



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Name of Educational Programme, Level of Education

Musical Performance (Forte piano, Academic singing; Academic Chorus
Conducting; Orchestral)

Name of Higher Education Institution

LEPL Batumi Art Teaching University

Evaluation Date(s)

27.09.2023

Final Report Submission Date

30.11.2023

Tbilisi

Contents

I. Information on the education programme	4
II. Accreditation Report Executive Summary	5
III. Compliance of the Programme with Accreditation Standards	12
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	12
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	23
3. Student Achievements, Individual Work with Them	31
4. Providing Teaching Resources	34
5. Teaching Quality Enhancement Opportunities	42

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LEPL - Batumi Art Teaching University
Identification Code of Institution	245628496
Type of the Institution	Teaching University

Expert Panel Members

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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	სამუსიკო შემსრულებლობა
Name of Higher Education Programme (in English)	Musical Performance
Level of Higher Education	Bachelor
Qualification to be Awarded ²	Bachelor of Musical Arts in Performing Arts
Name and Code of the Detailed Field	0215 - Music and Performing Art
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Accredited Decision of the Accreditation Council for Education Programmes No. 190, 5.12.2018
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	Creative Tour

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

³ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme.

II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

The Bachelor programme “Musical Performance (Forte piano, Academic singing; Academic Chorus Conducting; Orchestral)” is performed at the Batumi Art Teaching University in Batumi, Georgia. The programme is composed of 4 years of studies, comprising a total of 240 European Credits (ECTS; 1 credit equals 25 hours, which includes contact hours and independent work), and with a tuition fee 1500 GEL. Upon graduation of the programme, students will be awarded a bachelor degree from the BATU with the qualification “Bachelor of Musical Art of Acting Art”.

The goal of the programme is to prepare a musician-performer with an academic degree who will be able to perform musical works of different eras and styles. The purpose of the programme is to give the student such knowledge in the basics of music history and theory that will help in the interpretation of musical pieces of music, to form an individual and broad vision artist, who will also be able to plan their own performance process. During the studies of the programme, students accumulate the knowledge and develop the skills necessary for pedagogical activity in accordance with the selected specialty. The graduates of the Programme can be employed in the public sector, cultural institutions as well as realize themselves in the pedagogical activity and individual creativity.

The academic year is composed of two semesters and the 240 ECTS are allocated over 8 semesters. The number of credits per semester differs, but it is in accordance with the legislation because it does not exceed 75 ECTS per year (e.g., distribution of ECTS per semester in Piano specialty: the 1st semester 36 ECTS, 2nd – 31, 3rd – 28, 4th – 33, 5th – 26, 6th – 30, 7th – 28, and 8th – 28). The studies include individual practical and theoretical courses; the structure of the programme in the volume of ECTS is the following:

- Faculty compulsory courses – 38 credits;
- University compulsory courses – 17 credits;
- Faculty elective courses – 5 credits.
- Courses relevant to the chosen specialty (Piano, Academic Singing, Orchestral and Academic Choir Conducting) – 180 credits.

Currently, the educational process of the programme is carried out by 14 persons of academic staff and 26 persons of invited staff; and in total 49 students are enrolled in the programme at the beginning of the 2023/2024 study year (the 1st year 10 students, 2nd – 13, 3rd – 11, 4th – 14).

▪ Overview of the Accreditation Site Visit

Before the accreditation site visit, all members of the Expert Panel were supplied with a 31-page self-evaluation report (SER) and supporting documentation (a detailed specification of the proposed programme / programme curriculum, study plan, curriculum map, detailed syllabi of the courses in the programme, lists and personal data of implementation staff, information on learning outcomes, information on internal quality assurance mechanisms, etc.).

The Expert Panel conducted a site visit at BATU on September 27, 2023, from 10.00 AM to 5.45 PM. The Panel performed the interview sessions with the following groups:

- 1) The university / faculty administration,
- 2) The self-evaluation team,
- 3) The academic and invited staff,
- 4) The head of the programme,

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

- 5) The students and the alumni,
- 6) The employers
- 7) The QA service representatives.

At the beginning of the visit, the Panel received a tour at the BATU academic building and was introduced to the material and technical base available for the study process, including the library learning management system, the main hall, the lecture and practice rooms. At the end of the site visit, the Panel met with BATU representatives to present the initial findings. During the visit, the Panel requested additional documents, and the institution submitted additionally the list of enrolled students, requirements distribution among the semesters, and several syllabi.

