirements.

1.5. Academic Course/Subject

Programmes 1, 3, 6, 7 and 8 substantially comply with requirements and Programmes 2, 4 and 5 partially comply with requirements.

Compliance of the programmes with the standards

All the programmes substantially comply with requirements, except for Theatre Studies MA, which partially complies with requirements.

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

2.1 Programme Admission Preconditions

All the programmes substantially comply with requirements.

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

All the programmes substantially comply with requirements.

2.3. Teaching and Learning Methods

All the programmes comply with requirements.

2.4. Student Evaluation

All the programmes substantially comply with requirements.

Compliance of the programmes with the standards

All the programmes substantially comply with requirements.

3. Student Achievements, Individual Work with Them

3.1 Student Consulting and Support Services

All the programmes comply with requirements.

3.2. Master's and Doctoral Student Supervision

All the programmes comply with requirements (programme 1, 4 are not evaluated).

Compliance of the programmes with the standards

All the programmes comply with requirements.

4. Providing Teaching Resources

4.1. Human Resources

All the programmes comply with requirements.

4.2 Qualification of Supervisors of Master's and Doctoral Students

All the programmes comply with requirements (programmes 1 and 4 are not evaluated).

4.3 Professional Development of Academic, Scientific and Invited Staff

All the programmes substantially comply with requirements.

4.4. Material Resources

All the programmes substantially comply with requirements.

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

All the programmes comply with requirements.

Compliance of the programmes with the standards

All the programmes substantially comply with requirements.

5. Teaching Quality Enhancement Opportunities

5.1. Internal Quality Evaluation

All the programmes comply with requirements.

5.2. External Quality Evaluation

All the programmes comply with requirements.

5.3. Programme Monitoring and Periodic Review

All the programmes substantially comply with requirements.

Compliance of the programmes with the standards

All the programmes comply with requirements.

- **Recommendations**

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

1.1. Programme Objectives

Recommendations according to the programmes:

Programme 2 (Theatre Studies, MA)

To establish the objectives more clearly and in a more structured manner.

1.2. Programme Learning Outcomes

Programme 1 (Theatre Studies, BA)

To revise the classification of learning outcomes

Programme 2 (Theatre Studies, MA)

To revise formulations of learning outcomes to make them measurable.

Programme 3 (Theatre Studies, PhD)

- To revise formulations and classification of learning outcomes.
- To add an international dimension and skills of disseminating the findings of research on different levels.

1.3 Evaluation Mechanism of the Programme Learning Outcomes

General recommendations of the cluster:

- In the map of the evaluation of the learning outcomes (except maps of programs Ethno-choreology – MA and Choreology- PhD, to indicate the training courses of all three levels (Introduction; Deepening; Reinforcement), through which the given result is achieved.
- To determine the target marks based on the specific evaluation form from the relevant study courses to measure each learning outcome.

1.4 Structure and Content of Educational Programme

General recommendations of the cluster:

- To strengthen the internationalisation of the programmes by establishing permanent collaborations and partnerships with experts from different regions.
- To include more literature in foreign languages.
- To enhance research quality at the level of individual research of the staff as well as of MA and PhD students.
- To raise the level of English language proficiency.

Recommendations according to the programmes:

Programme 1 (Theatre Studies, BA)

- To consider new research findings and modern scientific achievements.
- To supply more practical activities for students and to introduce the possibility of establishing more contacts with the professional environment during the studies.

Programme 2 (Theatre Studies, MA)

- To ensure that the level of achievement would correspond to the level of MA studies and would not repeat the BA level content.
- To ensure that discourse of contemporary theatre and drama theories would be present.
- To update the literature.

Programme 3 (Theatre Studies, PhD)

- To raise the level of research.
- To raise the level of internationalization.

Programme 6 (Film Studies, PhD)

To prepare a training course in research methods and skills development appropriate for the doctoral level.

Programme 8 (Choreology, PhD)

To ensure the diversity and novelty of the research, it is necessary to involve more specialists in the field and to strengthen the internationalization of the programme.

1.5. Academic Course/Subject

General recommendations of the cluster:

To update the literature by including the latest books dedicated to contemporary theories and practices of theatre, film and dance.

Recommendations according to the programmes:

Programme 2 (Theatre Studies, MA)

- To ensure a more advanced level of achievement at the subject level.
- To introduce particular research methods for performing arts.

Programme 3 (Theatre Studies, PhD)

To ensure the availability of all study materials indicated in the syllabi.

Programme 4 (Film Studies, BA)

- It is recommended that in the syllabi of the training courses: "Fundamentals of Filmmaking - Feature Film" and "Fundamentals of Filmmaking - Documentary Film" rationally determine the number of credits in accordance with the course and the difficulty of the tasks to be performed.
- It is recommended that "Fundamentals of Cinematographic Art" be taught in parallel with the training courses: "Fundamentals of Filmmaking - Feature Film" and "Fundamentals of Filmmaking - Documentary Film" so that the course helps students prepare for practical assignments.
- It is recommended to improve the formulation of the objectives and results of the training courses "Fundamentals of Filmmaking - Feature Film" and "Fundamentals of Filmmaking - Documentary Film".
- In the syllabi of the courses mentioned above, available educational resources about feature and documentary cinema should be added to the mandatory literature.
- It is recommended that, in the list of mandatory literature in the syllabi, the phrase "material provided by the teacher" be replaced by a specific educational resource and placed in the university library.

Programme 5 (Film Studies, MA)

- It is recommended that the prerequisites for taking the study course be clearly formulated in the syllabi and that the study course/courses necessary to do a specific course be indicated. And since it is mandatory to know the English language at the B2 level at the master's level, therefore, the prerequisite for doing the course does not require an explanation about the knowledge of a foreign language.
- It is recommended to review and update the mandatory literature in the syllabi of the bachelor's and master's programmes and in case of necessity to use the same educational resources, to separate them by referring to the pages.
- It is recommended to revise the study course "Cinema of Western Europe", in which there is a duplication of topics and literature from the study courses of the bachelor's programme: "The prehistory of cinema, the birth and formation of film production", "The main stages of the development of silent cinema", "American, French, Italian and German cinema 1930-1960", "Cinema of other European countries and Asia, film documentary and animation 1930-1960".

Programme 6 (Film Studies, PhD)

It is recommended to update the mandatory literature specified in the syllabi or to prepare readers so that they correspond to the modern achievements of the direction/field and the latest studies.

2.1 Programme Admission Preconditions

General recommendations of the cluster:

- To ensure the transparency of the admissions process it is recommended to publish the detailed admissions requirements for all the programmes in the cluster on the website of the University

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

General recommendations of the cluster:

To enhance students' participation in international conferences and other events abroad.

2.4. Student Evaluation

- According to the Order of Georgian minister of Education and Science attendance is not mentioned among the methods for students assessment. It is recommended that points that are allocated for attendance to be awarded to students for the specific activities.
- The University currently has no platform to check their publications, or the student works on plagiarism. Having no access to Turnitin or any other platform, the University has a memorandum with an organization that checks the papers and provides reports. The university should create a more open access plagiarism checking platform.

4. Providing Teaching Resources

4.3 Professional Development of Academic, Scientific and Invited Staff

General recommendations of the cluster:

It is recommended that the University fosters more actively professional development of the academic, scientific and invited staff including creating a mechanism for promotion of international research work and publishing the outcomes of research in the international peer-reviewed journals.

4.4. Material Resources

General recommendations of the cluster:

- It is recommended that the University puts all its efforts into updating the library resources, enriching it with modern literature including foreign language literature (for example, English, German, French)
- It is recommended that University puts additional resources into providing access to important international databases for their staff and students
- It is recommended that the University Library has all the essential (core) literature and books mentioned in the syllabi of the courses available for students

5. Teaching Quality Enhancement Opportunities

5.3. Programme Monitoring and Periodic Review

General recommendations of the cluster:

All programs grouped in cluster periodically to be compared with similar programmes of foreign universities as well as to prepare detailed comparative analyses in order bring the programmes in compliance with the modern requirements and to apply the best international practices.

- **Suggestions for the Programme Development**

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

- 1.1. Programme Objectives

General suggestions of the cluster:

- To reconsider the wordings of programme objectives in order to make them more precise and rigorous and more interconnected between different programmes.
- To ground stronger the objectives of the programmes on the analysis of the labor market.
- To consider the trends and needs of the international labor market as well as the main issues of internationalisation of the Programme.

Suggestions according to the programmes:

Programme 1 (Theatre Studies, BA)

- To revise the wordings of the objectives.

Programme 4 (Film Studies, BA)

To increase the breadth of the labour market research scope by encompassing additional entities in it, so that the goals of the programme become more adequate to the requirements of the labour market.

Programme 5 (Film Studies, MA)

To increase the breadth of the labour market research scope by encompassing additional entities in it, so that the goals of the programme become more adequate to the requirements of the labour market.

Programme 6 (Film Studies, PhD)

To increase the breadth of the labour market research scope by encompassing additional entities in it, so that the goals of the programme become more adequate to the requirements of the labour market.

- 1.2. Programme Learning Outcomes

General suggestions of the cluster:

To assure the participation of invited staff, graduates and employers into the development of LO.

Suggestions according to the programmes:

Programme 1 (Theatre Studies, BA)

To extend the scope of learning outcomes by involving those of such subjects as Psychology, Public Speaking and Culture of participation in public speeches and debates.

Programme 2 (Theatre Studies, MA)

To seek for application of knowledge rather than collecting knowledge.

Programme 8 (Choreology, PhD)

To expand the range of learning outcomes and to provide the students with more various competencies.

1.3. Evaluation Mechanism of the Programme Learning Outcomes

To use maximum two-three verbs from Bloom's updated taxonomy denoting a specific action when formulating one learning outcomes of the programmes.

1.4. Structure and Content of Educational Programme

Programme 4 (Film Studies, BA)

- To arrange the prerequisites for admission to the training courses in the programme in a systematic and logical order. The study course/courses that are necessary to complete for admission to the mentioned course should be clearly indicated.
- It is desirable to offer students additional optional foreign language courses, which are important both for the internationalisation of the programme and for the promotion of student employment.
- It is advisable to move the optional study course "Film Archive Case" to the block of basic courses, since the study and processing of archival documents and film material provided by the study course will significantly contribute to the bachelor student's assessment of the past and current events, as well as to the development of research and analytical skills.
- It is advisable that in the syllabi of the training courses: "Contemporary World Cinema (1970-1980)" and "Contemporary World Cinema (1990-2010)", an appropriate level of knowledge of the English language be indicated as a prerequisite for admission.

- In order to develop the professional competencies of the future film connoisseur, it is recommended that the optional study course "Cinematic Art Design" be moved into the block of basic courses. Also, for the same block, a training course "Music in Cinema" should be prepared.

Programme 7 (Ethno-Choreology, MA)

- Interdisciplinary approach and modern perspectives on ethnology possibly could enhance the content of the programme and would ensure that the programme considers new research findings and modern scientific achievements.

1.5. Academic Course/Subject

Suggestions according to the programmes:

Programme 1 (Theatre Studies, BA)

- To consider the ratio between contact and independent hours.
- To consider the possibility to adjust the content of supporting disciplines to the specifics of theatre studies.

Programme 3 (Theatre Studies, PhD)

- In the syllabi of Modern Analysis Methods, include the latest methods of performance research.
- To consider the possibility of introducing earlier the subject Modern Analysis Methods.

Programme 4 (Film Studies, BA)

- It is advisable to specify in the syllabi what components the hours for the auditorium and independent work will be allocated to so that it is clear how many hours are devoted to lectures, seminars, group work, preparation for mid-term and final exams, etc.
- The thematics of the training course "Cinema of Other European Countries and Asia, Film Documentary and Animation 1930-1960" include only Japanese cinema from Asian films. Based on the title of the training course, it is appropriate to include the cinematography of other Asian countries in general in the thematic.
- The technical defect in the syllabi of the following training courses should be corrected: "Introduction to film studies", "Fundamentals of film criticism and film theory", "Classics of film theory and the formation of film language", "Film genres and artistic trends", "New film directions and film theories", "Film criticism and specifics of film journalism (in print, TV and electronic media)", "Cinema in the aspect of philosophical theories", "Contemporary world cinema (1970-1980)" and "Contemporary

world cinema (1990-2010)" and in the column "Evaluation system and criteria", the word "doctoral student" be replaced with "bachelor's student".

Programme 5 (Film Studies, MA)

- It is advisable to specify in the syllabi what components the hours for the auditorium and independent work will be allocated to so that it is clear how many hours are devoted to lectures, seminars, group work, preparation for mid-term and final exams, etc.

Programme 6 (Film Studies, PhD)

- The technical flaw in the network of the doctoral programme of cinematography should be corrected and the sum of the credits to be accumulated in the 3rd semester of study should be clarified.
- It is advisable to specify in the syllabi what components the hours for the auditorium and independent work will be allocated to so that it is clear how many hours are devoted to lectures, seminars, group work, preparation for mid-term and final exams, etc.
- It is recommended that in the syllabi of the study course: "The influence of audiovisual art on the formation of the society of the 20th century" there should be indicated that the course assumes an appropriate level of knowledge of the Russian language as a prerequisite for admission.

2.1 Programme Admission Preconditions

General suggestions of the cluster:

- It is suggested that the Self-Evaluation Report is written with more care providing better information on the programmes and avoiding technical errors.
- It is suggested that the website of the university has sample tests and questions for the MA entrance exam/interviews.

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

General suggestions of the cluster:

- To activate collaboration with cultural, educational and research institutions to provide more possibilities for professional practice.

2.3. Teaching and Learning Methods

General suggestions of the cluster:

- It is advisable that the University continues providing trainings in teaching and learning methods for the academic staff and invited teachers of the programmes.

2.4. Student Evaluation

General suggestions of the cluster:

- It is suggested that in the syllabus, in the component of the 25-point tasks, the share of individual tasks, points and evaluation mechanism should be specified.

3. Student Achievements, Individual Work with Them

3.1 Student Consulting and Support Services

General suggestions of the cluster:

- It is desirable that HEI makes the practical part of teaching and activities more diverse (for example: attending rehearsals, showing films during lectures, more practice in ensembles, etc.). It would be good if students could have more internship opportunities.
- It is advisable that the University would increase the scope of translation of foreign literature necessary for the field into Georgian.
- It would be good if HEI offered students more activities, for example, master classes with the participation of both foreign and local specialists. Communication with representatives of the artistic space will increase.
- The position of a psychologist would contribute to the students' well-being.
- It is true that HEI supports students in research activities as much as possible (for example, in terms of publishing articles in specialized online publications), but more needs to be done in this direction, especially from the point of view of financial incentives.

3.2. Master's and Doctoral Student Supervision

General suggestions of the cluster:

- It is necessary for supervisors to work more intensively with students, to give advice and recommendations about the norms of academic writing.
- It would be advisable to expand the range of possible supervisors.
- To strengthen supervisors' participation in research projects.

4. Providing Teaching Resources

4.2 Qualification of Supervisors of Master's and Doctoral Students

Suggestions according to the programmes:

Programme 2 (Theatre Studies, MA)

It is recommended to make sure that the PhD and MA programmes in Theatre Studies have different supervisors, thus ensuring an adequate workload for the involved academic staff allowing them to have time for more research.

Programme 3 (Theatre Studies, PhD)

It is recommended to make sure that the PhD and MA programmes in Theatre Studies have different supervisors, thus ensuring an adequate workload for the involved academic staff allowing them to have time for more research.

Programme 5 (Film Studies, MA)

It is recommended to make sure that the PhD and MA programmes in Theatre Studies have different supervisors, thus ensuring an adequate workload for the involved academic staff allowing them to have time for more research.

Programme 6 (Film Studies, PhD)

It is recommended to make sure that the PhD and MA programmes in Theatre Studies have different supervisors, thus ensuring an adequate workload for the involved academic staff allowing them to have time for more research.

4.3 Professional Development of Academic, Scientific and Invited Staff

General suggestions of the cluster:

- It is advisable that the University encourage English Language trainings amongst its personnel.
- It is advisable that the University Administration finds means and develops a package of financial incentives for the academic staff.

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

General suggestions of the cluster:

- To develop individual budgets for each individual programme. This will support more effective and efficient financial planning and management of the programs.

- The administration of the University should develop a strategy for fundraising to ensure budget increase for the programmes.

5. Teaching Quality Enhancement Opportunities

5.1. Internal Quality Evaluation

The Internal quality assurance office together with programme staff should develop not only descriptive but more analytical self-evaluation report and work together to eliminate weaknesses of the programmes.

5.2. External Quality Evaluation

General suggestions of the cluster:

- To carry out external collegial evaluations for all programs from foreign colleagues employed in well-known foreign higher education institutions and scientific research institutes.
- To develop detailed pre-determined forms of external collegial evaluations.

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

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

The group of the experts, after careful consideration of the argumentative position of the HEI, have revised some wordings in the text of the report to make the experts' position more comprehensible. Moreover, some recommendations have been modified as suggestions. Besides, the evaluation of several components and standards have been ungraded and changed as follows:

3. Student Achievements, Individual Work with Them

3.1 Student Consulting and Support Services

All the programmes comply with requirements.

Compliance of the programmes with the standards

All the programmes comply with requirements.

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

4. Providing Teaching Resources

4.2 Qualification of Supervisors of Master's and Doctoral Students

All the programmes comply with requirements (programmes 1 and 4 are not evaluated).

5. Teaching Quality Enhancement Opportunities

5.1. Internal Quality Evaluation

All the programmes comply with requirements.

Compliance of the programmes with the standards

All the programmes comply with requirements.

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

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 Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual

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

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

1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme 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	
4.1. 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. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

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

The objectives of the Educational Programmes grouped in a Cluster are consistent with the mission, objectives and strategy of Shota Rustaveli Theatre laid out in the *Development Strategy of Shota Rustaveli Theatre and Film Georgia State University 2018-2024*. Here, among other objectives, the aim of “Teaching, developing and researching history and theory of the fields of art” is established.

The objectives consider the level of teaching and correspond to the growing dynamics of the research component reflected in the programmes. The common goal of all the programmes is to supply the national labor market with qualified specialists of theatre, film and folkloric dance. The university seeks that the graduates of the programmes would be able to make a significant contribution to the development and popularization of certain art fields in Georgia.

The formulations of objectives are mostly descriptive; besides, they lack rigor and accuracy. There are too many objectives, and they are too detailed (except for the case of *Choreology*). In general, the objectives are formulated more like learning outcomes.