The Expert Panel would like to note a well-organized communication and collaboration among the departments and offices inside the University, and expresses its sincere thanks for the cooperation of all participants and their involvement in the discussions during the site visit.

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

Standard 1:

- Substandard 1.1 Complies with Requirements
- Substandard 1.2 Complies with Requirements
- Substandard 1.3 Complies with Requirements
- Substandard 1.4 Substantially complies with Requirements
- Substandard 1.5 Substantially complies with Requirements

Standard 2:

- Substandard 2.1 Complies with Requirements
- Substandard 2.2 Complies with Requirements
- Substandard 2.3 Complies with Requirements
- Substandard 2.4 Substantially complies with Requirements

Standard 3:

- Substandard 3.1 Substantially complies with Requirements

Standard 4:

- Substandard 4.1 Substantially complies with Requirements
- Substandard 4.3 Complies with Requirements
- Substandard 4.4 Substantially complies with Requirements
- Substandard 4.5 Complies with Requirements

Standard 5:

- Substandard 5.1 Complies with Requirements
- Substandard 5.2 Complies with Requirements
- Substandard 5.3 Substantially complies with Requirements

- **Recommendations**

Substandard 1.4

1. It is recommended to increase the volume of elective / optional credits, giving the possibility to students to acquire a proper choice to expand their knowledge in the field of interest. In this way, it is recommended to enlarge the list of elective courses and increase the number of required elective courses at least up to 3 courses / 15 credits.

Substandard 1.5

1. It is recommended to check and revise the syllabi in order to indicate learning outcomes and study repertoire for each semester of the module in the components oriented developing students creative-performing skills (all specialty module in the program, Concertmaster (Correpetitoire) class module, Chamber ensemble class, Chamber singing module, Opera class module, Opera studio module, Opera choir module, and so on): it is obligatory to describe the learning outcomes of each component (study course) of the module.
2. It is recommended to revise the study course content in Academic choir conducting and consider the issues dedicated to the methodology of teaching and children / youth repertoire, or methodology of working with children's choir.
3. On the demand and importance to strengthen the foreign language skills, it is recommended to revise the curriculum and provide the students with the opportunity to study foreign language in the 2nd year as, e.g., elective course.

Substandard 2.4

1. It is recommended to revise the programme syllabi to ensure that each of them contains full information regarding the assessment system and that the evaluation components, methods, and criteria are detailed and transparent.
2. In order to protect academic integrity and prevent plagiarism, the institution should implement an anti-plagiarism mechanism in the relevant study courses (wherever the specificity allows such).
3. To ensure the transparency of the regulation regarding the appeals mechanism and the provision of correct information to students, the role and scope of participation of the lecturer (whose evaluation was appealed) in the appeals commission should be clearly stated.

Substandard 3.1

1. The institution should ensure that students have proper opportunities to participate in international exchange programs. Therefore, it is highly reasonable to fasten the process of establishing the international student exchange programmes, like Erasmus+, in order to provide more possibilities for students in developing their skills and professionalism in a wider context.

Substandard 4.1

1. It is recommended to establish the institutional corporate E-mail network.

Substandard 4.4

1. It is recommended to ensure access to the international electronic library databases that are relevant for the "Musical Performance" programme, for example, RILM or RISM, as well as ProQuest Ebook Central, JSTORE Music Collection, EBRARY COLLECTION, Naxos Music Library, "Music and Dance Online" (ProQuest), Medici TV EDU, Bloomsbury video library, MGG Online, Taylor & Francis Online, etc.
2. The institution should ensure access to international library databases from the outside of the BATU building.
3. The instructions for the use of international databases should be accessible to the interested parties.

Substandard 5.3

1. It is recommended to consider local and international experiences, available best practices for the further development of the programme.

▪ **Suggestions for Programme Development**

Substandard 1.4

1. In order to increase the volume of elective course credits, it will be necessary to reduce the credits of other courses. It is suggested to find 5 to 10 credits in between the Major Compulsory Courses (which currently consist of 180 credits).
2. It is suggested to involve students more actively in future accreditation processes.

Substandard 1.5

1. Responding to the processes in cultural labor market and culture economics, it is suggested to rethink and enrich the programme curriculum with the courses giving a possibility to gain some basics and knowledge in the overview of cultural environment, project application and management systems, more different profiles working in cultural institutions etc.

Substandard 2.2

1. It is suggested to organize and arrange more frequent and diverse masterclasses with invited specialists.
2. Encourage students to more actively use and study the material of audio/video of internationally acclaimed performances, different musicians, that could be accessed via specific digital databases.

Substandard 2.3

1. It is suggested to extend the teaching methods in the syllabi of chamber ensemble and wind ensemble courses, adding, e.g., explanatory, demonstration, practical, team work methods.

Substandard 2.4

1. It is suggested to define a limit for the acceptable similarity coefficient in the existing regulations regarding academic integrity and plagiarism prevention.

Substandard 3.1

1. In order to provide students with more practical experience and additional opportunities to participate in creative activities, it is suggested to increase the number of partner organizations.
2. To ensure that the feedback of the interested parties is fundamentally studied, it is suggested to analyze survey results systematically and individually for each party.

Substandard 4.1

1. It is suggested to review the distribution of hours of teaching staff workload, in order to avoid the signs of discrimination of equal rights. The imbalance of different number of hours for different staff positions should be eliminated in accordance with the existing requirements.
2. Inviting more new professionals in the programme implementation staff would undoubtedly create a consistent and reasonable strategy of personnel renewal, the cooperation of different generations and levels of professionalism, and will enhance the research / artistic activity.

3. The institution should pay more attention to the promotion and attraction of the new members of the academic staff.
4. It is suggested to check the collected employee data (CVs), which should be presented in consistent form.

Substandard 4.3

1. Highly suggested to strengthen the programme staff mobility and internationalization, more actively exploiting the international exchange projects like Erasmus+.
2. It is suggested to elaborate a template of Curriculum Vitae holding an independent section addressed to the artistic activities, which in fact would correlate to the established criteria for scientific work and activity; the section could be titled “List of artistic works” including subsections.

Substandard 4.4

1. It is suggested to ensure more auditoriums for the programme students, with soundproof insulation, and good acoustics so that they can practice without interruption.
2. It is suggested to purchase and add more copies of the compulsory literature (included in the study course syllabi) at the library.
3. It is suggested to enrich the library with the literature available in the Georgian language.

- **Brief Overview of the Best Practices (if applicable)⁵**
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

Getting acquainted with the Argumentative Position of the Batumi Art Teaching University, the expert panel wants to express their gratitude to the university representatives for their detailed analysis of the draft report and below gives some considerations reacting to the university response.

In particular, the panel would like to highlight the positive professional collaboration. The university has generously accepted the majority of the recommended solutions, thereby improving and enhancing the programme. However, as is evident, the recommendations that have been considered are still included in the Final Report (remain unchanged). This is in accordance with Article 22-4¹ and Article 27²-11 of The Charter for the Accreditation of Educational Programmes of the Higher Education Institutions, which specifies that post-visit changes, as well as newly received documents, cannot be taken into account.

Considering arguments for recommendations in substandard 1.4

1. According to Argumentative Position, the recommendation will be considered. Referring to the aforementioned legislation, the recommendation remains unchanged.

Considering arguments for recommendations in substandard 1.5

1. According to Argumentative Position, the 1st recommendation was considered updating and improving the syllabi. Referring to the aforementioned legislation, the recommendation remains unchanged.

2. According to Argumentative Position, the 2nd recommendation will be taken into account.

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

Referring to the aforementioned legislation, the recommendation remains unchanged.

3. According to Argumentative Position, the 3rd recommendation will be taken into account. Referring to the aforementioned legislation, the recommendation remains unchanged.

Considering arguments for recommendations in substandard 2.4

1. According to Argumentative Position, the 1st recommendation has been considered. Referring to the aforementioned legislation, the recommendation remains unchanged.

2. The institution's argument regarding the specificity of the programme and its study courses was taken into consideration. As a result, the recommendation was moved to suggestions.

3. According to Argumentative Position, the 3rd recommendation was taken into account. Referring to the aforementioned legislation, the recommendation remains unchanged.