In given analogies of certain programmes, there are many discrepancies (mentioned programmes are not implemented or they hold a different profile). It allows presuming that the real comparative analysis has not been made.

On the university website, only the old information about the Educational Programmes and their objectives can be found: http://www.tafu.edu.ge/files/pdf/hum/Arts-KATALOGI-BA.pdf?fbclid=IwAR1a8rWuMeJhD9sjw2Btw-Ehm_aMCgTITkTC88Tg4P8EISusZJa1jdoVTK4

In the catalogue of programmes, *Film Studies*, *Theatre Studies* and *Art Studies* are all integrated into one programme. So, the programme catalogue should be updated.

Description and Analysis - **Programme 1 (Theatre Studies – BA programme)**⁶

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

The objectives of BA programme *Theatre Studies* are consistent with the mission, objectives and strategy of Shota Rustaveli Theatre and Film Georgia State University and its faculty of Art Sciences, Media and Management.

BA programme *Theatre Studies* aims at preparing specialists of theatre with broad knowledge of theatre history and theory followed by general understanding of other fields of arts such as film, photography, dance, fine arts etc. The Programme seeks to train theatre critics and historians of Georgian theatre who would be able to analyze and evaluate the performance in written and oral form and to reason their professional position publicly, also who would be able to carry out research in Georgian theatre history. In general, the program considers the specificity of the field of study, the level and the educational program; however, some of the programme objectives lack clarity, for example, “to trace the path to directing and implementing theatre - artistic-creative productions - theatrical presentation, professional perception, evaluation and analysis of the performance at the academic level”.

The objectives of the program are shared by the persons involved in the Programme. They consider local labor market demands rather than trends and needs of the international labor market. Moreover, the objectives hardly reflect the main issues of internationalization of the educational programme.

Description and Analysis - **Programme 2 (Theatre Studies – MA programme)**

⁶Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster. Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

Objectives of the MA programme *Theatre Studies* are not cleared enough, the formulations are vague and redundant (f.e., “The aim of the program is to prepare qualified masters of theatre studies who will master the chosen specialty at the level of qualification characteristics matching modern standards”); the description of the objectives is presented as an essay rather than a structured exposition. Even in the map of objectives and learning outcomes, the text dedicated to the objectives is automatically divided into sections without any revision.

Yet, although the presentation of objectives is irregular, the analysis of the program has revealed that the aim of the program is to educate theatre experts with deep understanding of cultural processes and skills of research that would contribute to the development of the field and Georgian society. So, in general, the objectives of MA programme *Theatre Studies* are consistent with the mission, objectives and strategy of Shota Rustaveli Theatre and Film Georgia State University and its faculty of Art Sciences, Media and Management.

The objectives of the program are shared by the persons involved in the programme. They consider local labor market demands rather than trends and needs of the international labor market. Moreover, the objectives are oriented towards the national context and they hardly reflect the main issues of internationalization of the educational programme.

Description and Analysis - **Programme 3 (Theatre Studies – PhD programme)**

The objectives of PhD programme *Theatre Studies* are consistent with the mission, objectives and strategy of Shota Rustaveli Theatre and Film Georgia State University and its faculty of Art Sciences, Media and Management. The doctoral programme *Theatre Studies* aims to train independent theatre researchers who would contribute to the development of Georgian theatre studies. It is promised that the graduates of the program “will respond to the modern demands of the world”; however, it is not specified what these demands are and how this purpose will be achieved. The objectives of the program are shared by the persons involved in the programme. They consider local labor market demands rather than trends and needs of the international labor market.

Description and Analysis - **Programme 4 (Film Studies – BA programme)**

The objectives of the Bachelor educational programme of *Film Studies* are well-defined, they are realistic and achievable, and reflect the knowledge and skills that the programme focuses on. In particular, the aim of the *Film Studies* bachelor programme is to prepare students with a broad knowledge of the basics of humanitarian sciences; to teach them the theory and criticism of cinema, the history of cinema (world and Georgian), the essence of film journalism and to give students the ability to critically understand certain problematic and contemporary issues; to develop the basic skills of professional evaluation, analysis and drawing conclusions of artistic-creative productions of cinema - film (fiction, documentary, animation) and television production samples. The programme aims to educate a modern historian,

theoretician-critic, and analyst of cinema art, who will be equipped with basic theoretical knowledge of humanities and arts sciences and will be ready for professional activities.

The goals of the programme are in line with the mission of the Shota Rustaveli Theater and Film State University of Georgia, one of the main vectors of which is the development and research of fundamental art fields (including, as a priority, theatre, film-television, choreographic, music arts, etc.), and the upbringing of highly qualified specialists and professionals in art fields. The programme objectives are also in line with the regulations of the Faculty of Arts, Media and Management, according to which the main goal of the faculty is research in the fields of art (theatre studies, film studies, art studies, choreology) and providing higher academic education in these fields.

The objectives of the programme outline the knowledge, skills and competencies that the graduate should possess after completing the programme. It describes the contribution of the programme to the development of the field and society.

The programme's objectives are aligned with the demands of the job market. According to the employment market research report presented by the HEI and interviews with employers, the labour market needs qualified specialists in film studies with practical, technical, and analytical skills and knowledge of foreign languages. Accordingly, they consider it necessary to have educational programmes for qualified specialists in the field of film studies. According to the employment market research report, the target group of the labour market research was determined based on the specifics of the field of film studies and they represent film studios. Since the field of employment of the graduate is: artistic, cultural, scientific-research, educational institutions; state and non-governmental organisations of cultural heritage; archives and museums; television, radio, print media; festivals, etc., it is desirable to expand the labour market research base and include other entities in it, so that the goals of the programme align more precisely to the requirements of the labour market.

Involvement in the development of the programme was endorsed by the interested parties: Academic and visiting staff, students, alumni and employers. The objectives of the programme are shared by those involved in the programme, are public and available on the University's website (the old version is posted).

Description and Analysis - **Programme 5 (Film Studies – MA programme)**

The objectives of the master's degree programme in *Film Studies* are clearly defined, they are realistic and achievable, and reflect the knowledge and skills that the programme focuses on. The purpose of the programme is to: deeply and thoroughly educate the master's degree students about the development periods, trends, directions, peculiarities, etc. of the cinema of Georgia and the leading cinematographic countries of the world; develop critical thinking skills, appropriate professional and ethical skills; to support the master's student in the development, execution, defence of the master's thesis and obtaining the master's academic degree; to raise a modern scientist-researcher-theoretician and film historian-theoretician, who will be able to discover the current processes and new trends in Georgian and world

film art and share them with the public; to teach them how to prepare a scientific paper; to train them for academic, scientific-research and pedagogical activities.

The programme is following the mission of the university, as its topics include issues of film studies, general arts and culture and serve to educate a modern-thinking theoretician-historian, researcher - analyst. In accordance with the mission of the university, it promotes the development of art research, and art sciences, through in-depth teaching and study of its important segment - the history, theory and critique of cinema and the training of highly qualified personnel in the field, creates the basis for the development of film studies.

The goals of the programme are also in line with the regulations of the Faculty of Arts, Media and Management, according to which the main goal of the faculty is research in the fields of art (theatre studies, film studies, art studies, choreology) and providing higher academic education in these fields.

The objectives of the programme outline the knowledge, skills and competencies that the graduate should possess after completing the programme. It describes the contribution of the programme to the development of the field and society.

The objectives of the programme are in line with the requirements of the employment market. Based on the employment market research report and interviews with employers, the labour market needs qualified cinematographers, according to which the *Film Studies* master's programme provides the training of modern professional, highly qualified cinematographers, who will be focused on the demands of the employment market with the sectoral/professional and general competencies obtained as a result of the programme. In the employment market research report, the target group of labour market research is film studios. Since the field of employment of the graduate is: secondary schools and higher education institutions; museums and archives; research and scientific institutions; state and non-governmental sector; local and international funds; televisions, magazines and newspapers, etc., it is desirable to expand the labour market research base and include other entities in it, so that the goals of the programme become more adequate to the requirements of the labour market.

Involvement in the development of the programme was endorsed by the interested parties: Academic and visiting staff, students, alumni and employers. The objectives of the programme are shared by those involved in the programme, are public and available on the University's website (the old version is posted).

Description and Analysis - **Programme 6 (Film Studies – PhD programme)**

The objectives of the Doctoral Education Programme in *Film Studies* are clearly defined, realistic and achievable, and reflect the knowledge and skills that the programme focuses on. The goal of the programme is to educate a modern type of researcher-scientist - film critic, film theoretician and film historian; to provide doctoral students with deep and thorough knowledge of the issues in the history, criticism and theory of cinema defined by the Programme, and to develop the ability of critical thinking

and appropriate professional skills; to educate an independent scientist-researcher who will be able to discover, understand the current processes and new trends in the history of cinema, modern theories, and share them with the international community at a higher professional level. Additionally, the Programme is designed to equip the doctoral student for roles encompassing academic, pedagogical, scientific-research functions within the higher education institution.

The Programme harmonizes with the objectives formulated in the mission of the University - the development and research of art fields, as far as it explores issues of film studies: the history of cinema, cinema reality, cinema myths and changes in the formation of archetypal faces and is related to classical and new theories, the latest research methods.

The goals of the Programme are also in line with the regulations of the Faculty of Arts, Media and Management, according to which the main goal of the faculty is research in the fields of art (theatre studies, film studies, art studies, choreology) and providing higher academic education in these fields.

The objectives of the Programme outline the knowledge, skills and competencies that the graduate should possess after completing the programme. It describes the contribution of the Programme to the development of the field and society.

The objectives of the Programme are in line with the requirements of the employment market. According to the employment market research report, the target group of the labour market research, depending on the specificity of the field of film studies, is represented by film studios. Since the field of employment of the graduate of the Programme is: artistic and cultural, scientific-research institutions, artistic and educational organisations, festivals, state and non-governmental organisations of cultural heritage, archives, museums, print media, etc., it is desirable to expand the labour market research base and include other entities in it, so that the goals of the programme to become more adequate to the requirements of the labour market.

Involvement in the development of the Programme was endorsed by the interested parties: academic and visiting staff, students, alumni and employers. The objectives of the Programme are shared by those involved in the programme, are public and available on the University's website (the old version posted).

Description and Analysis - **Programme 7 (Ethno-choreology – MA programme)**

The objectives of MA programme *Ethno-choreology* are consistent with the mission, objectives and strategy of Shota Rustaveli Theatre and Film Georgia State University and its faculty of Art Sciences, Media and Management.

The programme aims at preparing a dance specialist who would be able to carry out research on Georgian folklore dance, to work with thematic bibliographic catalogs and to perform analysis of a concert programme or dance performance and to share his/her knowledge with different audiences.

The objectives are shared by the people involved in the programme. They consider local labor market demands as the programme is focused on the investigation of the national culture.

Description and Analysis - **Programme 8 (Choreology – PhD programme)**

The objectives of PhD programme *Choreology* are consistent with the mission, objectives and strategy of Shota Rustaveli Theatre and Film Georgia State University and its faculty of Art Sciences, Media and Management. The programme *Choreology* seeks to prepare an independent researcher of folkloric dance who would be able to perform academically in a higher education institution.

The objectives are shared by the people involved in the programme. Similarly, as in the case of the master programme of *Ethno-choreology*, objectives consider local labor market demands as the programme is focused on the investigation of the national culture.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Development Strategy of Shota Rustaveli Theatre and Film Georgia State University 2018-2024
- SER
- Educational Programmes
- Employment Market Research Report on Film Studies Directions
- University Website
- Interview results

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding advice for the programme development

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster (if any)

- To reconsider the wordings of programme objectives in order to make them more precise and rigorous and more interconnected between different programmes.

- To ground stronger the objectives of the programmes on the analysis of the labor market.
- To consider the trends and needs of the international labor market as well as the main issues of internationalization of the Programme.

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

Programme 1 (Theatre Studies, BA)

Recommendation(s):

Suggestion(s):

- To revise the wordings of the objectives;

Programme 2 (Theatre Studies, MA)

Recommendation(s): To establish the objectives more clearly and in a more structured manner.

Suggestion(s):

Programme 3 (Theatre Studies, PhD)

Recommendation(s):

Suggestion(s):

Programme 4 (Film Studies, BA)

Recommendation(s):

Suggestion(s): • It is desirable to increase the breadth of the labour market research scope by encompassing additional entities in it, so that the goals of the programme become more adequate to the requirements of the labour market.

Programme 5 (Film Studies, MA)

Recommendation(s):

Suggestion(s): • It is desirable to increase the breadth of the labour market research scope by encompassing additional entities in it, so that the goals of the programme become more adequate to the requirements of the labour market.

Programme 6 (Film Studies, PhD)

Recommendation(s):

Suggestion(s): • It is desirable to increase the breadth of the labour market research scope by encompassing additional entities in it, so that the goals of the programme become more adequate to the requirements of the labour market.

Programme 7 (Ethno-Choreology, MA)

Recommendation(s):

Suggestion(s):

Programme 8 (Choreology, PhD)

Recommendation(s):

Suggestion(s):

Evaluation ⁷

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁷Evaluation is performed for each programme separately.

Programme 4 (Film Studies, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- choreology, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

Cluster and individual evaluation

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

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

The learning outcomes of Educational Programmes Grouped in a Cluster are logically related to the programme objectives and the specificity of the field of study.

The learning outcomes of Educational Programmes Grouped in a Cluster address knowledge, skills and responsibility/autonomy components of an appropriate level of qualification. Most of them are achievable and measurable. In addition, the learning outcomes provide both an opportunity to continue studying at the higher levels of education, as well as the opportunity to employ graduates based on the requirements of the labor market.

Although it is stated in SER that “academic, scientific and guest staff of each direction, students of various levels, graduates and employers participated in the formation of the program's learning results”, the

interview results have revealed that invited staff, graduates and employers are not involved in the development of LO (learning outcomes). A document confirming participation of stakeholders involved in drafting of the programme learning outcomes was not provided.

The description of learning outcomes demonstrates a strong orientation towards collection of knowledge and a focus on history and the analysis of certain cultural and artistic products and phenomena (mostly at BA and MA levels). In order to archive an ambitious goal established in the vision of the university - to become “a famous and recognized university, oriented towards a unique and modern way of progress” and to “hold a leading position among the higher education institutions of Georgia, Caucasus region, Europe and Asia” - it would be necessary to shift the focus from the collection of historical and theoretical knowledge (basic cognitive skills) to fostering of higher cognitive skills such as creativity and complex information processing and interpretation as well as social and emotional skills such as leadership, entrepreneurship and initiative taking.

In many cases, there is no clear distinction between knowledge (lowest level of achievement), skills (application of knowledge - mediate level of achievement) and autonomy and responsibility (most advanced level of achievement). As an example of classification of learning outcomes, the CALOHEE Templates (Qualifications Reference Frameworks) might be used:

<https://www.calohee.eu/templates/>

Description and Analysis - **Programme 1 (Theatre Studies - BA programme)**

As the aim of the BA programme is to provide the student with the basic knowledge of Georgian and world theatre history as well as to form the skills of performance analysis, the majority of learning outcomes concerns the ability to demonstrate knowledge of main trends and peculiarities of theatre development as the basic principles of other forms of art. In the template of learning outcomes, the 1st, the 2nd, and the 4th learning outcomes refers to knowledge (world theatre history, Georgian theatre history, history of other forms of art), so they could be united into one. Some of the LO would be more relevant as LO of a subject rather than of the programme. The learning outcomes No 3, 5, and 6 describe a student's skills of analysis, public presentation and dissemination of knowledge (they could be dissected into professional and social (interpersonal) skills). The 7th learning outcome is dedicated to research and can be treated as an advanced level of achievement. The classification of LO according to three levels of achievement is not clear: for example, why knowledge of Greek theatre history represents the first level of achievement (introduction), while history of 18th and 19th centuries already represents the 3rd level (reinforcement).

The structure and content of the programme presume that the programme offers more than the LO includes. For example, the students are introduced with the basics of psychology, public speaking and rhetoric, so this specific knowledge and skills could be included in the learning outcomes.

The university conducts surveys of the labor market, however the outcomes of analysis are not consistently used when establishing the LO. Likewise, some stakeholders such as invited staff, graduates and employers do not participate in the process of development of LO.

Description and Analysis - **Programme 2 (Theatre Studies - MA programme)**

The programme has 5 learning outcomes that substantially correspond to the aims of the programme (although they are not established clearly enough) and cover main knowledge, skills or/and responsibility and autonomy. However, some of them are hardly measurable, since such formulations as “has openness to new knowledge” are used. Programme LO are substantially consistent with the Master level of studies and the qualification to be awarded; however, the focus from “possessing” knowledge ought to be shifted to “applying” of knowledge. By providing the students with the skills of independent research, the programme enables graduates to continue their education on to the next level of education.

The university conducts the surveys of the labor market; however the outcomes of analysis are not consistently used when establishing the LO. Likewise, some stakeholders such as invited staff, graduates and employers do not participate in the process of development of LO.

Description and Analysis - **Programme 3 (Theatre Studies - PhD programme)**

The learning outcomes of the PhD programme concerns the definition of the nature and peculiarities of the subject of theatre studies; the mastering of modern research methods, and the identification of relevant problems in theatre studies as well as the ability to solve them. These learning outcomes correspond to the aims of the programme and cover main knowledge, skills and responsibility and autonomy. They are consistent with the level of PhD studies. Also, they are consistent with the peculiarities of the field of study and labour market demands (basically those of teaching, editing and working on historical research). As far as there are not many individuals involved in the programme, they collaborate closely in developing the programme, including the LO.

Though, the description of LO is not strictly methodical, but rather of a descriptive character. Different levels of achievements are mixed (for example, in the same paragraph, “creates new knowledge” comes first, and then “plans research” arrives). It lacks an international dimension and skills of disseminating the findings of research on different levels are missing.

Description and Analysis - **Programme 4 (Film Studies - BA programme)**

The learning outcomes of the *Film Studies* bachelor’s educational programme are formulated in accordance with the qualification “Bachelor of Humanities in Film Studies”, correspond to the goals of the Programme, include content-based knowledge, skills, responsibility and autonomy, and correspond

to the bachelor's level of the qualification's framework. As a result of completing the programme, graduates acquire general, broad knowledge in humanities and artistic sciences and develop competencies (oral and written communication, orienting in and classifying material, drawing conclusions, understanding values, autonomous and ethical approach, etc.) that allow them to be competitive in the employment market and to be employed in other adjacent fields in which similar competence requirements are set.