4. According to Argumentative Position, the university ensures a fair process for appealing student assessment results, and the lecturer whose evaluation is under appeal does not participate in the commission. At this point, the expert panel would like to note that the report already indicated this issue: during the site visit, representatives of the institution clarified that the specific lecturer's role in the appeal process is to represent his/her position and arguments; and this particular lecturer does not participate in the decision-making of the commission. In light of this, the panel seeks to offer further clarification on the given recommendation: specifically, the recommendation pertains to the transparency of formulating the regulation, focusing on the section related to the appeal procedure, and not the procedure itself. The recommendation is intended to enhance the clarity of the provision, ensuring that students receive accurate and valid information about the existing appeal mechanism. Accordingly, the recommendation remains unchanged.

Considering arguments for recommendations in substandard 3.1

1. The information provided in the Argumentative Position, concerns mainly the singing specialty students and their participation in the international opera projects; the primary focus of the argument is centered on extracurricular activities, which, while crucial for the institution's internationalization and student services, is irrelevant to the present case. The expert panel would like to clarify that the given recommendation highlights the broader importance of international mobility for various specialty students; i.e., the recommendation concerns international mobility for the study component of the programme. Therefore, it is highly recommended to fasten the process of establishing the international student exchange programmes, like Erasmus+. The recommendation remains unchanged.

Considering arguments for recommendations in substandard 4.1

1. According to Argumentative Position, the recommendation has been considered. Referring to the aforementioned legislation, the recommendation remains unchanged.

Considering arguments for recommendations in substandard 4.4

1.–3. According to Argumentative Position, all 3 recommendations of the sub-standard have been considered, the material resources will be renewed, expanded, etc. Referring to the aforementioned legislation, the recommendation remains unchanged.

Considering arguments for recommendations in substandard 4.1

1. According to Argumentative Position, the recommendation will be considered. Referring to the aforementioned legislation, the recommendation remains unchanged.

Additionally, it would be noted that the university presented the Music Performance programme for Accreditation on the 1 May, 2023, and the qualification of the programme was compliant with the Qualification framework of Georgia. However, the formulation of the

qualifications has been changed in July, 2023, due to the changes in the Qualification framework of Georgia. The Batumi Art Teaching university has already clarified the issue mentioned above and sent the official letter to the Centre. The qualification of the programme was 0215 Music and Performing Art (0215.1.8 “Performing Arts”) qualification – Bachelor of Musical Arts in Performing Arts, and currently is the same. Here, the name of the educational program has been changed. The name of the educational program was musical performance. **After specifying the institution, it is defined: Musical Art.**

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

The undergraduate programme of Music Performance has been operating at the university since 2013, and underwent its accreditation in 2018/2019. In 2022 the programme started its revision, and in April 2023 the Academic Council of the university approved the revised programme for the purpose of accreditation (April 26, 2023 Resolution No. 04-01/33). The changes were made in order to meet the new accreditation standards as well as the modern requirements of the labor market, programme syllabi and teaching methods were revised, and among the changes made in the curriculum, e.g.: the inclusion of a new study course “Project Management”; enhancement of the intensity of stage movement and acting skills training courses (studies in 2 semesters instead of 4, but keeping the same amount of hours); transformed and specialized solfeggio course in order to strengthen the training of paper-reading skills and musical hearing in Academic Singing specialty; removal of pedagogical seminars; etc.

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The reviewed programme is the Bachelor educational programme “Musical Performance (Forte piano, Academic singing; Academic Chorus Conducting; Orchestral)”, performed at the Batumi Art Teaching University (BATU) in Batumi, Georgia, and operating at the university since 2013. The tuition fee for the studies of the programme is 1500 GEL. The description of the programme is placed and available publicly on the university’s website, Catalog of Educational Programmes at the University <http://www.batu.edu.ge/sub-13/program/2/index.html> and http://www.batu.edu.ge/text_files/en_file_639_1.pdf.

The last revision of the programme was implemented starting 2022, in order to meet the new accreditation standards and the modern requirements of the labor market, taking into account the shortage of the personnel in the region's culture and art institutions, etc.

The analysis of accreditation documents as well as the interviews during the site visit let to note that the objective of the programme corresponds to the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, the sectoral characteristic of higher education of music and performing arts, the mission statement of the BATU, and the strategic development plan of the university and the faculty. The programme objectives are achievable and realistic, and reflect the main issues of the internationalization, the personnel share the objectives.

The goal of the programme is to prepare a musician-performer with an academic degree who will be able to perform musical works of different eras and styles. **The purpose of the programme** is to give the student such knowledge in the basics of music history and theory that will help in the interpretation of musical pieces, to form an individual and broad vision artist, who will also be able to plan their own performance process.

The programme objectives clearly reflect the knowledge, skills and competences, which are developed in graduate students (a detalization of knowledge, skills and competences is presented further in the report, in the overview of 1.2 substandard).

Contribution to the development of the field and society. Implementing the programme, the University focuses on the development of the educational and cultural life of Batumi and the region, the programme is directed to the needs of the region. The graduates of the Programme can be employed in the public sector, cultural institutions as well as realize themselves in their individual creativity. During the studies of the programme, students accumulate the knowledge and develop the skills necessary for pedagogical activity in accordance with the selected specialty.

According to the provided documentation, 49 students are enrolled in the programme currently (1st year 10 students, 2nd – 13, 3rd – 11, 4th – 14). The distribution among the specialties shows the dominant interest in academic singing (respectively, 4, 7, 7, and 8 students in each academic year).

The discussions during the site visit confirmed that the relevance of the programme is continuously evaluated in a constantly evolving and changing environment. Reacting to the shortage of personnel in the region's culture and art institutions, one of the main attitudes is focused on the preparation of the personnel (new musicians) for the Adjara State Symphony Orchestra. Under the strategic decision of the University on how to attract more entrants to the Orchestra class specialties (winds, strings, percussion), the studies at the Orchestra class are given for free, without the tuition fee.

Seeking for better development of performance skills in academic singing specialty, the intensity of stage movement and acting skills training courses was enhanced. Among other improvements: the strengthened training of paper-reading skills, transformed and specialized solfeggio course.

As we may see, the most improvements in the programme are related to the development of performance skills, having in mind that the graduates of the programme acquire abilities in performance and pedagogy mainly. This is a direct response to the market needs: e.g., as it was confirmed by the representatives of the Batumi Music Center (which includes a cappella, orchestra, children music theater and a quartet), the graduates of the programme sing the Center choir, play in the orchestra; the meeting with alumni revealed, that some master students are taking a teacher position at the music schools.

Evidences/Indicators

1. Programme curriculum
2. BATU's mission, goals and strategic development plan
3. Faculty's Statute Strategic Development Plan
4. Programme students' data for 2023/2023 academic year at the BATU
5. The web-page of BATU www.batu.edu.ge
6. Self-evaluation report of the programme
7. Interview results during the site visit

Recommendations:

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Suggestions for the Programme Development

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Evaluation

Please, evaluate the compliance of the programme with the component

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

1.2 Programme Learning Outcomes

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

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

The learning outcomes of the “Musical Performance” educational programme at the BATU include and describe the knowledge, skills, and the responsibility and autonomy that students gain upon completion of the programme. The learning outcomes are realistic and achievable by the programme and are in compliance with the programme objectives. The learning outcomes are logically related to the programme objectives and the specifics of the study field, listed in the substandard 1.1 of the report. The knowledge, skills, and responsibility / autonomy are formulated as follows below.

The graduate has a systematic **knowledge and understanding** of:

- performing arts, which allows working in the field of musical performance;
- fundamental characteristics, important styles, genres and forms of music of different eras;
- historical/theoretical issues of performing arts and the ability to understand them in general-cultural relation;
- basics of music history and theory;
- main stages and methods of the evolution of musical pedagogy.

The graduate gains the following **skills**, which are:

- required for making music of different genres and styles in solo and ensemble;
- necessary for the interpretation of a musical work;
- provide the ability to use traditional and modern methods of teaching the subjects of the field in practice.

Developing the **responsibility and autonomy**, the graduate is able to:

- determine one's own learning needs, independently manages one's own learning process;
- properly plan and present a performance project (concert/public performance) independently;
- follow the principles of ethics in professional activities.

Considering the meeting with the alumni during the site visit and collected information about the graduates, it could be stated that learning outcomes are realistic also in relation to graduates' employment, further education and success abroad. Some of the alumni of this programme are MA degree students of BATU now. After completing this programme, students prove through their employment that they are exactly the musicians as the presented programme describes; this was also confirmed in a meeting with the employers.

Based on the review of the presented documentation and interviews during the site-visit, it is noted that programme learning outcomes correspond to the learning outcomes of the study components and qualification to be awarded. This provides appropriate competence to its graduates. Developing the learning outcomes of the programme has been proved to be a collaborative process that involved all stakeholders. Individuals involved in interview sessions provided information about the learning outcomes.