The learning outcomes are measurable, achievable and realistic. They are logically interrelated with the programme objectives, as confirmed by the programme objectives and learning outcomes correspondence map. The combination of the training courses included in the structure of the programme and the topics ensures the achievement of the learning outcomes set by the programme, which is confirmed by the curriculum map.

Stakeholder interviews unveiled the active engagement of the academic staff, students, alumni and employers in the development of the learning outcomes of the programme. Analysis of the results of interviews with employers confirms that the learning outcomes of the programme correspond to the requirements of the professional employment fields of the graduates of the programme.

The learning outcomes of the programme provide an opportunity to continue learning to the next level of education and deepen knowledge.

Description and Analysis - **Programme 5 (Film Studies - MA programme)**

The learning outcomes of the *Film Studies* master's educational programme align with the conferred qualification of "Master of Film Studies", effectively resonate with the programme's objectives, encompass content-based knowledge, skills, responsibility and autonomy, and correspond to the master's level of the qualification's framework. Upon the programme completion, a Master in Film Studies: describes/analyses the development stages and main trends in the history of cinema; defines in detail and thoroughly the structure of a sample of art; critically perceives the issues related to cinematography, established opinions and discusses them from a new point of view; independently plans and performs research and other kinds of professional activity; in the process of working on an analytical topic, based on historical-theoretical and audio-visual sources, systematizes and catalogues the research material; prepares a research and/or conference report, abstract, scientific paper; while working on the paper, takes into account the stylistic characteristics of cinema, academic norms and presents this paper; is familiar with field research methods and the specifics of adjacent disciplines; understands academic standards and principles of professional integrity and ethics; has communication skills to work in an interdisciplinary team/environment.

The learning outcomes exhibit a coherent connection with the programme objectives, which is confirmed by the map of correspondence between the programme objectives and the learning outcomes. The combination of the training courses included in the structure of the programme and the topics ensures

the achievement of the learning outcomes set by the programme, which is confirmed by the curriculum map.

Interviews revealed that academic staff, students, alumni and employers were involved in developing the learning outcomes of the programme. Analysis of the results of interviews with employers confirms that the learning outcomes of the programme correspond to the requirements of the professional employment fields of the programme graduates.

The learning outcomes of the programme provide an opportunity to continue learning to the next level of education and deepen knowledge.

Description and Analysis - Programme 6 (Film Studies - PhD programme)

The learning outcomes of the doctoral educational programme of *Film Studies* are meticulously crafted to align with the conferred qualification “Doctor of Film Studies”, are in line with the goals of the programme, include content-based knowledge, skills, responsibility and autonomy, and correspond to the doctoral level of the qualification’s framework.

After completing the doctoral programme, the graduate has a thorough knowledge of the history and latest theories of cinema; systematically and critically understands the history, critique and theory of cinema, as well as issues of the relationship between political-social and historical relations and the film art; deeply understands the works of modern theories of cinema and theory classics, important theoretical issues in the fields of general cultural, modern philosophical, sociological doctrines; owns modern forms and methods of research in the field; creates new knowledge in the field, based on scientific knowledge of cinema, knowledge and understanding of the subject; By using different methodological approaches, by understanding modern theories of cinema and, if necessary, establishing relationships with adjacent fields, it contributes to the field of cinema history, criticism and theory with new knowledge.

Learning outcomes are measurable, achievable and realistic. The learning outcomes are logically related to the programme objectives, which is confirmed by the programme objectives and learning outcomes correspondence map. The combination of the training courses included in the structure of the programme and the topics ensures the achievement of the learning outcomes set by the programme, which is confirmed by the curriculum map.

Through stakeholder interviews, it was ascertained that the engagement of academic staff, students, alumni and employers contributed to the development of the programme’s learning outcomes. Analysis of the results of interviews with employers confirms that the learning outcomes of the programme correspond to the requirements of the professional employment fields of the graduates of the programme.

Description and Analysis - **Ethno-choreology - MA programme**

As the objectives of the Programme are clearly established, the learning outcomes correspond to them and cover main knowledge, skills and responsibility and autonomy. There are 8 learning outcomes that are measurable, achievable and realistic. They are consistent with the Master study level and the qualification to be awarded. Research and other skills gained on completion of the programme enable the graduates to continue their education onto the next level of education. They are consistent with the peculiarities of the field of study. It has remained unclear what the actual demand of the labor market is, since the specialty is pretty exclusive, and no analysis of labor market and employer demands was provided.

Description and Analysis - **Choreology - PhD programme**

The learning outcomes of the PhD programme correspond to the aims of the programme and cover main knowledge, skills and responsibility and autonomy. After graduating a doctor in choreology can define modern forms and methods in choreographic research; to carry out a complex research analysis of a dance art sample/combination of samples; to introduce Georgian dance as part of the world cultural heritage; to identify current problems in the field of art (choreography) and to offer ways to solve them; to lead lecture courses at a higher scientific and methodological level in a higher education institution.

Learning outcomes are measurable, achievable and realistic. They are consistent with the level of PhD studies. Also, they are consistent with the peculiarities of the field of study. However, since the demand of researchers of Georgian folkloric dance is not big and the area of employment is quite limited, it would be worth considering the possibility to expand the range of learning outcomes and to provide the students with more various competencies.

Evidences/Indicators

- SER
- Educational Programmes
- Maps of programme objectives and learning outcomes
- University website
- Interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster (if any)

- To assure the participation of invited staff, graduates and employers into the development of LO

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

Programme 1 (Theatre Studies, BA)

Recommendation(s): To revise the classification of learning outcomes.

Suggestion(s): To extend the scope of learning outcomes by involving those of such subjects as Psychology, Public Speaking and Culture of participation in public speeches and debates.

Programme 2 (Theatre Studies, MA)

Recommendation(s): To revise formulations of learning outcomes to make them measurable.

Suggestion(s): To seek the application of knowledge rather than collecting knowledge.

Programme 3 (Theatre Studies, PhD)

Recommendation(s):

- To revise formulations and classification of learning outcomes;
- To add an international dimension and skills of disseminating the findings of research on different levels.

Suggestion(s):

Programme 4 (Film Studies, BA)

Recommendation(s):

Suggestion(s):

Programme 5 (Film Studies, MA)

Recommendation(s):

Suggestion(s):

Programme 6 (Film Studies, PhD)

Recommendation(s):

Suggestion(s):

Programme 7 (Ethno-choreology, MA)

Recommendation(s):

Suggestion(s):

Programme 8 (Choreology, PhD)

Recommendation(s):

Suggestion(s): To expand the range of learning outcomes and to provide the students with more various competencies

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 5 (Film Studies, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- choreology, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

Cluster and individual evaluation

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

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

The mechanisms for evaluating the program learning results include both direct and indirect methods. The University conducts the evaluation of the program learning outcome on the regular bases: monitoring of students' academic performance and evaluation of study courses and teaching staff-at the end of each semester; self-evaluations on educational/scientific/creative activities of academic staff - annually; survey of graduates and market research (determining the requirements of employers) - once every 3-5 years. etc.

As an indirect assessment of learning outcome university uses: results of students surveys; results of the survey of the academic staff/teachers/guest professors; academic performance of students participating in the program; rate of mobility/outgoing students wishing to continue their study at other programs or universities; rate of mobility/incoming students wishing to study in the program; Grade Point Average (GPA) of program graduates; evaluation of external Georgian and foreign experts; results of the survey of the program graduates and statistics of their employment and/or continuation of studies.

According to the University regulation (Formation of educational program learning results and assessment mechanisms) "... the number of learning results of the program should not be too many. It is considered appropriate to formulate 6 to 12 learning results. Bloom's revised taxonomy is usually used

to formulate learning results... By using the abovementioned verbs, it will be easier to understand the complexity of the learning result(s) and to assess them. The learning results of each course must reflect a link to the program learning result(s) if we say that, certain course develops a relevant program learning result. It is also possible to indicate the extent to which the course develops the learning results of the program. Example of indicating levels: 1 - Introduction; 2 – Deepening; 3 – Reinforcement... Each learning result of the program must be developed at all three levels. The learning results of the program must be assessed in the study course(s) in which the learning results(s) of the program are reinforced according to the curriculum map (learning level -3). It is possible to evaluate several learning results of the program in one study course.....” (pp.3-5) **It is necessary to indicate in the map of the evaluation of the learning outcomes (except maps of programs Ethno-choreology – MA and Choreology- PhD) the training courses of all three levels (Introduction; Deepening; Reinforcement), through which the given result is achieved.**

According to the University regulation “...The method of direct assessment represents the method through which it is checked whether the student has achieved the learning result of the program through the assignment completed by the student. It can be a test, an exam, an essay, a portfolio, a simulation, a paper, a coursework, a qualification paper, etc. It should be noted that the final grade obtained in the study course cannot be considered as an evaluation of the learning results of the program, because the score of the study course includes and evaluates many other skills and knowledge beyond the learning results of the program...” (pp.5-6). **It should be noted that the learning outcomes assessment maps indicate specific forms of assessment from the study course/courses to measure each learning outcome. However, the final course grade is used as the target for measuring learning outcome achievement. Along with the final grade it is necessary to determine the target mark based on the specific evaluation form from the relevant study courses to measure each learning outcome.**

It should be noted that in many cases, when formulating one learning outcome, several verbs are used, which makes it difficult to measure the achievement of the learning outcome (for example, 8 verbs are used in the formulation of the first result of the undergraduate program of theater studies. In fact, instead of one result, 8 results combined into one paragraph are presented). In addition, when formulating the learning outcomes, such general verbs as "knows", "has knowledge", "can understand" and etc. are used that makes assessment and measurement of learning outcomes complicated. **In order learning outcomes to be easily measurable it is suggested to use maximum two-three verbs from Bloom's updated taxonomy denoting a specific action when formulating one learning outcome of the programs.**

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Theatre Studies – BA programme)⁸

⁸**In case of necessity**, describe, analyse and evaluate the compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

In case of necessity, according to the number of the programmes, please add the appropriate number of rows (*please consider this format of referencing after each component evaluation*).

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

See cluster evaluation for 1.3

Description and Analysis - Programme 2 (Theatre Studies – MA programme)

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

See cluster evaluation for 1.3

Description and Analysis - Programme 3 (Theatre Studies – Phd programme)

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

See cluster evaluation for 1.3

Description and Analysis - Programme 4 (Film Studies – BA programme)

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

See cluster evaluation for 1.3

Description and Analysis - Programme 5 (Film Studies – MA programme)

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

See cluster evaluation for 1.3

Description and Analysis - Programme 6 (Film Studies – Phd programme)

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

See cluster evaluation for 1.3

Description and Analysis - Programme 7 (Ethno-choreology – MA programme)

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

See cluster evaluation for 1.3

Description and Analysis - Programme 8 (Choreology – PhD programme)

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

See cluster evaluation for 1.3

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Methodology of Planning, Creating, and Developing the Education Program and Procedure for Approval
- Formation of educational program learning results and assessment mechanisms
- Rule for monitoring of study process and evaluation of the quality of teaching
- Analysis of the results of internal and external evaluation of quality assurance according to the data o 2022-2023 academic year
- Educational programs
- Maps of programmes learning outcomes and benchmarks
- Assessments of programs learning outcomes
- Regulations of Doctoral and Dissertation Council
- General evaluation-analysis of the learning outcomes in a semester- Fall semester of 2022-2023
- Market research documents
- Satisfaction survey forms
- Distance teaching survey forms
- Forms of surveys of personnel, students, alumni and employers
- Results of the surveys of personnel, students, alumni and employers
- Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- Self-evaluation report.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- **In the map of the evaluation of the learning outcomes (except maps of programs Ethno-choreology – MA and Choreology- PhD, to indicate the training courses of all three levels (Introduction; Deepening; Reinforcement), through which the given result is achieved.**
- **To determine the target marks based on the specific evaluation form from the relevant study courses to measure each learning outcome.**

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- **To use maximum two-three verbs from Bloom's updated taxonomy denoting a specific action when formulating one learning outcome of the programs.**

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

Programme 1 (Theatre Studies – BA programme)

Recommendation(s): See cluster recommendations for 1.3

Suggestion(s):

Programme 2 (Theatre Studies – MA programme)

Recommendation(s): See cluster recommendations for 1.3

Suggestion(s):

Programme 3 (Theatre Studies – Phd programme)

Recommendation(s): See cluster recommendations for 1.3

Suggestion(s):

Programme 4 (Film Studies – BA programme)

Recommendation(s): See cluster recommendations for 1.3

Suggestion(s):

Programme 5 (Film Studies – MA programme)

Recommendation(s): See cluster recommendations for 1.3

Suggestion(s):

Programme 6 (Film Studies – Phd programme)

Recommendation(s):

Suggestion(s): See cluster suggestions for 1.3

Programme 7 (Ethno-choreology – MA programme)

Recommendation(s): See cluster recommendations for 1.3

Suggestion(s):

Programme 8 (Choreology – PhD programme)

Recommendation(s): See cluster recommendations for 1.3

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies – BA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies – MA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Theatre Studies – Phd programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies – BA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies – MA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies – Phd programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno-choreology – MA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology – PhD programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

➤ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

Cluster and individual evaluation

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

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

The Programmes Grouped in a Cluster are established according to the normative document of the university - "Methodology and approval procedure for planning, establishing, development of educational programs". Structure of the programmes considers the level of study and is built according to the rules established by the Georgian legislation by using the ECTS credit system. The content of the

programs, which reflect the peculiarities of the field, are in accordance with the qualifications awarded. Structure and content of the programmes substantially ensure the achievement of the learning outcomes; however, some revisions would be necessary in order to train a field specialist capable of performing not only in the national but also in the international context. Fundamentally the programme structure is logical, and the educational and research components develop consistently. Although it is stated in SER that “During the program updating, modern achievements and results of the latest research in the field are taken into account (the literature and research issues are periodically updated in the study courses)”, the site-visit has revealed that the access to the contemporary scientific findings of the field is quite limited and the entire discourse of latest research on theatre, film and dance is missing. Moreover, it is asserted that “Structure and content of the programs are established by using international analogies and considering the current trends in the international area” and it also has turned out to be more like an intention. Many programmes indicated as analogies in SER appeared to hold a different profile or do not exist at all. The University seeks to involve all interested parties in updating the structure and content of the programmes.

Description and Analysis - Programme 1 (Theatre Studies - BA programme)

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

The structure and content of the BA programme of *Theatre Studies* is logical and consistent. The content, volume and complexity of the programme is correspondent with BA study level. The teaching and scientific-research components of the programme are logically organized and logical development of the content is ensured. The programme combines basic university level subjects, supportive and elective courses. In the last semester, in addition to training courses, the implementation of the undergraduate thesis is envisaged. It is important that at the beginning of the studies students study academic writing and English language, as well as such subjects as psychology, speech culture and IT. The student is provided with extensive knowledge of theatre history and of the history of other art forms. Also, during the practical courses, the skills of play and performance analysis are trained. In the structure of curriculum, a strong emphasis on history is clearly manifested and relatively minor attention is given to contemporary theatre and its theories. The structure and content of the programme does not sufficiently consider new research findings and modern scientific achievements, although the established learning outcomes can be achieved. During the site-visit, the meetings with different groups of stakeholders of the programme have exposed that the level and scope of teaching English is not sufficient in order to work easily with academic literature and to present knowledge in public (which is one of learning outcomes). Also, for the enhancement of study quality, it would be necessary to supply more practical activities for students and to introduce the possibility of establishing more contacts with the professional environment during the studies.

Description and Analysis - Programme 2 (Theatre Studies - MA programme)

The structure and content of the MA programme of *Theatre Studies* is logical and consistent. The content, volume and complexity of the programme is correspondent with MA study level. Teaching and scientific-research components of the programme are logically organized and logical development of the content is ensured. The programme defines implementation of educational and research components in the amount of 120 ECTS: 40 ECTS are intended for disciplines connected to research (*Academic Writing and Research Methods, Course Work, and Master Thesis*) and 80 ECTS go for other subjects.

The programme consists of three basic modules: *Modern World Theatre, Theatre Criticism and Theory and Georgian Theatre*. Here, the difference from the BA level studies is not adequate. Some subjects repeat the content of BA level subjects to a large extent (for example, *Theory of Drama*); besides, the biggest attention is paid to the theatre and its theories of the 20th century. The analysis of the syllabi has demonstrated that the discourse of contemporary theatre and drama theories is not involved at all. In the SER, the emphasis on new research methods is made; however, in the syllabus of *Academic Writing and Research Methods*, not a single position is dedicated particularly to research methods in performance studies. In addition, the principal source of the discipline of *Georgian theatre criticism and theory in the II half of the XIX c. and XX c.* was published several decades ago - in 1983. These facts do not ensure the achievement of some learning outcomes, specifically, obtaining "deep, systematic knowledge based on the latest theoretical studies".

Furthermore, internationalization of the programme is not satisfactory: too little foreign language literature is included and the level of involvement of foreign counterparts in development of the programme content is low.

Description and Analysis - Programme 3 (Theatre Studies - PhD programme)

The doctoral programme *Theatre Studies* defines the accumulation of 60 training ECTS and the performance of a scientific component. Study subjects involve seminars on one out of three modules (*World Theatre History, Drama and Theatre Theory, and The Latest Georgian Theatre*). *Pedagogical practice* and such subjects as *Educational Legislation and High School Pedagogy* are also included. Also, the doctoral student can choose several subjects from the block of optional courses. The scientific component consists of development of a research project (the dissertation) and the doctoral colloquium (once a year), where the student presents the results of his/her research and participates in a scientific

discussion. In the process of development of a research project, the student and the supervisor collaborate closely, and the supervisor's support seems to be sufficient, although there is no fixed schedule of their regular meetings. It has to be mentioned that the proposed topics in provided research directions are pretty conservative and do not cover the field of relevant problems of contemporary performing arts. Since the consistent objective revision from outside is not provided during the doctoral studies, assurance of the novelty of research becomes problematic. Students are encouraged to publish scientific papers in highly referred journals, however only few take advantage of this possibility. In case they do not have a position in a highly referred journal, they are obliged to get the review from a foreign expert. The examples of these reviews that were provided during the site-visit confirm a certain scantiness of PhD research. For example, Andriy Nahachewsky, Emeritus Professor and Huculak Chair, University of Alberta in his review states: "If the goal is to have an outside (Western?) scholar evaluate the thesis, it may be a good idea to connect this research explicitly with western scholarship. This abstract contains no references to western scholarly literature, which gives a sense of academic isolation."