Evidences/Indicators

1. Programme curriculum

2. Map of learning outcomes of the programme
3. Catalogue of educational programmes at the BATU
4. The web-page of BATU www.batu.edu.ge
5. Self-evaluation report of the programme
6. Interview results during the site visit

Recommendations:

-

Suggestions for Programme Development

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Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	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 evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

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

Evaluation of the learning outcomes of the educational programme is organized in accordance with the mechanism for evaluating the learning outcomes of BATU; the planning, development, promotion and control of the educational programme is coordinated by the Quality Assurance Department at the university. For evaluating learning outcomes of educational programmes, in BATU is used the following mechanism:

- determining the adequacy of various assessment methods, developing recommendations,
- attending lectures and practical classes,
- analysis of current assessments and exams, to what extent learning outcomes have been achieved,
- surveys of students, graduates, teachers, employers.

When assessing learning outcomes, both direct (for example, analysis of students' academic grades) and indirect (for example, student surveys) assessment methods are used. Also, the electronic surveys of employers and graduate students are used as one of the mechanisms for evaluating the learning outcomes, because it lets re-examine the relevance and use of the competencies developed by the programme.

The Quality Assurance Service of the University coordinates the planning, development, promotion and the control of the programme.

Feedback schemes are sufficient and well crafted. The programme has appropriate benchmarks for each learning outcome. The HEI ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. As well as the procedure involving the assessment results for the proper improvements of the programme. The scheme of the evaluation includes the relationship between the program’s learning outcomes, mandatory courses of the programme and the major skills. The programme staff has developed a very detailed vision of the curriculum map-scheme how the courses relate to the programme learning outcomes.

Evidences/Indicators

1. Programme curriculum
2. Map of learning outcomes of the programme
3. Self-evaluation report of the programme
4. Interview results during the site visit

Recommendations

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Suggestions for the Programme Development

-

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.4. Structure and Content of Education Programme

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

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

The presented Bachelor programme “Musical Performance (Forte piano, Academic singing; Academic Chorus Conducting; Orchestral)” is performed at the Batumi Art Teaching University (BATU) since 2013, an accreditation of the programme based on Decision No. 209 of the Accreditation Council of Educational Programmes, dated December 11, 2013. After the revision, the programme was accredited in 2018/2019 – Decision No. 190 of the Accreditation Council for Education Programmes, dated May 12, 2018.

Currently, the programme stands out as an updated version of the previous one. Based on the Decision No. 4 of the meeting of the Council of the Faculty of Music on April 18, 2023, and the submission of the Quality Assurance Service of the university, the Academic Council

approved the revised programme for the purpose of accreditation on April 26, 2023 with Resolution No. 04-01/33. The programme was elaborated in accordance with the methodology existing at the University, regulated by the document “The Regulation of the Educational Processes of LEPL Batumi Art Teaching University” (Article 2¹ – Development, approval, and evaluation of educational programs). The renovation process of the programme was performed in accordance with the procedures, described in the mentioned Regulation: “in order to develop the educational program and prepare for accreditation, according to the decision of the faculty council, the dean of the faculty submits the composition of the working group (including the head of the program) to the rector for approval”.

As it was confirmed by the analysis of presented documentation and interviews with the stakeholders, the development of the educational programme was supervised by the leader of the programme. The working group was coordinated by the quality assurance service of the faculty, which determined the compliance of the programme with the standards applicable at the Art Teaching University. The application of the university’s methodology in the process of programme development was also confirmed by the attached documents (e.g., Internal and external evaluation documents of the programme).

The study of presented accreditation material and interview showed that the university has followed the logical and orderly process of planning, designing, and developing education programmes. During the interview it was seen that external persons (stakeholders) and university community – the programme development and evaluation group, in cooperation with the professors and teachers taking part in the implementation of the programme, all guided by the program leader, – were actively involved in the development, updating and renewal of the programme. However, the panel would like to pay attention that the students’ involvement and participation were not clearly evident or confirmed. Given this concern, it is suggested that the university actively involve students in future accreditation processes.