Description and Analysis - **Programme 4 (Film Studies - BA programme)**

The Bachelor Programme in *Film Studies* is meticulously formulated in alignment with the University's acting normative document - "Methodology for planning, designing, development of educational programmes and approval procedure". The structure of the programme considers the level of study and is developed according to the rules established by the legislation of Georgia, using the ECTS credit system. The volume and complexity of the programme are in line with the cycle of studies; The scheduled duration of the programme is 4 years, i.e., 8 semesters and includes 240 credits. The structural design of the programme in credits looks as follows: Major training courses of the specialty - 129 ECTS; General courses (including auxiliary and English) - 81 ECTS; Elective courses - 30 ECTS.

The structure and content of the programme are established using international analogies (Krastyo Sarafov National Academy for Theater and Film Arts, Bulgaria; National University of Theater and Cinema, Romania; Kyiv National I. K. Karpenko-Karyi University of Theater, Cinema and Television, Ukraine;) and considers the trends in the international space. All interested parties participated in updating the structure and content of the programmes - academic and visiting staff, students, graduates, and employers.

The programme content is mainly compliant with the qualification to be awarded and ensures the achievement of the programme learning outcomes. The programme is built with a combination of basic and auxiliary profile, basic general university, auxiliary and elective courses.

The professional block of the curriculum is a module, the constituent subjects of which alternate according to the levels. The modules are distributed through the syllabi. Through specialty modules - film criticism and theory and film history (world and Georgian cinema) - the student acquires theoretical knowledge and practical skills, becomes proficient in academic writing, critical and analytical oral discussions, gets acquainted with the art of debate, approaches and directions of film art and creative research, film art development regularities. The acquisition of theoretical knowledge and analytical skills is manifested in the final project - the bachelor thesis.

The outcomes of employer interviews have illustrated that the students of the programme actively participate in the organizational issues of international film festivals, with appropriate remuneration. In the opinion of employers, in case of knowledge of an additional foreign language besides English, students will have more chances of employment. It is desirable to offer students elective courses in other foreign language/languages, which is important both for the internationalization of the programme and for the promotion of student employment.

For the development of the professional competencies of the future film connoisseur, it is important to understand all the components of the film, including the functions of painting and music. For this purpose, it is desirable to transfer the optional study course *Cinematic Arts* to the block of basic courses. Also, for the same block, a training course *Music in Cinema* should be prepared.

A strategic recommendation would be to move the optional study course *Film Archive Case* to the block of basic courses, since the study and processing of archival documents and film material provided by the study course will significantly contribute to the bachelor student's assessment of the past and current events, as well as to the development of research and analytical skills.

The prerequisites for completing the training courses of the film criticism and theory module imply the completion of the training courses of the previous semesters of the same module. It is advisable to specify the name of the training course/courses in the prerequisites.

The prerequisites for doing the *Fundamentals of Cinematographic Art* training course are formulated as follows: "History of cinema and photography, history of fine arts. Knowledge of school physics (laws of optics) is desirable." It is recommended to clearly formulate the prerequisites for taking a study course in the syllabi and indicate the study course/courses that are necessary to complete to do a specific course, which is also important for the accurate indication of the conditions of the study course in the electronic journal.

In the syllabi of the training courses *Modern World Cinema (1970-1980)* and *Modern World Cinema (1990-2010)*, mandatory literature includes English-language literature along with Georgian-language literature. It is advisable to indicate in the prerequisite for admission to the mentioned courses that the course assumes the appropriate level of knowledge of the English language.

Description and Analysis - **Programme 5 (Film Studies - MA programme)**

The master's programme of *Film Studies* is meticulously formulated in alignment with the prevailing normative document at the university - "Methodology for planning, designing, development of educational programmes and approval procedure". The structure of the programme takes into thorough consideration the level of study and is developed according to the rules established by the legislation of Georgia, using the ECTS credit system. The volume and complexity of the programme are in line with the cycle of studies. The scheduled duration of the programme is 2 years, i.e., 4 semesters and includes 120 credits. Of these, 80 credits are provided for training courses, and 40 credits are focused on acquiring and developing research skills.

The Programme is designed for the further development of general informational education at the bachelor's level. It considers two main educational and research directions, presented in two modules: *Film criticism and theory* and *Film history*, from which the student chooses one at the beginning of the first semester of study.

The structure and content of the programme are established using international analogies (Krastyo Sarafov National Academy for Theater and Film Arts, Bulgaria; National University of Theater and Cinema, Romania; Kyiv National I. K. Karpenko-Karyi University of Theater, Cinema and Television, Ukraine;) and considers the trends in the international space. All interested parties participated in updating the structure and content of the programmes - academic and visiting staff, students, graduates, and employers.

The programme content and structure adhere meticulously with the qualification awarded and ensure the achievement of the programme learning outcomes. The structure of the programme is logically arranged, and the teaching and research components included in it are developed sequentially.

Description and Analysis - **Programme 6 (Film Studies - PhD programme)**

The doctoral programme of *Film Studies* is drawn up according to the normative document in force at the university - "Methodology for planning, designing, development of educational programmes and approval procedure". The structure of the programme considers the level of study and is developed according to the rules established by the legislation of Georgia, using the ECTS credit system. The volume and complexity of the programme are in line with the cycle of studies. Programme duration - 6 - 10 semesters. The programme stipulates the accumulation of 60 ECTS and the fulfillment of the scientific component.

The doctoral programme combines two main study-research directions - film history and film theory and two main modules: 1. History of Cinema: Stages, problems, and trends; 2 Theory of Cinema: Time and archetypes in modern theories of cinema. At the beginning of the first semester, the student of the programme chooses one of the modules offered by the programme.

The structure and content of the programme are established using international analogies (Krastyo Sarafov National Academy for Theater and Film Arts, Bulgaria; National University of Theater and Cinema,

Romania; Kyiv National I. K. Karpenko-Karyi University of Theater, Cinema and Television, Ukraine;) and considers the trends in the international space. All interested parties participated in updating the structure and content of the programmes - academic and visiting staff, students, graduates, and employers.

The programme content and structure are mainly compliant with the qualification to be awarded and ensure the achievement of the programme learning outcomes.

However, the main training courses of the programme do not include a course focused on the formation of a doctoral student as a researcher and the methodology of completing a doctoral thesis. The status of the study course - *Academic Writing and Research Methods* presented in the optional courses of the programme is formulated as follows: "Mandatory study course for the students of master's and doctoral academic levels (the study course is mandatory for those students of the doctoral academic level, who did not take the mentioned course at the master's academic level)", which is irrelevant: If the mentioned course is mandatory, it should be presented in the list of basic training courses. Also, identical syllabi at master's and doctoral levels are not allowed.

It is recommended to prepare a training course in research methods and skills development appropriate for the doctoral level.

Description and Analysis - Programme 7 (Ethno-Choreology - MA programme)

The uniqueness of the MA programme of *Ethno-Choreology* is defined by the combination of elements of art studies and ethnology. The structure and content of the programme is logical and consistent. The content and structure of the programme ensure the individuality of the programme: one module is dedicated to *Theory and criticism of Georgian choreography* and the other is *Choreographic heritage*. In addition, students are provided with the skills of academic writing and basics of management. Some fundamentals of pedagogy are also introduced. Besides, in the curriculum, there are such components as the creation and presentation of an abstract, course work, journal publication on Georgian and foreign language literature, conference report, and demonstration lecture presentation. Several elective courses are available too. In total, the programme defines implementation of educational and research components in the amount of 120 ECTS. Among them, 40 ECTS are for training research skills, and 80 ECTS are for academic disciplines. So, teaching and scientific-research components of the programme are logically organised and logical development of the content is ensured. The content, volume and complexity of the programme is correspondent with the MA study level and ensures the achievement of learning outcomes. However, the approach to the folkloric dance is mainly disciplinary. An interdisciplinary approach and modern perspectives on ethnology possibly could enhance the content of the programme and would ensure that the programme considers new research findings and modern scientific achievements.

Description and Analysis - Programme 8 (Choreology - PhD programme)

The doctoral programme of *Choreology* defines the combination of scientific and educational components, 60 ECTS in total. The training component includes special seminars such as *Syncretism of Choreography - an Interdisciplinary Study*, *Forms and Methodology of Dance Folklore Research*, *Anthropology of Choreography*, etc; pedagogical practice and such subjects as *Educational Legislation* and *High School Pedagogy*. Also, the doctoral student can choose several subjects from the block of optional courses. The scientific component consists of development of a research project (the dissertation) and the doctoral colloquium (once a year), where the student presents the results of his/her research and participates in a scientific discussion. In the process of development of a research project, the student and the supervisor collaborate closely, and the supervisor's support seems to be sufficient, although there is no fixed schedule of their regular meetings. It has to be mentioned that the whole field of choreology research seems to be quite hermetic and mainly focused on one person. Besides, some formulations of the topics of proposed research directions (for example, "Expressive means in choreography") do not envisage innovative character of research. Similarly, the direction of *Criticism Issues* implies a conservative approach to research. To ensure the diversity and novelty of the research, it would be necessary to involve more specialists in the field and to strengthen the internationalization of the programme.

Evidences/Indicators

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

- SER
- Educational programmes with the enclosed syllabi
- Methodology for planning, designing, development of educational programmes and approval procedure
- Curriculum map
- University Website
- Interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- To strengthen the internationalization of the programmes by establishing permanent collaborations and partnerships with experts from different regions.
- To include more literature in foreign languages.
- To enhance research quality at the level of individual research of the staff as well as of MA and PhD students.
- To raise the level of English language proficiency.

General suggestion of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (Theatre Studies, BA)

Recommendation(s):

- To consider new research findings and modern scientific achievements.
- To supply more practical activities for students and to introduce the possibility of establishing more contacts with the professional environment during the studies.

Suggestion(s):

Programme 2 (Theatre Studies, MA)

Recommendation(s):

- To ensure that the level of achievement would correspond to the level of MA studies and would not repeat the BA level content.
- To ensure that discourse of contemporary theatre and drama theories would be present.
- To update the literature.

Suggestion(s):

Programme 3 (Theatre Studies, PhD)

Recommendation(s):

- To raise the level of research.

- **To raise the level of internationalization.**

Suggestion(s):

Programme 4 (Film Studies, MA)

Recommendation(s):

Suggestion(s):

- **It is recommended to arrange the prerequisites for admission to the training courses in the programme in a systematic and logical order. The study course/courses that are necessary to complete for admission to the mentioned course, should be clearly indicated.**
- **It is desirable to offer students additional optional foreign language courses, which is important both for the internationalization of the programme and for the promotion of student employment.**
- **It is advisable to move the optional study course "Film Archive Case" to the block of basic courses, since the study and processing of archival documents and film material provided by the study course will significantly contribute to the bachelor student's assessment of the past and current events, as well as to the development of research and analytical skills.**
- **It is advisable that in the syllabi of the training courses: "Contemporary World Cinema (1970-1980)" and "Contemporary World Cinema (1990-2010)", an appropriate level of knowledge of the English language be indicated as a prerequisite for admission.**
- **In order to develop the professional competencies of the future film connoisseur, it is recommended that the optional study course "Cinema Art Design" be moved into the block of basic courses. Also, for the same block, a training course "Music in Cinema" should be prepared.**

Programme 5 (Film Studies, MA)

Recommendation(s):

Suggestion(s):

Programme 6 (Film Studies, PhD)

Recommendation(s): It is recommended to prepare a training course in research methods and skills development appropriate for the doctoral level.

Suggestion(s):

Programme 7 (Ethno-Choreology, MA)

Recommendation(s):

Suggestion(s):

- An interdisciplinary approach and modern perspectives on ethnology possibly could enhance the content of the programme and would ensure that the programme considers new research findings and modern scientific achievements.

Programme 8 (Choreology, PhD)

Recommendation(s):

To ensure the diversity and novelty of the research, it is necessary to involve more specialists in the field and to strengthen the internationalization of the programme.**Suggestion(s):**

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Programme 3 (Theatre Studies, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- choreology, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

Cluster and individual evaluation

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

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

In general, learning outcomes of the academic subjects are in line with programme learning outcomes and the content of each academic subject corresponds to the learning outcomes of the certain subject. The number of credits allocated for each teaching subject corresponds to the content and learning outcomes of this subject; however, the workload for the student is quite big. Many contact hours are intended for each course, although students could find and read the literature by themselves, and many

tasks could be performed independently. Every learning outcome of each academic course/subject is assessed.

The syllabi are compiled according to the uniform rules adopted by the university and provide complete information about the status, format, objectives, results, content, mandatory and supporting literature of the study subject.

The university seeks to provide the translations and/or manuals on main disciplines (mainly on history and theatre, film and dance). However, the general problem of all educational programmes is old literature (especially in Russian language) and the lack of the latest books dedicated to contemporary theories and practices of theatre, film and dance. Also, the usage of new research methodologies is limited.

Description and Analysis - Programme 1 (Theatre Studies, BA)

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

In general, the learning outcomes of academic subjects included in the curriculum are in line with programme learning outcomes and the content of each academic subject corresponds to the learning outcomes of this subject. The tendency in formulating the objectives of certain subjects is seeking to deliver a huge amount of data (for example, “to teach students about the essential features of the theater and dramaturgy”); in order to achieve this goal, a big load of contact hours (app 50-60 hours per semester) is intended for the subject. This does not correspond to modern trends in higher education, where the main goal is to enable students to process and interpret complex information rather than collecting basic historical and theoretical knowledge. The students are provided with a lot of information from other fields (psychology, philosophy, anthropology etc.) which is not specifically adapted to the specialty of theatre studies. It is necessary to update the literature and to renounce old Russian books. In the *Introduction of Theatre Studies*, the contemporary discourse of theatre theory is missing.

Description and Analysis - Programme 2 (Theatre Studies, MA)

In general, the learning outcomes of academic subjects included in the curriculum are in line with programme learning outcomes and the content of each academic subject corresponds to the learning outcomes of this subject. The number of credits allocated for each subject corresponds to the content and learning outcomes of this subject; also, the ratio between contact and independent hours is adequate. However, at the subject content level and at the level of learning achievements, the difference from the BA level studies is not fully adequate. The introduction of theatre history is continued; some

subjects repeat the content of BA level subjects to a large extent (for example, *Theory of Drama*); besides, the biggest attention is paid to the theatre and its theories of the 20th century. The analysis of the syllabi has demonstrated that the discourse of contemporary theatre and drama theories is not involved at all. In the syllabus of *Academic Writing and Research Methods*, the special methods for performing arts research are not included. It is necessary to update the literature and to renounce old Russian books.

Description and Analysis - Programme 3 (Theatre Studies, PhD)

The content of the academic subjects (special seminars) and the number of credits ensure the achievement of the learning outcomes defined by this subject and by the entire PhD programme of *Theatre Studies*. However, not all study materials indicated in the syllabi are available: some positions refer to *google books* with no full access. In the syllabi of *Modern Analysis Methods*, the latest methods of research are excluded. Besides, this subject is introduced only in the 4th semester, although the earlier acquaintance with the variety of research methods might have its benefits.

Description and Analysis - Programme 4 (Film Studies, BA)

The allocation of credits to the study courses featured in the curriculum of the bachelor educational programme of *Film Studies* (study courses are presented with 2, 3, 4, 5 or 6 credits) mainly corresponds to the content of the courses and learning outcomes; The ratio between the auditorium and independent hours is adequate and takes into account the specifics of the training course; The number of auditorium hours corresponds to the course content and learning outcomes. However, the syllabi of the training courses do not specify to which components the auditorium and independent work hours will be distributed. Therefore, it is not clear how many hours are devoted to lectures, seminars, group work, preparation for midterm and final exams, etc.

In addition, the number of credits for some courses needs to be revised. In particular, the volume of the study courses: *Fundamentals of Filmmaking - Feature Film* and *Fundamentals of Filmmaking - Documentary Film* amounts to 2-2 credits and along with the study of theoretical issues, envisage making small-sized feature and documentary films by the students, which is inappropriate for the courses of this volume. It is recommended that the credits for the mentioned training courses be distributed adequately, according to the difficulty of the course and the tasks to be performed. In addition, shooting a film naturally requires knowledge of the art of cinematography. The training courses *Fundamentals of Filmmaking - Feature Film* and *Fundamentals of Filmmaking - Documentary Film* are taught in the 3rd and 4th semesters, while the study of the training course *Fundamentals of Cinematographic Art* is provided in the 7th semester. It is recommended that *Fundamentals of Cinematography* be taught in parallel with the mentioned courses so that the course helps students prepare for practical assignments.

Mandatory literature and other study materials indicated in the syllabus mainly comply with the learning outcomes of the course and ensure the programme's compliance with modern requirements. However, in some syllabi, in the list of mandatory literature, "material provided by the teacher" is indicated as a

learning resource. It is not determined from the above what content, volume and period these educational resources cover. Also, mandatory literature should be available for the students in the university library. It is recommended to replace such a phrase in the syllabi with specific learning resources and place them in the university library.

It is recommended to improve the formulation of goals and outcomes of the syllabi of the study courses *Fundamentals of Filmmaking - Feature Film* and *Fundamentals of Filmmaking - Documentary Film*. Also, in the syllabi of the same training courses, the existing educational resources about feature and documentary films should be added to the mandatory literature.

The topics of the training course *Cinema of other European countries and Asia, film documentary and Animation 1930-1960* include only Japanese cinema. Based on the name of the training course, it is appropriate to include in the thematics the cinematography of other Asian countries in general.

Description and Analysis - Programme 5 (Film Studies, MA)

The number of credits allocated to the educational courses presented in the curriculum of the *Film Studies* master's educational programme (the educational courses are represented by 5 credits) corresponds to the content of the courses and learning outcomes; The ratio between the auditorium and independent hours is adequate and takes into account the specifics of the training course; The number of contact hours corresponds to the course content and learning outcomes. However, it is necessary to specify in the syllabi how the hours intended for the auditorium and independent work will be distributed, so that it is clear to the student how many hours are devoted to lectures, seminars, group work, preparation for midterm and final exams, etc.

Mandatory literature and other learning materials indicated in the syllabi partially comply with the learning outcomes of the study course and somewhat ensure the programme's compliance with modern requirements. In some study courses, it is desirable to carry out effective measures to update the literature, since in several syllabi, in the mandatory literature, there are mentioned study resources that are identical to those in the bachelor's programme of "Film Studies". It is recommended to review and update the compulsory literature of the syllabuses of both levels of the programme, and if it is necessary to use identical literature, to separate them by indicating the pages.

In some syllabi, the prerequisites for admission to the course are formulated as follows: "Mandatory and elective courses taken in previous semesters" or "Students must have a good knowledge of foreign languages to properly master the assignments." It is recommended that the prerequisites for taking the study course be clearly formulated in the syllabi and that the study course/courses necessary to do a specific course be indicated. And since it is mandatory for students of the master's level to know the English language at the B2 level, the prerequisite for taking the course does not require such an explanation.

It is recommended to revise the study course *Cinema of Western Europe*, in which there is a duplication of topics and literature with the study courses of the bachelor's programme: *The prehistory of cinema, the birth and formation of film production, The main stages of the development of silent cinema, American, French, Italian and German cinema 1930-1960, Cinema of other European countries and Asia, film documentary and animation 1930-1960*.

Description and Analysis - Programme 6 (Film Studies, PhD)

The number of credits allocated to the educational courses presented in the doctoral education programme of *Film Studies* (the educational courses are represented by 5 credits) corresponds to the content of the courses and learning outcomes; The ratio between the auditorium and independent hours is adequate and considers the specifics of the training course; The number of the auditorium hours corresponds to the course content and learning outcomes. However, it is necessary to specify, from the hours intended for the auditorium and independent work, how many hours are devoted to lectures, seminars, preparation for midterm and final exams.

In the syllabus of the study course *The impact of audiovisual art on the formation of the society of the 20th century*, Russian-language literature is indicated in the mandatory literature along with the Georgian-language literature. It is advisable to indicate in the prerequisite for admission to the mentioned course that the course assumes the appropriate level of knowledge of the Russian language.

In order for the mandatory literature and other educational materials specified in the syllabi to correspond to the modern achievements in the direction/field and the latest research, it is important to update them or prepare readers.

Description and Analysis - Programme 7 (Ethno-Choreology, MA)

The Programme introduces two main modules: *Theory and Criticism of Georgian Choreography* and *Choreographic Heritage*. They are divided into several training courses. Two of them contain practice components. *Dance Notation Forms and Methodology* involves work of the master's student in a choreographic ensemble and *Georgian stage-folk choreography heritage* involves the student's work in the National Archives of Georgia. The analysis of the syllabi has demonstrated that completing these modules ensures acquisition of profound and systematic knowledge of choreology and developing necessary practical skills. So, the content of the academic subjects and the number of credits ensure the achievement of the learning outcomes defined by each subject and by the whole programme. Compulsory and additional literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in choreology. It can be noticed that many subjects are created by one and the same author, while the variety of approaches possibly could enhance study quality.

Description and Analysis - Programme 8 (Choreology, PhD)

The content of the academic subjects and the number of credits ensure the achievement of the learning outcomes defined by each subject and by the whole programme. However, compulsory and additional literature and other teaching and learning resources listed in the syllabi only partly correspond to the achievements in the field of choreology. The discourse of the latest research of ethno-choreology and anthropology of dance is missing. Again, similarly as in the case of the master programme of *Ethno-choreology*, it must be noticed that many subjects are created by one and the same author, while the variety of approaches possibly could enhance study quality.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- SER
- Educational programmes with enclosed syllabi;
- Curriculum map;
- Results of the interviews.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- **To update the literature by including the latest books dedicated to contemporary theories and practices of theatre, film and dance.**

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (Theatre Studies, BA)

Recommendation(s):

Suggestion(s):

- To consider the ratio between contact and independent hours.
- To consider the possibility to adjust the content of supporting disciplines to the specifics of theatre studies.

Programme 2 (Theatre Studies, MA)

Recommendation(s):

- To ensure a more advanced level of achievement at the subject level.
- To introduce research methods for performing arts.

Suggestion(s):

Programme 3 (Theatre Studies, PhD)

Recommendation(s): To ensure the availability of all study materials indicated in the syllabi.

Suggestion(s):

- In the syllabi of *Modern Analysis Methods*, include the latest methods of performance research;
- To consider the possibility of introducing earlier the subject *Modern Analysis Methods*.

Programme 4 (Film Studies, BA)

Recommendation(s):

- It is recommended that in the syllabi of the training courses: "Fundamentals of Filmmaking - Feature Film" and "Fundamentals of Filmmaking - Documentary Film" rationally determine the number of credits in accordance with the course and the difficulty of the tasks to be performed.
- It is recommended that "Fundamentals of Cinematographic Art" be taught in parallel with the training courses: "Fundamentals of Filmmaking - Feature Film" and "Fundamentals of Filmmaking - Documentary Film" so that the course helps students prepare for practical assignments.

- It is recommended to improve the formulation of the objectives and results of the training courses "Fundamentals of Filmmaking - Feature Film" and "Fundamentals of Filmmaking - Documentary Film".
- In the syllabi of courses mentioned above, available educational resources about feature and documentary cinema should be added to the mandatory literature.
- It is recommended that, in the list of mandatory literature in the syllabi, the phrase "material provided by the teacher" be replaced by a specific educational resource and placed in the university library.

Suggestion(s):

- It is advisable to specify in the syllabi what components the hours for the auditorium and independent work will be allocated to so that it is clear how many hours are devoted to lectures, seminars, group work, preparation for mid-term and final exams, etc.
- The thematics of the training course "Cinema of Other European Countries and Asia, Film Documentary and Animation 1930-1960" include only Japanese cinema from Asian films. Based on the title of the training course, it is appropriate to include the cinematography of other Asian countries in general in the thematics.
- The technical defect in the syllabi of the following training courses should be corrected: "Introduction to film studies", "Fundamentals of film criticism and film theory", "Classics of film theory and the formation of film language", "Film genres and artistic trends", "New film directions and film theories", "Film criticism and specifics of film journalism (in print, TV and electronic media)", "Cinema in the aspect of philosophical theories", "Contemporary world cinema (1970-1980)" and "Contemporary world cinema (1990-2010)" and in the column "Evaluation system and criteria", the word "doctoral student" be replaced with "bachelor's student".

Programme 5 (Film Studies, MA)

Recommendation(s):

- It is recommended that the prerequisites for taking the study course be clearly formulated in the syllabi and that the study course/courses necessary to do a specific course be indicated. And since it is mandatory to know the English language at the B2 level at the master's level, therefore, the prerequisite for doing the course does not require an explanation about the knowledge of a foreign language.

- It is recommended to review and update the mandatory literature in the syllabi of the bachelor's and master's programmes and in case of necessity to use the same educational resources, to separate them by referring to the pages.

- It is recommended to revise the study course "Cinema of Western Europe", in which there is a duplication of topics and literature from the study courses of the bachelor's programme: "The prehistory of cinema, the birth and formation of film production", "The main stages of the development of silent cinema", "American, French, Italian and German cinema 1930-1960", "Cinema of other European countries and Asia, film documentary and animation 1930-1960".

Suggestion(s):

- It is advisable to specify in the syllabi what components the hours for the auditorium and independent work will be allocated to so that it is clear how many hours are devoted to lectures, seminars, group work, preparation for mid-term and final exams, etc.

Programme 6 (Film Studies, PhD)

Recommendation(s): • It is recommended to update the mandatory literature specified in the syllabi or to prepare readers so that they correspond to the modern achievements of the direction/field and the latest studies.

Suggestion(s):

- The technical flaw in the network of the doctoral programme of cinematography should be corrected and the sum of the credits to be accumulated in the 3rd semester of study should be clarified.

- It is advisable to specify in the syllabi what components the hours for the auditorium and independent work will be allocated to so that it is clear how many hours are devoted to lectures, seminars, group work, preparation for mid-term and final exams, etc.

- It is recommended that in the syllabi of the study course: "The influence of audiovisual art on the formation of the society of the 20th century" there should be indicated that the course assumes an appropriate level of knowledge of the Russian language as a prerequisite for admission,

Programme 7 (Ethno-Choreology, MA)

Recommendation(s):

Suggestion(s):

Programme 8 (Choreology, PhD)

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- Choreology, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno-Choreology, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

The admission criteria of the programmes included in the cluster is regulated by the Legislation of Georgia as well as the sectoral benchmarks documents wherever appropriate. The admission criteria are fair and transparent and ensure that the University engages individuals that have relevant skills and knowledge to achieve learning outcomes of the programmes. The admission criteria for the programmes included in the cluster are not published on the website which is problematic and poses problems regarding the transparency of the admissions process. However, the provided SER specifies the details of the admission process to the programmes. Yet, the provided documentation does not include information about grading and evaluation criteria of the university exams for masters and PhD level programmes. Nor does it include the sample tests assessing English language proficiency or the guidelines on writing research abstract for PhD level entrants. The bachelor's admission is regulated by NAEC (National Assessment and Examination Centre), yet the university should still provide information on their website.

Description and Analysis - Programme 1 (Theatre Studies, BA)

Preconditions for admission to the programme are the successful completion of the Unified National Exams. The entrant must take 2 obligatory exams – Georgian language and Literature and Foreign Language of choice and a third elective exam, where the choice is made between History / History of Fine and Applied Arts / Literature. Entrants enroll to the programme based on their unified score and choices that they make.

Description and Analysis - Programme 2 (Theatre Studies, MA)

General preconditions for the admission to the programmes are:

- At least Bachelor's degree either in Humanities or Social Sciences
- English Language proficiency (B-2 level)
- Georgian Language (B-2 level) for foreign applicants
- Successful completion of the Unified Graduate Exam
- Entrance exam/interview in the field of specialty

The Self-Evaluation Report has a technical error where MA Choreology entrance prerequisites are wrongly pasted into MA Theatre Studies entrance prerequisites and, hence, wrongly states that the entrant in Theatre Studies programme has to possess performing skills in choreography that are assessed during the entrance exam/interview.

The Self-Evaluation Document and the University website specify the language proficiency is assessed through the language test held by the University. The language test requirement can be waived if the applicant provides a certificate that specifies his/her language proficiency. The documentation provided by the University does not include sample tests assessing language proficiency, nor is it indicated on the website of the university, However, during the site visit the students and alumni of the programme confirmed taking the language proficiency exam as a part of their admissions procedures.

The Self-Evaluation Report states that the Entrance Exam in the field of speciality “has defined assessment criteria. Exam questions, conditions and procedures are available”. However, the website of the

university does not provide any detailed information about the exam. No information regarding criteria and grading of the mentioned exam is given in the curricula either.

Description and Analysis - Programme 3 (Theatre Studies, PhD)

General preconditions for the admission to the programmes are:

- At least Master's degree either in Humanities or Social Sciences or Art field
- English Language Proficiency (B-2 level)
- Interview in the field of specialty

The Self-Evaluation Report has a technical error where MA Choreography entrance prerequisites are wrongly pasted into PhD in Theatre Studies entrance prerequisites and, hence, wrongly states that the entrant in Film programme has to pass the Unified Graduate Exam and possess performing skills in choreography that are assessed during the entrance exam/interview.

The Programme curriculum and the Self-Evaluation Report Specifies that the English Language test can be waived should the entrant provide a diploma of higher education majoring in English, a certificate that specifies his/her language proficiency.

At the interview the candidate is required to present a research abstract, in which he/she states his/her own scientific interests and areas of the future research. However, no further information is provided as to how the research abstract should be written and furthermore, how it is assessed.

Description and Analysis - Programme 4 (Film Studies, BA)

Successful passing of the unified national exams is a prerequisite for admission to the Bachelor's programme of *Film Studies* (Subjects: Georgian language and literature, foreign language, third compulsory subject - history/history of fine and applied arts). Prerequisites for admission to the programme are in accordance with the applicable legislation and are logically related to the content of the programme, learning outcomes and qualifications awarded.

In the description of the programme, it is mentioned that every year, when students are admitted to the presented programme, the requirements of the employment market and the order are considered. In particular: the Shota Rustaveli Theater and Cinema State University of Georgia accepts and prepares students in the direction of cinematography every year - for institutions of different profiles in the fields of art and culture, state and non-governmental organizations, research institutions in the direction of cinema and television, artistic fields, editorial offices, archives, and so on. However, the public demand for them is relatively small. Therefore, the number of applicants for film studies and their training is limited: Average of 12-15 students per year.

Description and Analysis - Programme 5 (Film Studies, MA)

General preconditions for the admission to the programmes are:

- At least Bachelor's degree either in Humanities or Social Sciences
- English Language proficiency (B-2 level)
- Georgian Language (B-2 level) for foreign applicants
- Successful completion of the Unified Graduate Exam
- Entrance exam/interview in the field of specialty

The Self-Evaluation Document and the University website specify the language proficiency is assessed through the language test held by the University. The language test requirement can be waived if the applicant provides a certificate that specifies his/her language proficiency. The documentation provided by the University does not include sample tests assessing language proficiency, nor is it indicated on the website of the university. However, during the site visit the students and alumni of the programme confirmed taking the language proficiency exam as a part of their admissions procedures.

The Self-Evaluation Report states that the Entrance Exam in the field of specialty "has defined assessment criteria. Exam questions, conditions and procedures are available". However, the website of the university does not provide any detailed information about the exam. No information regarding criteria and grading of the mentioned exam is given in the curricula either.

Description and Analysis - Programme 6 (Film Studies, PhD)

The prerequisite for admission to the doctoral programme in *Film Studies*: Master's degree or equivalent academic degree (preferably in humanities, social, artistic sciences), knowledge of the English language at least at the B2 level, which is verified by passing the doctoral entrance exam (a person who has a higher education diploma with a specialization in English, or a certificate proving the passing of the exam in an accredited higher education institution of the appropriate profile (at least B2 level), or an internationally recognized certificate of English language proficiency (TOEFL PBT, TOEFL IBT, IELTS or CAMBRIDGE EXAM).

Moreover, prospective doctoral candidates are mandated to provide an abstract on a research topic that reflects his/her scientific interests. Enrollment in doctoral studies is carried out in accordance with the points obtained as a result of the interview. However, neither the website of the nor the documentation provide information on evaluation of such abstracts nor evaluation criteria of the interview in the field of speciality.

Prerequisites for admission to the programme are in accordance with the applicable legislation and are logically related to the content of the programme, learning outcomes and qualification awarded. Prerequisites and procedures for admission to the programme are not publicly available on the website of HEI.

Description and Analysis - Programme 7 (Choreology, MA)

General preconditions for the admission to the programmes are:

- At least Bachelor's degree either in Humanities or Social Sciences
- English Language proficiency (B-2 level)
- Georgian Language (B-2 level) for foreign applicants
- Successful completion of the Unified Graduate Exam
- Entrance exam/interview in the field of specialty
- Performing skills of practical choreography (for entrants in MA Choreology), determined during the entrance exam/interview

The Self-Evaluation Document specifies that the language proficiency is assessed through the language test held by the University. The language test requirement can be waived if the applicant provides a certificate that specifies his/her language proficiency. The documentation provided by the University does not include sample tests assessing language proficiency, nor is it indicated on the website of the university. However, during the site visit the students and alumni of the programme confirmed taking the language proficiency exam as a part of their admissions procedures.

The Self-Evaluation Report states that the Entrance Exam in the field of specialty "has defined assessment criteria. Exam questions, conditions and procedures are available". However, the website of the university does not provide any detailed information about the exam. No information regarding criteria and grading of the mentioned exam is given in the curricula either.

Description and Analysis - Programme 8 (Choreology, PhD)

General preconditions for the admission to the programmes are:

- At least Master's degree either in Humanities or Social Sciences or Art field
- English Language Proficiency (B-2 level)
- Interview in the field of specialty

The Self-Evaluation Document specifies that language proficiency is assessed through the language test held by the University. The language test requirement can be waived if the applicant provides a certificate that specifies his/her language proficiency. The documentation provided by the University does not include sample tests assessing language proficiency, nor is it indicated on the website of the university. However, during the site visit the students and alumni of the programme confirmed taking the language proficiency exam as a part of their admissions procedures.

At the interview the candidate is required to present a research abstract, in which he/she states his/her own scientific interests and areas of future research. However, no further information is provided as to how the research abstract should be written and furthermore, how it is assessed.

Evidences/Indicators

- Programmes Curricula
- Website of the University www.tafu.edu.ge
- Self-Evaluation Report
- Student quota planning methodology on the educational programme
- Document regulating the formation and activities of the Doctorate Admission Commission
- Interviews with the students and alumni
- Interviews with the Heads of Programmes

General recommendations of the cluster:

- **To ensure the transparency of the admissions process it is recommended to publish the detailed admissions requirements for all the programmes in the cluster on the website of the University.**

General suggestions of the cluster:

- **It is suggested that the Self-Evaluation Report is written with more care providing better information on the programmes and avoiding technical errors.**
- **It is suggested that the website of the university has sample tests and questions for the MA entrance exam/interviews.**

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Choreology, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

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

In general, the University provides many possibilities for students' professional development. There are several factors for the successful inclusion of students in various creative and research activities: the proximity of theoretical and artistic programmes (both artists and theoreticians are trained at the University); the close relationship in the academic community; the fact that the members of the teaching staff are also engaged in various activities cultural and projects. The University organizes several students' art festivals where the students of the theoretical programmes are also involved. In addition, there is a scientific conference held by the University where students are encouraged to participate. Also, there is a possibility of publishing their creative and scientific work in the students' newspaper and also in the academic journal. The academic staff seeks to engage the students in various activities such as preparing manuals or translations.

However, since the financial capacities of the University are limited, the support of the students' participation in the international conferences and other types of events abroad is not sufficient. The international perspective would be especially important for the PhD students.

Moreover, the academic staff is not actively involved in research projects, so the students lose the possibility of integration into the research activities.

The University considers the students' requests, so some practical courses have been added into the curricula. However, students need more actual contact with the professional environment in order to establish their professional identity during their studies. The University is aiming at establishing agreements and memorandums with cultural and other institutions in order to ensure more practice for its' students, however this activity has not been systemic so far. More workshops and masterclasses would also be preferred.

Evidences/Indicators

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

- Interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- To enhance students' participation in international conferences and other events abroad.

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- To activate collaboration with cultural, educational and research institutions to provide more possibilities for professional practice.

Evaluation

Please, evaluate the compliance of the programmes 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
Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 7 (Ethno- choreology, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

Teaching and learning methods are provided in each syllabus of the programmes grouped in the cluster.

The methods used in the programme are:

- Lecture
- Seminar
- Discussion/Debates
- Groupwork
- Problem-based learning
- Independent work
- Visual presentation
- Verbal explanation
- Written method
- Etc.