In the process of working on the current programme, the accreditation recommendations for the 2019 version were considered. In particular, specified changes were made in a certain part of the following syllabi. Following the meetings with academic and invited staff and students, several changes were made to the program:

- In particular, pedagogical seminars were removed from the study course of the main instrument for all specialties, based on the fact that the curriculum considers filling the specialty’s practical course with theoretical-historical knowledge.
- Seeking to intensify the development of skills of musical hearing and reading from paper, the course of oral training in the specialty of Academic Singing was divided into 4 semesters instead of 6 without changing the number of hours.
- The basics of actor’s skills and stage movement were enhanced making the changes according to the same principle (the course is taught in 2 semesters instead of 4).

Also, the programme underwent the modification following the National Qualifications Framework approved by the Order No. 69/N of April 10, 2019, of the Minister of Education, Science, Culture and Sports of Georgia, and following the requirements of the “Classification of Fields of Study” (Article 6. Development of higher education programs according to the classifier), approved by the same order and the benchmark document of higher education of music and performing arts).

The analyzed programme contains 240 ECTS credits, which are allocated over 8 semesters. Every semester is composed of a different number of ECTS (e.g., distribution of ECTS per semester in Piano specialty: the 1st semester 36 ECTS, 2nd – 31, 3rd – 28, 4th – 33, 5th – 26, 6th – 30, 7th – 28, and 8th – 28), which can be explained with the specificity of the field of education. The different number of ECTS is in accordance with the Order No. 3 of 5 January, 2007 by the Minister of Education and Science of Georgia (On Approval of the Rule of Calculation of Higher

Education Programmes with Credits, Article 2.1. Academic week / semester / academic year), because the volume of credits per year does not exceed the limit of 75 ECTS.

The structure of the programme in the volume of ECTS is the following:

- Faculty Compulsory Courses – 38 credits;
- University Compulsory Courses – 17 credits;
- Faculty Elective Courses – 5 credits;
- Major Compulsory Courses (Forte Piano, Academic Singing, Academic Choir conducting, Orchestral) – 180 credits.

The structure of the programme ensures a logical link between the courses. The chronological sequence of the courses taught within the framework of the programme is consistent: the content develops from the general to specific, the courses derive from each other and are consistent in the content. At the first stage of education, the student learns university subjects along with special (performative) disciplines, consistently studies the history and theory of music, pedagogy, music pedagogy, music psychology and methodology courses, which are added to the special disciplines; pedagogical practice is held at the music school. The admission requirements for the subsequent component are also logical; the admission requirements have been determined by respective syllabus.

The Major Compulsory Courses module mainly includes creative project-oriented non-lecture study courses. The mentioned disciplines (specialty, chamber ensemble, concert master class, etc.) are aimed to develop student's individual performance competencies and performance skills, and it is a continuous development process focused on the final result. The analysis of syllabi showed that syllabi contain the necessary repertoire, which is written in the form of a creative plan and arranged according to the semesters. Based on the repertoire of each semester, the student's individual program (repertoire of music compositions) is composed taking into account the student's individual needs and performance-creative abilities.

The features of each study course (its purpose, number of credits, distribution of hours according to the student's workload, format, prerequisites for admission, learning outcomes, content, teaching/learning methods, evaluation criteria, compulsory and supporting literature) is compiled in such a way that leads to the goals of the course – to achieve general and sectoral competencies. The syllabus of each component describes the competencies and learning outcomes, which students must possess in case of obtaining the corresponding credit.

An important note should be expressed regarding the **Faculty Elective Courses** included in the programme with the volume of 5 credits only. In the SER it is mentioned that the student is given the opportunity to get more specific knowledge in the disciplines that interest them. However, the current list of elective / optional courses gives a very limited range of the courses – the list consists of 3 subjects only, and the students may take only 1 elective course, because the total of credits assigned for elective courses is 5 credits only. This volume is very small and does not really give the student a choice. Also, it is noted that the programme provides no possibility for selecting free courses at all. Therefore, it is recommended to increase the volume of optional credits, especially since the university has the opportunity to offer a variety of study courses. It is highly useful to increase the number of required elective courses from 1 up to 3 courses, and from 5 up to 15 credits. However, in order to increase the volume of elective course credits, it will be necessary to reduce the credits of certain courses; thus, it is suggested to transfer 5 to 10 credits from the Major Compulsory Courses (which currently consist of 180 credits).