The methods correspond to the level of study and to the aims and content of each course. The methods ensure that the learning outcomes of the courses are met. At the same time, the integrity of all the methods ensures that the programmes's aims, objectives and learning outcomes are met.

During the site-visit, the Heads of Programmes and Quality Assurance Department mentioned that the teaching and learning methods are flexible and can be modified based on special needs of the students. The University also can, if there is a need, individually plan the learning process for the student as well as an individual program in accordance with the student's interests. The University administration and academic staff confirms the trainings that the university provided about the teaching and learning methods that proved especially valuable during the Pandemics period.

Separate attention should be given to the extracurricular activities provided throughout all the programmes where the students have a possibility to publish their work in the university magazine, as well as on the online platforms of the relevant fields. This practical approach is especially important for mastering the profession.

At the same time, the choice of the learning methods in the syllabi seems to be a little mechanical and repeats from course to course. During the meeting with current students and alumni of BA and MA programmes, the issue of the teaching methods was raised. The students often mentioned that even though they are extremely satisfied with the study process, they would still wish that some of the courses provided more modern teaching methods, such as flipped classroom, game-based learning, VAK learning etc. The need to provide more research-based teaching was also raised during the site-visit. The more detailed information on this matter is given in substandard 1.5.

Evidences/Indicators

- Curricula of the programmes
- Syllabi of the programmes
- Rules for conducting the educational process in the conditions of electronic (distance) education
- The regulation of the educational process
- Meetings with Heads of programmes and professors
- Meetings with students and alumni

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster:

- It is advisable that the University continues providing trainings in teaching and learning methods for the academic staff and invited teachers of the programmes.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Choreology, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Cluster and individual evaluation

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

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

The evaluation of the students of the educational programs united in the cluster is carried out according to the established procedures, which is reflected in the regulation of the educational process at the LEPL Shota Rustaveli Theater and Film University. Evaluation procedures are in accordance with the current legislation of Georgia and internal university regulations.

Specific assessment components and methods consider the specifics of the program component, correspond to the learning outcomes of this component and are defined by the relevant syllabus or regulatory document.

Students are aware in advance of the university's evaluation system and applicable regulations regarding evaluation, evaluation components and methods, as well as appropriate evaluation criteria.

At the university, it is possible to appeal the results of student evaluation, which are known to students in advance. Procedures for appealing a student's assessment are outlined in the "Instructions for Appealing Examination Process and Results".

The assessment of the level of achievement of the student's learning outcome in each educational component of the program includes intermediate and final assessment.

Different assessment methods and means are used to assess the achievement of learning outcomes defined in the component of the educational program (attendance-activity assessment, written exam, oral survey, essay/term paper, group work, etc.).

At the BA level The 100-point evaluation system is mainly divided as follows: I - attendance-activity: 15 points; II - seminar, group work, tasks, etc. W: 25 points (5X5); III - intermediate exam: 20 points; IV - final exam: 40 points.

The following assessment methods are mainly used at the MA level: attendance-activity (maximum semester assessment - 15 points), group work, assignments, seminar, oral survey (for example, narration of the studied material), written examination (testing), essay /term paper (maximum semester assessment - 25 points), intermediate exam (maximum semester grade - 20 points) and final exam (maximum grade - 40 points). Similar methods are used for evaluation at the PHD level.

It should be noted that within the 15 points of attendance-activity, there is no sharp distinction between how many points will be assessed for activity and how many for attendance. According to the Order of

Georgian minister of Education and Science attendance is not mentioned among the methods for students' assessment. It is recommended that points that are allocated for attendance to be awarded to students for the specific activities.

Also, the evaluations of tasks with a total of 25 points are not sharply defined according to individual tasks in the syllabuses. For example, the proportion of the essay/term paper varies from course to course. We believe that this component should be specified more.

In HEI there are regulatory rules for the preparation, defense and evaluation of master's and doctoral theses. It should be noted that The University currently has no platform to check their publications or the student works on plagiarism. Having no access to Turnitin, the University has a memorandum with an organization that checks the papers and provides reports. However, the number of papers that can be thus checked is limited, which poses additional problems to the staff practically doubling their work when working with PhD and MA level students.

HEI has the possibility, if necessary, depending on the student's interest, to conduct student evaluation remotely using an appropriate method, taking into account the characteristics and content of the educational and research component.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Evaluation methods and criteria outlined in the syllabi attached to the programs of all three levels of art studies;
- Calculating method of a student/graduate average score at Shota Rustaveli Theatre and Film Georgia State University LEPL;
- Electronic system functioning of educational process management at Shota Rustaveli Theatre and Film Georgia State University LEPL;

- Regulation of the educational process at Shota Rustaveli Theatre and Film Georgia State University LEPL;
- Standards of performance of the written work of Shota Rustaveli Theatre and Film Georgia State University LEPL;
- Procedure for recognizing the ECTS of transferred and mobiled students within the framework of student mobility;
- Theoretical courses evaluation system and evaluation criteria;
- Rule of evaluation of teaching quality and monitoring of educational process at Shota Rustaveli Theatre and Film Georgia State University LEPL;
- Forming learning results and evaluation mechanisms of the educational program at Shota Rustaveli Theatre and Film Georgia State University LEPL;
- Code of ethics and norms of disciplinary responsibility;
- Rule of plagiarism prevention, detection of plagiarism and response to it at Shota Rustaveli Theatre and Film Georgia State University LEPL;
- Rule of preparation and defense of the master's thesis;
- Rule of directing a master's/doctoral thesis at Shota Rustaveli Theatre and Film Georgia State University LEPL;
- Regulation of Doctoral and Dissertation Council of Shota Rustaveli Theatre and Film Georgia State University LEPL;
- Rector's order # 108/2, 01.09.2017 on approval of examination procedures and instructions for appealing results.
- Electronic system of student assessment (tafu.ini.ge);
- interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- According to the Order of Georgian minister of Education and Science attendance is not mentioned among the methods for students assessment. It is recommended that points that are allocated for attendance to be awarded to students for the specific activities.

- The University currently has no platform to check their publications or the student works on plagiarism. Having no access to Turnitin or any other platform, the University has a memorandum with an organization that checks the papers and provides reports. The university should create a more open access plagiarism checking platform.

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- It is suggested that in the syllabus, in the component of the 25-point tasks, the share of individual tasks, points and evaluation mechanism should be specified.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno-Choreology, MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

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

In HEI there are such means of providing information and counseling to students as:

- 1) providing consultation to students by specialists of relevant faculties, personnel involved in the program, scientific supervisor; individual work of academic staff with students; Each student has the opportunity, by prior arrangement, to meet lecturers, academic staff and consult. There is a table for individual consultations in the Higher Education Institution. As reflected in the self-evaluation report the head of the program is responsible for: providing students with information about the curriculum, advising them in order to optimally plan the individual curriculum, solving organizational issues related to the implementation of the program, etc.
- 2) HEI website, which contains the necessary information about the educational process, programs and activities.
- 3) The Student Career Promotion Center provides appropriate information regarding employment and career development. Information is provided by the Public Relations and International Programs Service through the website, media and social networks. This center provides individual consultations to students and graduates seeking employment and provides recommendations regarding internships and possible employment.

4) A personal web space provided by the electronic learning process management system is available for students, which provides information necessary for planning the learning process and improving academic achievements.

Students can participate in festivals (for example several annual festivals), conferences (including international ones) and other events organized by the University.

Several students of HEI have participated in international projects and programs; however, it should be noted that the scale and quality in this direction should be improved, especially for the programs united in the cluster, internationalization is important. Unfortunately, the number of students who benefited from international exchange programs is small. At the same time, it was revealed that for the most part the Higher Education Institution is unable to support them from a financial point of view. Students often have to find information and funding for such programs by themselves.

It was revealed during the interviews that teaching and learning a foreign language, primarily English, is a particular problem and challenge for students. Students are especially interested in learning a foreign language in the field. It is necessary to improve the teaching of this language. If appropriate changes cannot be made to the program, it is imperative that HEI offer students additional English language courses to assist them in their academic and career development.

During the interviews it appeared that students need more practical activities, for example: attending rehearsals, showing films during lectures, more practice in ensembles, etc. It is desirable that HEI makes the practical part of teaching and activities more diverse. It would be good if students could have more internship opportunities.

It should be mentioned separately about the library of the University of HEI. The lack of modern foreign language (for example, English, German, French) literature in the library is obvious. Also, it would be good if HEI would increase the scope of translation of foreign literature necessary for the field into Georgian. It would be good if HEI offered students more activities, for example, master classes with the participation of both foreign and local specialists. Communication with representatives of the artistic space will increase.

In addition, the position of a psychologist at the University would contribute to the well-being of students. It is true that HEI supports students in research activities as much as possible (for example, in terms of publishing articles in specialized online publications), but more needs to be done in this direction, especially from the point of view of financial incentives.

To conclude, the scale and quality of participation in international projects and programs should be improved. Besides, it would be necessary to improve the teaching of foreign languages, primarily English. However, these recommendations have already been given in the substandard 1.4.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- interview results ;
- University website;
- Procedure for selection, appointment and performance of duties of the head of the educational program, module, group, department at Shota Rustaveli Theatre and Film Georgia State University LEPL;
- · Planned and implemented consulting services;
- · Workload of academic/scientific/guest/administrative/support staff involved in consulting services,
- · Functions and duties of employees of the dean's office, their job descriptions; annual reports of academic staff;
- · Programs of local and international conferences - student engagement rate;

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- **It is desirable that HEI makes the practical part of teaching and activities more diverse (for example: attending rehearsals, showing films during lectures, more practice in ensembles, etc.). It would be good if students could have more internship opportunities.**
- **It is advisable that the University would increase the scope of translation of foreign literature necessary for the field into Georgian.**

- It would be good if HEI offered students more activities, for example, master classes with the participation of both foreign and local specialists. Communication with representatives of the artistic space will increase.
- The position of a psychologist would contribute to the students' well-being.
- It is true that HEI supports students in research activities as much as possible (for example, in terms of publishing articles in specialized online publications), but more needs to be done in this direction, especially from the point of view of financial incentives.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Theatre Studies, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- Choreology, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	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 programmes, ratio of students and supervisors enables to perform scientific supervision properly.

Cluster and individual evaluation

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

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

The rules of supervision of master's and doctoral students are defined in such documents of the HEI of Applied Sciences as: master's/doctoral thesis supervision rules; the rule of preparation and defense of the master's thesis; Regulations of Doctoral and Dissertation Council. HEI has developed a methodology for determining the ratio of supervisors of master's/doctoral theses and master's/doctoral students in master's and doctoral programs.

The supervisor can be a university academic or invited staff member with a doctor's academic degree, practical experience in the relevant scientific-research and/or artistic field in the performing-creative

direction. Depending on the objectives of the dissertation topic, it is possible that the master's/doctorate student may be assigned a co-supervisor or a consultant who supports a student in the process of carrying out scientific research activities.

During the research process, the supervisor advises the student on the following issues: research design and project management, research methodology, the process of writing a thesis/scientific-research paper/dissertation, the process of participating in local and international scientific events and presenting results, publishing scientific articles in refereed journals, in scientific grant competitions participation and more.

The number and qualifications of the academic staff of the programmes represented in the cluster allow the students at the master's and doctoral level to have high-quality supervisors. However, expanding the range of possible supervisors would have several benefits: it would reduce the workload of academic staff, assure the diversity of approaches and would contribute to the development of art sciences. Besides, it would allow to increase the intake of the students (during the interviews it has come to light that the admissions have not been announced because of the lack of possible supervisors). Also, it would be advisable to strengthen supervisors' participation in research projects.

Several examples of violations of the norms of academic writing were revealed during the examination of master's and doctoral theses. It is necessary for supervisors to work more intensively with students, to give advice and recommendations in this direction.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Data related to the supervision of master's/doctoral students	
Programme 1 (name, level)⁹	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	

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

//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

- The rule of Master's/PhD thesis supervision at Shota Rustaveli Theatre and Film Georgia State University;
- The rule of preparation and defense of the master's thesis;
- Regulation of Doctoral and Dissertation Council at Shota Rustaveli Theatre and Film Georgia State University LEP
- Methodology for determining the number of supervisors for master's/Ph.D. programmes;
- Ratio of supervisors and active status masters/doctorates.
- Information about research interests and publications of academic staff (respectively, potential supervisors) posted on the university's website;
- Rule of plagiarism prevention, detection of plagiarism and response to it at Shota Rustaveli Theatre and Film Georgia State University;

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- **It is necessary for supervisors to work more intensively with students, to give advice and recommendations about the norms of academic writing;**
- **It would be advisable to expand the range of possible supervisors;**
- **To strengthen supervisors' participation in research projects.**

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 7 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno-Choreology, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

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

4.1 Human Resources

➤ Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.

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

Cluster and individual evaluation

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

Human resources are the most important asset of the programmes provided in the cluster. For many years the University was the only academic institution that offered higher education in Theatre, Film and Choreology, hence the academic staff is traditionally very competent. According to the documentation provided by the University as well as at the meetings during the site visit, the Experts Team learnt that the academic staff holds the qualification and experience needed to meet the learning objectives of the programmes in the cluster. The academic staff comprises the well-known theatre and cinema critics who have made an impact and are now playing an important role in the cultural life of the country. They have developed and published teaching materials, such as, for instance, the History of Theatre in 5 volumes, which has recently been completed. They are actively involved in translating important textbooks in their respective fields. They also participate in the festivals of their respective fields as Jury members as well as are members of the commissions both in the Ministry of Culture, Tbilisi Municipality and the Georgian National Film Centre making decisions on funding performances, films and other projects related to their respective fields. However, the academic staff is not actively involved in research projects in terms of scientific research and experimental development (SR&ED).

The staff of the programmes were involved in the development of respective programmes, took an active part in creating sectoral benchmarking in the fields that encompass the programmes in review. During the site visit, the Experts Team also learnt that they all have a clear vision for further development of the respective programmes, as well as an objective understanding of all the shortcomings and areas of improvement.

The number and workload of the academic as well as invited staff is adequate and serves to achieve the programmes' learning outcomes in the best possible way. The scheme of the lectures and other activities of the academic staff is renewable every year.

This said, it also has to be outlined that as practically the same academic staff is involved in the respective programmes on all three levels - BA, MA and PhD, their workload is quite substantial and leaves little room for academic activities other than teaching. Hence, the involvement of the academic staff in the research projects is scarce and limited to individual participation in the conferences and articles published in the magazines.

The University has provided professional resumes of the academic staff, as well as a separate document specifying the activities of the academic staff including their scientific interests as well as the quantitative data of the work they are doing. These activities include articles published in both local and international journals, participation in the scientific conferences both in the country and internationally and other scientific work (such as work on textbooks, organizing workshops, etc)

The academic staff is hired by the University in compliance with the Legislation of Georgia and the inner regulations of the University - the Rule of Holding an Academic Positions of Professor, Associate Professor and Assistant Professors.

Description and Analysis - Programme 1 (Theatre Studies, BA)

The SER and other materials provided by the University include information about the number of academic staff involved in this particular programme. All the other information is unified for the cluster. Neither does the documents provide information to judge how many staff have sectoral expertise or hold PhD in the sectoral directions.

Programme 1 (Theatre Studies, BA)¹⁰				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹¹	Including the staff holding PhD degree in the sectoral direction ¹²	Among them, the affiliated academic staff

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

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

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

Total number of academic staff	51			22
- Professor	4			4
- Associate Professor	12			12
- Assistant-Professor	5			5
- Assistant	1			1
Invited Staff	25			–
Scientific Staff	4			–

Description and Analysis - Programme 2 (Theatre Studies, MA)

The SER and other materials provided by the University, include information about the number of academic staff involved in this particular programme. All the other information is unified for the cluster. Neither does the documents provide information to judge how many staff have sectoral expertise or hold PhD in the sectoral directions.

Programme 2 (Theatre Studies, MA)¹³				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹⁴	Including the staff holding PhD degree in the sectoral direction¹⁵	Among them, the affiliated academic staff
Total number of academic staff	22			12
- Professor	2			2
- Associate Professor	7			7
- Assistant-Professor	3			3
- Assistant	0			0
Invited Staff	8			–
Scientific Staff	2			–

Description and Analysis - Programme 3 (Theatre Studies, PhD)

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

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

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

The SER and other materials provided by the University, include information about the number of academic staff involved in this particular programme. All the other information is unified for the cluster. Neither does the documents provide information to judge how many staff have sectoral expertise or hold PhD in the sectoral directions.

Programme 3 (Theatre Studies, PhD)¹⁶				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹⁷	Including the staff holding PhD degree in the sectoral direction¹⁸	Among them, the affiliated academic staff
Total number of academic staff	15			10
- Professor	3			3
- Associate Professor	6			6
- Assistant-Professor	1			1
- Assistant	0			0
Invited Staff	5			–
Scientific Staff	0			–

Description and Analysis - Programme 4 (Film Studies, BA)

The SER and other materials provided by the University, include information about the number of academic staff involved in this particular programme. All the other information is unified for the cluster. Neither does the documents provide information to judge how many staff have sectoral expertise or hold PhD in the sectoral directions.

Programme 4 (Film Studies, BA)¹⁹				
Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with sectoral expertise²⁰	Including the staff holding PhD degree in the	Among them, the affiliated academic staff

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

¹⁷Staff implementing the relevant components of the main field of study

¹⁸Staff with relevant doctoral degrees implementing the components of the main field of study

¹⁹In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²⁰Staff implementing the relevant components of the main field of study

academic, scientific, and invited staff)			sectoral direction ²¹	
Total number of academic staff	55			24
- Professor	5			5
- Associate Professor	11			11
- Assistant-Professor	5			5
- Assistant	3			3
Invited Staff	27			–
Scientific Staff	4			–

Description and Analysis - Programme 5 (Film Studies, MA)

The SER and other materials provided by the University, include information about the number of academic staff involved in this particular programme. All the other information is unified for the cluster. Neither does the documents provide information to judge how many staff have sectoral expertise or hold PhD in the sectoral directions.

Programme 5 (Film Studies, MA)²²				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise²³	Including the staff holding PhD degree in the sectoral direction²⁴	Among them, the affiliated academic staff
Total number of academic staff	23			11
- Professor	3			3
- Associate Professor	7			7
- Assistant-Professor	1			1
- Assistant	0			0

²¹Staff with relevant doctoral degrees implementing the components of the main field of study

²²In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²³Staff implementing the relevant components of the main field of study

²⁴Staff with relevant doctoral degrees implementing the components of the main field of study

Invited Staff	10			–
Scientific Staff	2			–

Description and Analysis - Programme 6 (Film Studies, PhD)

The SER and other materials provided by the University, include information about the number of academic staff involved in this particular programme. All the other information is unified for the cluster. Neither does the documents provide information to judge how many staff have sectoral expertise or hold PhD in the sectoral directions.

Programme 6 (Film Studies, PhD)²⁵				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise²⁶	Including the staff holding PhD degree in the sectoral direction²⁷	Among them, the affiliated academic staff
Total number of academic staff	18			12
- Professor	5			5
- Associate Professor	7			7
- Assistant-Professor	0			0
- Assistant	0			0
Invited Staff	4			–
Scientific Staff	2			–

Description and Analysis - Programme 7 (Choreology, MA)

The SER and other materials provided by the University, include information about the number of academic staff involved in this particular programme. All the other information is unified for the cluster.

²⁵In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²⁶Staff implementing the relevant components of the main field of study

²⁷Staff with relevant doctoral degrees implementing the components of the main field of study

Neither does the documents provide information to judge how many staff have sectoral expertise or hold PhD in the sectoral directions.

Programme 7 (Ethno-Choreology, MA)²⁸				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise²⁹	Including the staff holding PhD degree in the sectoral direction³⁰	Among them, the affiliated academic staff
Total number of academic staff	13			5
- Professor	1			1
- Associate Professor	4			4
- Assistant-Professor	0			0
- Assistant	0			0
Invited Staff	7			–
Scientific Staff	1			–

Description and Analysis - Programme 8 (Choreology, PhD)

The SER and other materials provided by the University, include information about the number of academic staff involved in this particular programme. All the other information is unified for the cluster. Neither does the documents provide information to judge how many staff have sectoral expertise or hold PhD in the sectoral directions.

Programme 8 (Choreology, PhD)³¹				
Number of the staff involved in the programme (including academic,	Number of Programme Staff	Including the staff with sectoral expertise³²	Including the staff holding PhD degree in the sectoral direction³³	Among them, the affiliated academic staff

²⁸In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²⁹Staff implementing the relevant components of the main field of study

³⁰Staff with relevant doctoral degrees implementing the components of the main field of study

³¹In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

³²Staff implementing the relevant components of the main field of study

³³Staff with relevant doctoral degrees implementing the components of the main field of study

scientific, and invited staff)				
Total number of academic staff	12			3
- Professor	1			1
- Associate Professor	1			1
- Assistant-Professor	1			1
- Assistant	0			0
Invited Staff	6			–
Scientific Staff	3			–

Evidences/Indicators

- Curricula of the Programmes included in the cluster;
- Sample of agreements for the academic staff;
- Self-Evaluation Report;
- Appendix 1 to the Self Assessment Report of the Cluster - Quantitative data;
- Professional Activities of the Staff Involved in the programmes in the cluster;
- Personal files of the academic and invited staff (i.e. CVs and Diplomas);
- Workload of Staff involved in the programmes of the cluster;
- The rule for planning the staff at the University;
- The rule for assessing the scientific, educational and performative activities and achievements of the University;
- Qualification demands for the personnel;
- The data of the competition for the academic positions;
- Meetings with administrative staff;
- Meetings with supervisors of the programmes included in the cluster;

- Meetings with students and alumni

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Theatre Studies, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- Choreology, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

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

Functions and duties of academic supervisors of MA and PhD theses are regulated by the following documents of Shota Rustaveli Theatre and Film Georgia State University: Rule for evaluating educational, creative and scientific-research work of the University, employment contracts of academic staff, regulations of departments, regulations of University Dissertation Council, rules for preparation and defense of MA thesis. The annual self-assessment educational and scientific research workload of the academic staff and supervising the master's/doctoral theses of the University also reflect this information.

The Rule for Supervising MA and PhD Theses of the University determines the functions and duties of the supervisors.

A scientific supervisor of the MA thesis has to be an academic or invited staff member holding a PhD and having relevant scientific and research experience. The qualification of the supervisor has to be supported by at least 5 years of involvement in the creative or research activities of the relevant field. The main research theme for the theses is chosen by students with consultations with the supervisor. The thesis can also have a co-supervisor.

The University also has a right to invite valuable academic staff or practitioner from other institutions for the needs of supervising MA theses. Hence, along with academic personnel holding a degree, a co-supervisor of theses can be a person holding a relevant practical experience in the field.

An MA Supervisor has a duty to help each student during the work on the thesis. In particular:

- A. Have an online or face-to-face meetings with the student and, if needed, with a group of students;
- B. Inform the student about general regulations for working on the thesis including the information on health and security regulations (if relevant) and on academic ethical norms, protection of data, plagiarism, explain to the students the procedures of writing, presenting and evaluating of the thesis
- C. Hold consultations on working on research or creative concept (for instance, formulation of research questions, research design, research methods, etc)
- D. Help student in solving problems arising during the working process
- E. Help students in defining the deadlines and managing the time effectively, planning the main parts of the thesis, determining the structure of the thesis, finding relevant data for research and analysis
- F. Consult student on every aspect of working on the thesis

The University provided information on the MA and PhD theses for the last 5 years. However, during the site-visit the Experts team found out that there were no MA students on Theatre and Film studies programme for 3 years which is explained by an extremely time-consuming schedule of the supervisors who share responsibilities on both MA and PhD levels.

A scientific supervisor of the PhD thesis has to be an academic or invited staff member holding a PhD and having relevant scientific and research experience. A PhD supervisor can be a member of the Dissertation Council, an academic staff (professor or associate professor, a scientific worker) involved in the programmes. A co-supervisor of the PhD thesis can be a member of the Dissertation council, or a person

holding a PhD degree, who is not a member of the Dissertation council. A co-supervisor can also be invited from another institution.

A supervisor for a PhD thesis can be chosen by a PhD programme supervisor or a PhD student with a prior agreement with the relevant programme supervisor.

A Supervisor of the PhD thesis has to have relevant research experience and scientific publications. A supervisor controls the individual work plan of the doctorant. He or she together with the supervisor of the relevant programme consults students about planning the educational and research process planning and work progress.

According to the information provided by the University, there were 4 PhD Defenses in Theatre Studies, 4 in Film Studies and 1 in Chereology during the last 5 years.

Description and Analysis - Programme 2 (Theatre Studies, MA)

One full professor and 5 associate professors hold a PhD in the relevant field and are well-known critics in their field.

Programme 2 (Theatre Studies, MA)³⁴			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ³⁵	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	6	6	6
- Professor	1	1	1
- Associate Professor	5	5	5
- Assistant-Professor	0	0	0
Invited Staff	0	0	–
Scientific Staff	0	0	–

³⁴In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

³⁵These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Programme 3 (Theatre Studies, PhD)³⁶			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ³⁷	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	6	6	6
- Professor	1	1	1
- Associate Professor	5	5	5
- Assistant-Professor	0	0	0
Invited Staff	0	0	–
Scientific Staff	0	0	–

Description and Analysis - Programme 3 (Theatre Studies, PhD)

The academic personnel involved in the supervision of the Theatre Studies PhD theses are the same as on the MA level: One full professor and 5 associate professors. All of them hold a PhD in the relevant field and are well known critics in their field.

The mentioned fact poses a problem to the effectiveness of both programmes. During the site visit the Experts Team learned that because of an extremely tight schedule and workload of the personnel, the Theatre Studies MA programme did not enroll new students for 3 consecutive years.

Programme 3 (Theatre Studies, PhD)³⁸			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ³⁹	Among them, the affiliated academic staff

³⁶In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

³⁷Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

³⁸In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

³⁹Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Number of supervisors of Master's/Doctoral theses	6	6	6
- Professor	1	1	1
- Associate Professor	5	5	5
- Assistant-Professor	0	0	0
Invited Staff	0	0	–
Scientific Staff	0	0	–

Description and Analysis - Programme 5 (Film Studies, MA)

The academic personnel involved in the supervision of the Film Studies PhD theses are the same as on the MA level: two full professors and 3 associate professors have a right to supervise PhD theses in the film studies. All of them hold a PhD in the relevant field and are well-known critics in their field. At the same time, one of the professors also serves as a Chairperson of the Dissertation Council of the University. The SER also mentions that the University is in the position of inviting supervisors from abroad.

Programme 5 (Film Studies, MA)⁴⁰			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁴¹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	5	5	5
- Professor	2	2	2
- Associate Professor	3	3	3
- Assistant-Professor	0	0	0
Invited Staff	0	0	–
Scientific Staff	0	0	–

⁴⁰In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

⁴¹Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Description and Analysis - Programme 6 (Film Studies, PhD)

Two full professors and 3 associate professors have a right to supervise MA theses in the film studies. All of them hold a PhD in the relevant field and are well-known critics in their field. At the same time, one of the professors also serves as a Chairperson of the Dissertation Council of the University.

The mentioned fact poses a problem with the effectiveness of both programmes. During the site visit the Experts Team learned that because of an extremely tight schedule and workload of the personnel, the Film Studies MA programme did not enroll new students for 3 consecutive years.

Programme 6 (Film Studies, PhD)⁴²			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁴³	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	5	5	5
- Professor	2	2	2
- Associate Professor	3	3	3
- Assistant-Professor	0	0	0
Invited Staff	0	0	–
Scientific Staff	0	0	–

Description and Analysis - Programme 7 (Ethno-Choreology, MA)

The academic personnel involved in the supervision of the Ethno-Choreology MA thesis comprises one full professor and one researcher. Both of them hold a PhD in the relevant field and are well known in their field. At the same time, academic staff of the programme also serves in the Quality Assurance Department of the University.

⁴²In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

⁴³Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Programme 7 (Ethno-Choreology, MA)⁴⁴			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁴⁵	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	1	1	1
- Professor	1	1	1
- Associate Professor	0	0	0
- Assistant-Professor	0	0	0
Invited Staff	0	0	–
Scientific Staff	0	0	–

Description and Analysis - Programme 8 (Choreology, PhD)

The academic personnel involved in the supervision of the Choreology PhD theses are the same as on the MA level: one full professor and one researcher. Both of them hold a PhD in the relevant field and are well known in their field. At the same time, the academic staff of the programme also serves in the Quality Assurance Department of the University.

However, due to the low demand for the field (the University only had 1 PhD defense in the last 5 years in the field), this does not pose a problem.

Programme 8 (Choreology, PhD)⁴⁶			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁴⁷	Among them, the affiliated academic staff

⁴⁴In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

⁴⁵Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

⁴⁶In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

⁴⁷Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Number of supervisors of Master's/Doctoral theses	1	1	1
- Professor	1	1	1
- Associate Professor	0	0	0
- Assistant-Professor	0	0	0
Invited Staff	0	0	–
Scientific Staff	0	0	–

Evidences/Indicators

- SER
- CV's and personal documentation of the supervisors of programmes in the cluster;
- The University Regulation for Supervising MA/PhD Theses;
- Sample Agreement for Academic Staff;
- Appendix 1 to the SER of the Cluster - Quantitative data;
- Professional Activities of the Academic Staff;
- Workload of Staff involved in the programmes of the cluster;
- Meetings with administrative staff;
- Meetings with supervisors of the programmes included in the cluster;
- Meetings with students and alumni

General recommendations of the cluster:

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 2 (Theatre Studies, MA)

Recommendation(s):

Suggestion(s):

- It is recommended to make sure that the PhD and MA programmes in Theatre Studies have different supervisors thus ensuring the adequate workload for the involved academic staff allowing them to have time for more research.

Programme 3 (Theatre Studies, PhD)

Recommendation(s):

Suggestion(s):

- It is recommended to make sure that the PhD and MA programmes in Theatre Studies have different supervisors thus ensuring the adequate workload for the involved academic staff allowing them to have time for more research.

Programme 5 (Film Studies, MA)

Recommendation(s):

Suggestion(s):

It is recommended to make sure that the PhD and MA programmes in Film Studies have different supervisors thus ensuring the adequate workload for the involved academic staff allowing them to have time for more research.

Programme 6 (Film Studies, PhD)

Recommendation(s):

Suggestion(s):

- It is recommended to make sure that the PhD and MA programmes in Film Studies have different supervisors thus ensuring the adequate workload for the involved academic staff allowing them to have time for more research.

Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno-Choreology, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Cluster and individual evaluation

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

The Self Evaluation Report and other documentation provided by the institution state that the University carries out the evaluation of the staff involved in the programmes regularly. The evaluation of the teaching personnel is also done by the students at the end of each course.

Thus, the evaluation of academic staff encompasses their teaching and research work, as well as work as critics, membership of various juries in the field etc. The information is provided in the annual report according to the forms filled out by the staff.

The university organizes professional development-oriented workshops and trainings for both academic and invited staff. A number of training sessions were held within the framework of Erasmus + institutional development project Connect.

The Self-Assessment Report states that the University supports academic, scientific and/or invited personnel in scientific-research activities by creating the necessary conditions for this (material, financial resources, etc.) - a library, with a fund involved in international bases, facilitating the organization and conduct of expeditions, etc. The University also covers wherever budget permits doing so international travel of the academic staff for assisting various events in the fields including scientific conferences. During the interviews the academic staff confirmed that they also get support in publishing their work in the international journals. However, the cases of such publications are rather scarce. During the meeting with academic staff the issue of financial stimulation of the academic staff was also discussed. Currently the University's Budget cannot provide for such incentives. However, it is advisable to work towards creating opportunities to stimulate the academic staff financially.

At the same time, while the University has access to major international bases through the library homepage, there are some important ones that are not supported through the university access - for instance, JSTOR. The more detailed information as well as the recommendation on this issue is given in substandard 4.4.

The University currently has no platform to check their publications or the student works on plagiarism. Having no access to Turnitin, the University has a memorandum with an organization that checks the papers and provides reports. However, the number of papers that can be thus checked is limited, which poses additional problems to the staff practically doubling their work when working with PhD and MA level students.

Personnel involved in the programme regularly receive information on research grants and other project opportunities both nationally and internationally. However, after the meeting with academic staff and students as well as after reviewing the MA and PhD theses, it has become clear that there is a need to promote and support research activities with the staff involved in the cluster. The participation in the international research conferences is also very low. It is true that the University holds an annual international conference in Art Research, however, this cannot substitute the need for the scientific staff to travel more widely and have international exchange in the direction of research.

One reason for such a lack of international involvement is very limited knowledge of the English language amongst the academic staff. The University has to find means to support English language training for their academic personnel. The need for such trainings was underlined throughout the entire site-visit meetings.

The University publishes a Journal in Arts Research and the University academic personnel regularly provides papers for this journal. However, the publications in the international peer-reviewed and refereed journals are practically non-existent and this has to be mitigated by the University if they wish to become active players on the international level. It would also be advisable to organize additional training as well as motivation mechanisms to stimulate the publications in the peer reviewed journals that are indexed by Scopus, Web of Science and ERIH PLUS basis.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- SER;
- Reports on activities of the personnel;
- Assessment forms filled out by academic personnel;
- Professional Activities of the Staff Involved in the programmes in the cluster;
- Memoranda on international cooperation;
- Information on the International Conference on Arts Research on the University Website;
- Journal of Research Publication of the University;
- Interviews with the University Administration;
- Interviews with academic staff;
- Interviews with students and alumni
- University Library web-page

General recommendations of the cluster:

- It is recommended that the University fosters more actively professional development of the academic, scientific and invited staff including creating a mechanism for promotion of international research work and publishing the outcomes of research in the international peer-reviewed journals.

General suggestions of the cluster:

- It is advisable that the University encourage English Language trainings amongst its personnel.
- It is advisable that the University Administration finds means and develops a package of financial incentives for the academic staff.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Choreology, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Cluster and individual evaluation

The infrastructure of the University is well maintained. The University has 2 buildings in the very heart of the city. One of them is connected with the Rustaveli National Theatre and its many premises represent the cultural heritage of the country. The University building has classrooms equipped with projectors and computers for teaching. There is good wifi in each of the classrooms. The University also runs a student theatre with 2 stages and a cinema which is well equipped for student's needs.

The library hall is quite small however, equipped with computers and book archives. The book fund of the University is limited to Georgian and Russian textbooks, some of them quite old. The University library lacks the core textbooks vital for theatre and cinema research, for instance, "Research Methods in Theatre and Performance" which can also be downloaded from JSTOR if the University had access to it. There are no books by Erika Fischer-Lichte, or Hans-Thiers Lehmann, that modern theatre studies can hardly be taught without. During the site-visit the Experts Team could not locate some of the books indicated in the syllabi. For instance, "Theories of the Theatre, a Historical and Critical Survey from the Greeks to the Present" by Marvin Carlson which is a core book for the MA course Main Aspects of European Theatre Development from End of the 19th to the Beginning of 20th Centuries, or "A New History of Documentary film" by Betsy McLane, a core book for the course Documentary Film on MA level or "A Little Organum for the Theatre" by Bertold Brecht which is a mandatory book for the BA course of Performance Verbal Analysis Principles and which is especially strange since the book was translated to the Georgian language in 1980-ies.

The University has to make sure that the books that are essential for teaching the courses in the cluster are available for the staff and students. Also the University has to put maximum effort into acquiring all

the newest books as well as access to the international bases for making sure that the students and staff are updated about modern tendencies in the respective fields.

Description and Analysis - Programme 1 (Theatre Studies, BA)

The classrooms are well equipped and maintained. Students have access to the library, computer classes as well as Smart-Cafe which was created through the Erasmus+.

The University publishing house Centaur publishes translations of core books on theatre, A new History of the World Theatre written by the University academic staff in 5 volumes has just recently become available for students. The University also runs a newspaper “Duruji” which regularly publishes students’ essays and criticism on theatre. The students have a possibility to publish their articles on the website theatrelife.ge and receive remuneration for this through a grant of the Ministry of Culture.

Every year, the university allows undergraduate and graduate students to participate in a student conference held at the University.

The University has a substantial fund of recorded performances for the students to become acquainted with the important shows in Georgian as well as world theatre. The work is now underway to make the performance archive available through internet access and not only on the CDs.

Theatre Studies students also have an opportunity to assist the performances in the Student Theatre for free.

Description and Analysis - Programme 2 (Theatre Studies, MA)

The classrooms are well equipped and maintained. Students have access to the library, computer classes as well as Smart-Cafe which was created through the Erasmus+.

The University also runs a newspaper Duruji as well as a magazine Art Science Studies, where the MA students can publish their articles. Every year, the university allows undergraduate and graduate students to participate in a student conference held at Shota Rustaveli Theatre and Film Georgia State University. The students have a possibility to publish their articles on the website theatrelife.ge and receive remuneration for this through a grant from the Ministry of Culture.

Theatre Studies students also have an opportunity to assist the performances in the Student Theatre for free.

Description and Analysis - Programme 3 (Theatre Studies, PhD)

The classrooms are well equipped and maintained. Students have access to the library, computer classes as well as Smart-Cafe which was created through the Erasmus+.

The University publishes the newspaper Duruji, periodical scientific magazine Art Science Studies, for doctoral students and experienced researchers – International Journal of Arts and Media Researchers. The University also allows the students to participate in conferences both nationally and internationally. The students regularly publish their articles on the website theatrelife.ge and receive remuneration for this through a grant of the Ministry of Culture.

Description and Analysis - Programme 4 (Film Studies, BA)

The classrooms are well equipped and maintained. Students have access to the library, computer classes as well as Smart-Cafe which was created through the Erasmus+.

The University also runs a newspaper Duruji as well as a magazine Art Science Studies, where the BA students can publish their articles. Every year, the university allows undergraduate and graduate students to participate in a student conference held at Shota Rustaveli Theatre and Film Georgia State University.

The University also maintains a small cinema (for up to 50 spectators) where students can attend screenings and discussions afterwards.

The students also work on various festivals and online portals which the University has memoranda with.

Description and Analysis - Programme 4 (Film Studies, MA)

The classrooms are well equipped and maintained. Students have access to the library, computer classes as well as Smart-Cafe which was created through the Erasmus+.

The University also runs a newspaper Duruji as well as a magazine Art Science Studies, where the MA students can publish their articles. Every year, the university allows undergraduate and graduate students to participate in a student conference held at Shota Rustaveli Theatre and Film Georgia State University.

The University also maintains a small cinema (for up to 50 spectators) where students can attend screenings and discussions afterwards.

The students also work on various festivals and online portals which the University has memoranda with.

Description and Analysis - Programme 6 (Film Studies, PhD)

The classrooms are well equipped and maintained. Students have access to the library, computer classes as well as Smart-Cafe which was created through the Erasmus+.

The University publishes the newspaper Duruji, periodical scientific magazine Art Science Studies, for doctoral students and experienced researchers – International Journal of Arts and Media Researchers. The University also allows the students to participate in conferences both nationally and internationally.

Description and Analysis - Programme 7 (Ethno-Choreology, MA)

The classrooms are well equipped and maintained. Students have access to the library, computer classes as well as Smart-Cafe which was created through the Erasmus+.

The University also runs a newspaper Duruji as well as a magazine Art Science Studies, where the MA students can publish their articles. Every year, the university allows undergraduate and graduate students to participate in a student conference held at Shota Rustaveli Theatre and Film Georgia State University.

The University also runs an annual festival of dance “Terpsichore” where students can view modern staging and the work of their peers. The students also work on various festivals and online portals which the University has memoranda with.

Description and Analysis - Programme 8 (Choreology, PhD)

The classrooms are well equipped and maintained. Students have access to the library, computer classes as well as Smart-Cafe which was created through the Erasmus+.

The University publishes the newspaper Duruji, periodical scientific magazine Art Science Studies, for doctoral students and experienced researchers – International Journal of Arts and Media Researchers. The University also allows the students to participate in the conferences both nationally and internationally.

Evidences/Indicators

- SER
- Site-visit of the premises
- University library online catalog;
- University electronic books fund;
- Access to scientific bases and journals online;
- Syllabi of the courses;
- Online Portal www.theatrelife.ge;
- University website www.tafu.edu.ge;
- Meeting with administration;

- Meeting with Professors and invited staff;
- Meeting with students and alumni.

General recommendations of the cluster:

- It is recommended that the University puts all its efforts into updating the library resources, enriching it with modern literature including foreign language literature (for example, English, German, French)
- It is recommended that University puts additional resources into providing access to important international databases for their staff and students
- It is recommended that the University Library has all the essential (core) literature and books mentioned in the syllabi of the courses available for students

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Programme 1 (Theatre Studies, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- Choreology, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology, PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

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

The university budget and the budget of Arts, Media and Management Faculty include financial components that ensure the financial stability of the educational programs. Budgets of the university for the last three years are stable and balanced, and do not show a deficit. Income of the

university/faculty budget consists of two main periodic sources: governmental subsidies given to the university and tuition fees paid by students. Faculty budget also shows a one-time source of income such as grants. Separate budgets for each individual programme were not presented. Representatives of the administration explained that individual programme budgets are not developed because programmes are financed from the faculty budget. The Needs of each individual education program is financed from the university and faculty budget. Budget of the educational programs grouped in the educational cluster is included in the budget of the faculty. The group of experts suggests developing individual budgets for each individual programme. This will support more effective and efficient financial planning and management of the programs. From the interviews with administrative and academic/invited personnel, students and graduates, a group of experts concluded that budgets for the educational programmes should be increased to ensure further development of the educational programs.

Description and Analysis - Programme 1 (Theatre Studies – BA programme)

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

See cluster evaluation for 4.5

Description and Analysis - Programme 2 (Theatre Studies – MA programme)

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

See cluster evaluation for 4.5

Description and Analysis - Programme 3 (Theatre Studies – Phd programme)

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

See cluster evaluation for 4.5

Description and Analysis - Programme 4 (Film Studies – BA programme)

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

See cluster evaluation for 4.5

Description and Analysis - Programme 5 (Film Studies – MA programme)

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

See cluster evaluation for 4.5

Description and Analysis - Programme 6 (Film Studies – Phd programme)

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

See cluster evaluation for 4.5

Description and Analysis - Programme 7 (Ethno-choreology – MA programme)

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

See cluster evaluation for 4.5

Description and Analysis - Programme 8 (Choreology – PhD programme)

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

See cluster evaluation for 4.5

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Budgets of the University for 2021, 2022 and 2023 years;
- Budget of Arts, Media and Management Faculty;
- Development Strategy of the University (2018-2024);
- Website of the University <http://www.tafu.edu.ge/wm.php>;
- Surveys of personnel, students, alumni and employers
- Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- Self-evaluation report

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- **Develop individual budgets for each individual programme. This will support more effective and efficient financial planning and management of the programs.**
- **The administration of the University should develop a strategy for fundraising to ensure budget increase for the programmes**

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

Programme 1 (Theatre Studies – BA programme)

Recommendation(s):

Suggestion(s): See cluster suggestions for 4.5

Programme 2 (Theatre Studies – MA programme)

Recommendation(s):

Suggestion(s): See cluster suggestions for 4.5

Programme 3 (Theatre Studies – Phd programme)

Recommendation(s):

Suggestion(s): See cluster suggestions for 4.5

Programme 4 (Film Studies – BA programme)

Recommendation(s):

Suggestion(s): See cluster suggestions for 4.5

Programme 5 (Film Studies – MA programme)

Recommendation(s):

Suggestion(s): See cluster suggestions for 4.5

Programme 6 (Film Studies – Phd programme)

Recommendation(s):

Suggestion(s): See cluster suggestions for 4.5

Programme 7 (Ethno-choreology – MA programme)

Recommendation(s):

Suggestion(s): See cluster suggestions for 4.5

Programme 8 (Choreology – PhD programme)

Recommendation(s):

Suggestion(s): See cluster suggestions for 4.5

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies – BA programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies – MA programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– Phd programme)				
Programme 4 (Film Studies – BA programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies – MA programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies – Phd programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno-choreology – MA programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology – PhD programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies – BA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies – MA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies – Phd programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies – BA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies – MA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 6 (Film Studies – Phd programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- choreology – MA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology – PhD programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

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

University Quality Assurance mechanism is based on university regulations such as methodology of planning, creating, and developing the education program and procedure for Approval, regulations for formation of educational program learning results and assessment mechanisms, rule for monitoring of study process and evaluation of the quality of teaching, rule for functioning electronic system of learning process management, rule for evaluation of educational, creative and scientific-research work, rule of conducting the educational process in the conditions of electronic (online) learning, evaluation system and evaluation criteria of theoretical courses and etc.

Evaluation of the quality of teaching is carried out with involvement of faculty staff, program supervisors, program implementation staff, students, graduates, employers and other persons related to this process. During the internal assessment the following processes are assessed: educational programs and their implementation, creative process, scientific/research activity, learning process, performance of academic staff.

Representatives of the University Quality Assurance Service Office, with the cooperation of personnel involved in the implementation of educational programs conducted the self-evaluation of the programs. Two working groups were formed in January 2023 (University Rector's order 12/2-23.01.2023). Employers, students and alumni also were involved in the working groups. Working groups were meeting on a regular basis and minutes of meetings were presented by the university administration. Activities and changes were implemented to eliminate weaknesses identified as a result of the self-evaluation process (for example, courses were added to the program as a result of the employers survey).

It should be noted that a self-evaluation report of educational programmes grouped in a cluster needs to be more analytical than descriptive as results of a collaborative process involving faculty, students, alumni, invited staff, employers, and administrative staff. The Internal quality assurance office together with programme staff should develop not only descriptive but more analytical self-evaluation report and work together to eliminate weaknesses of the programmes.

A quality assurance system operates and is publicly available. It works according to the “plan–do–check–act” principle. Annual working plans and annual report of the Quality Assurance office were presented by the university administration.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Theatre Studies – BA programme)

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

See cluster evaluation for 5.1

Description and Analysis - Programme 2 (Theatre Studies – MA programme)

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

See cluster evaluation for 5.1

Description and Analysis - Programme 3 (Theatre Studies – Phd programme)

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

See cluster evaluation for 5.1

Description and Analysis - Programme 4 (Film Studies – BA programme)

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

See cluster evaluation for 5.1

Description and Analysis - Programme 5 (Film Studies – MA programme)

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

See cluster evaluation for 5.1

Description and Analysis - Programme 6 (Film Studies – Phd programme)

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

See cluster evaluation for 5.1

Description and Analysis - Programme 7 (Ethno-choreology – MA programme)

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

See cluster evaluation for 5.1

Description and Analysis - Programme 8 (Choreology – PhD programme)

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

See cluster evaluation for 5.1

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Methodology of Planning, Creating, and Developing the Education Program and Procedure for Approval
- Formation of educational program learning results and assessment mechanisms
- Rule for monitoring of study process and evaluation of the quality of teaching
- Analysis of the results of internal and external evaluation of quality assurance according to the data o 2022-2023 academic year
- Educational programs
- Maps of programmes learning outcomes and benchmarks
- Assessments of programs learning outcomes
- Regulations of Doctoral and Dissertation Council
- General evaluation-analysis of the learning outcomes in a semester- Fall semester of 2022-2023
- Market research documents
- Satisfaction survey forms
- Distance teaching survey forms
- Forms of surveys of personnel, students, alumni and employers
- Minutes of the meeting of educational programs working groups
- Minutes of the meeting of the programs directors, in which decisions about the changes implemented in the programs as a result of the recommendations are reflected
- Rule of functioning electronic system of learning process management
- Rule for evaluation of educational, creative and scientific-research work
- Rule of conducting the educational process in the conditions of electronic (online) learning
- Evaluation system and evaluation criteria of theoretical courses
- Annual Plans of Quality Assurance Service Office
- Annual Reports of Quality Assurance Service Office
- External collegial evaluations of the education programs from Georgian institutions of Higher education
- 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.
- comparison documents of educational programs with similar foreign programs
- Results of the surveys of personnel, students, alumni and employers
- Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- Self-evaluation report.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Internal quality assurance office together with programme staff should develop not only descriptive but more analytical self-evaluation report and work together to eliminate weaknesses of the programmes.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies – BA programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies – MA programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies – BA programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies – Phd programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies – BA programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies – MA programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies – Phd programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- choreology – MA programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology – PhD programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

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

The external assessment instruments for the University are: National Center for Development of Education Quality of Georgia and the audit of the Ministry of Culture, Sports and Youth of Georgia. Accreditations of educational programs carried out by National Center for Development of Education Quality of Georgia is a program evaluation that determines the compliance of an educational program with accreditation standards. Recommendations and suggestions given during the previous accreditation process in 2011 and 2012 were taken into consideration. The University also took into account advice received during the authorization process. In the process of external assessment results of surveys of alumni and employers are also used.

External collegial evaluations for theater studies as well as film studies programs were received from Georgian colleagues employed in other higher education institutions and scientific research institutes. Such external evaluations were not presented for the MA programme “Ethno-choreology” and PhD programme “Choreology”.

It is desirable to carry out external collegial evaluations for all programs from foreign colleagues employed in well-known foreign higher education institutions and scientific research institutes. Also it is desirable to develop detailed pre-determined forms of external collegial evaluations.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Theatre Studies – BA programme)

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

See cluster evaluation for 5.2

Description and Analysis - Programme 2 (Theatre Studies – MA programme)

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

See cluster evaluation for 5.2

Description and Analysis - Programme 3 (Theatre Studies – Phd programme)

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

See cluster evaluation for 5.2

Description and Analysis - Programme 4 (Film Studies – BA programme)

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

See cluster evaluation for 5.2

Description and Analysis - Programme 5 (Film Studies – MA programme)

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

See cluster evaluation for 5.2

Description and Analysis - Programme 6 (Film Studies – Phd programme)

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

See cluster evaluation for 5.2

Description and Analysis - Programme 7 (Ethno-choreology – MA programme)

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

See cluster evaluation for 5.2

Description and Analysis - Programme 8 (Choreology – PhD programme)

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

See cluster evaluation for 5.2

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Educational programs
- Market research documents
- Minutes of the meeting of educational programs working groups
- External collegial evaluations of the education programs from Georgian institutions of Higher education
- Results of the surveys of alumni and employers
- Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- Self-evaluation report.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- Carry out external collegial evaluations for all programs from foreign colleagues employed in well-known foreign higher education institutions and scientific research institutes.
- develop detailed pre-determined forms of external collegial evaluations.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies – BA programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies – MA programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Theatre Studies – Phd programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies – BA programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies – MA programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies – Phd programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- choreology – MA programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology – PhD programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

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

The Quality Assurance Service Office of the university periodically monitors and evaluates programs and teaching processes. This process includes: the assessment of the relevance of the complexity and/or simplicity of the program or its components, assessment the complexity and/or simplicity of the literature used in the study courses, determination adequacy of the evaluation criteria defined in the syllabi, identifying the students' involvement in the educational course and other possible flaws in the system. Monitoring of students' academic progress is carried out using the university's electronic educational database, which includes summary information on the progress and results of each course, including student attendance and midterm or final grades. At the initiative of the Quality Service, based on the analysis of the evaluation results, the programs were modified and updated.

University has implemented a survey of students at the end of semester for each compulsory study course. Students of MA and Ph.D. programs also evaluate implementation of the scientific-research component of the educational programmes, as well as scientific guidance. The BA programs in film study were compared with similar programs of foreign universities in order to meet with modern tendencies in the field. It should be noted that the documents for such comparisons were not presented for the MA program in Ethno-Choreology and PhD program in Choreology. With regard to educational programs in Theater Studies, only web-links of foreign universities were provided without any analysis of similarity or differences. **It is necessary that all programs grouped in cluster periodically to be compared with similar programmes of foreign universities as well as to prepare detailed comparative analyses in order bring the programmes in compliance with the modern requirements and to apply the best international practices.**

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Methodology of Planning, Creating, and Developing the Education Program and Procedure for Approval
- Formation of educational program learning results and assessment mechanisms
- Rule for monitoring of study process and evaluation of the quality of teaching
- Analysis of the results of internal and external evaluation of quality assurance according to the data o 2022-2023 academic year
- Educational programs
- Maps of programmes learning outcomes and benchmarks
- Assessments of programs learning outcomes
- Regulations of Doctoral and Dissertation Council
- General evaluation-analysis of the learning outcomes in a semester- Fall semester of 2022-2023
- Market research documents
- Satisfaction survey forms
- Distance teaching survey forms
- Forms of surveys of personnel, students, alumni and employers
- Minutes of the meeting of educational programs working groups
- Minutes of the meeting of the programs directors, in which decisions about the changes implemented in the programs as a result of the recommendations are reflected
- Rule of functioning electronic system of learning process management
- Rule for evaluation of educational, creative and scientific-research work

- Rule of conducting the educational process in the conditions of electronic (online) learning

- Evaluation system and evaluation criteria of theoretical courses

- Annual Plans of Quality Assurance Service Office
- Annual Reports of Quality Assurance Service Office
- External collegial evaluations of the education programs from Georgian institutions of Higher education
- 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.
- comparison documents of educational programs with similar foreign programs
- Results of the surveys of personnel, students, alumni and employers
- Results of interviews with administrative and academic/invited personnel, students, graduates and employers;
- Self-evaluation report.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

All programs grouped in cluster periodically to be compared with similar programmes of foreign universities as well as to prepare detailed comparative analyses in order bring the programmes in compliance with the modern requirements and to apply the best international practices.

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies – BA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies – MA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Theatre Studies – Phd programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies – BA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies – MA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies – Phd programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- choreology – MA programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology – PhD programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Theatre Studies – BA programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Theatre Studies – MA programme))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Theatre Studies – Phd programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Film Studies – BA programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Film Studies – MA programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (Film Studies – Phd programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Ethno- choreology – MA programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (Choreology – PhD programme)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

LEPL Shota Rustaveli Theatre and Film Georgia State University

Name of Higher Educational Programmes, Levels:

1. Theatre Studies – BA programme
2. Theatre Studies – MA programme
3. Theatre Studies – PhD programme
4. Film studies - BA programme
5. Film studies - MA programme
6. Film studies - PhD programme
7. Ethno-choreology - MA programme (History, theory and criticism of Georgian choreography)
8. Choreology- PhD programme (Choreographic Art Research)

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Theatre Studies – BA programme)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 2 (Theatre Studies – MA programme)	Partially complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 3 (Theatre Studies – Phd programme)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 4 (Film Studies – BA programme)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 5 (Film Studies – MA programme)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 6 (Film Studies – Phd programme)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements

Programme 7 (Ethno- choreology – MA programme)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 8 (Choreology – PhD programme)	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

Ramune Baleviciute

Of the member(s) of the Accreditation Experts Panel

Full name, signature

Natalia Tvaltchrelidze

Sopio Tavadze

Ia Natsvlishvili

Giorgi Arkania