Overall, programme structure and content is consistent and logical, ensures the achievement of programme learning outcomes, according to which the graduate / student will: gain systematic knowledge of performing arts, which allows working in the field of musical performance; get knowledge about the fundamental features of music of different eras, important styles, genres and forms; receive knowledge of the basics of music history and theory as well as of historical / theoretical issues of performing arts and the ability to understand them in general-

cultural relation; and get the knowledge of the main stages and methods of the evolution of musical pedagogy.

The qualification to be granted the “Bachelor of Musical Art in Performing Art” is consistent with the content and learning outcomes of the programme.

Evidences/Indicators

1. Programme curriculum
2. Self-evaluation report of the programme
3. The web-page of BATU www.batu.edu.ge and programme’s description
4. Interview results during the site visit

Recommendations:

1. It is recommended to increase the volume of elective / optional credits, giving the possibility to students to acquire a proper choice to expand their knowledge in the field of interest. In this way, it is recommended to enlarge the list of elective courses and increase the number of required elective courses at least up to 3 courses / 15 credits.

Suggestions for the programme development

1. In order to increase the volume of elective course credits, it will be necessary to reduce the credits of other courses. It is suggested to find 5 to 10 credits in between the Major Compulsory Courses (which currently consist of 180 credits).
2. It is suggested to involve students more actively in future accreditation processes.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	<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.

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

According to the Self-Evaluation Report, the development of the programme was aimed to respond to local labor market requirements. When defining the programme’s objective, the result of the employer surveys and oral interviews were taken into account. As stated in the SER and confirmed in the interviews during the meeting, most of the graduates of the programme are

employed in various cultural-creative and educational organizations of Batumi. Taking this into account, the programme aims to develop the student's knowledge and skills as musician-artist and a musician-teacher. Therefore, a large part of the educational program's study courses represents creative-practical disciplines that contribute to the development of the student's performing skills (they are Major Compulsory courses for Forte Piano specialization – 156 ECTS; Major Compulsory courses for Academic Singing specialization – 158 ECTS; Orchestral instruments and Academic Choir Conducting specializations – 166 ECTS). Also, the part of study components are devoted to musical-theoretical and didactic-pedagogical disciplines (i.e., Major Compulsory courses for Forte Piano specialization – 60 ECTS; Major Compulsory courses for Academic Singing specialization – 58 ECTS; Orchestral instruments and Academic Choir Conducting specializations – 50 ECTS); 5 ECTS cover the faculty elective course, and the rest ECTS are distributed to the university / faculty compulsory courses. All ECTS are directed to the elaboration of transferable knowledge and skills, the presented distribution of credits ensures the reaching of programme learning outcomes and is in accordance with the awarded qualification.

Site visit interviews confirmed the coordinated and active work to improve the programme and bring it into compliance with accreditation standards. The collaborative work of the head of the Quality Assurance Service of the Faculty of Music, Program leader and the academic staff resulted in the update and modification of the programme and syllabi. It is significant that at the request of graduates and students, a new study course "Project Management" has been included in the programme, which helps students in the organization of current and future creative activities. Therefore, responding to the processes in cultural labor market and culture economics, it is suggested to rethink and probably expand the programme courses giving a possibility to gain some basics and knowledge in the overview of cultural environment, project application and management systems, more different profiles working in cultural institutions etc.

Important work was done during the selection of teaching methods. The main emphasis has been made on the selection of relevant methods and activities to achieve learning outcomes. During the selection of the methods, the specifics and contents of the study course were also taken into account. Specific ways of achieving learning outcomes and evaluation criteria of study courses are reflected in the syllabi of each study course.

Accreditation recommendations (2019) were considered in the process of developing the programme. In particular, specified changes were made in a certain part of the following syllabi, for example, the order of topics to be studied in "Musical Form Analysis" course was changed, the repertoire in various performance syllabi was specified (in particular, the works of composers of the twentieth century were added to the study material).

All study courses of the programme are described in the syllabus. Each syllabus includes the following information: course name, course type, course code, number of credits and distribution of hours according to the student's workload (the numbers of credits indicate the contact/auditorium and independent work hours), course lecturer, course objective, learning outcomes, prerequisites of admission to the study course, teaching and learning methods, evaluation system and criteria, learning resources, course content and so on.

The curriculum of the programme defines the logical sequence between the educational components and their connection with the learning outcomes of the programme. The content of each study course/module, the number of credits (contact and independent hours), the number of contact hours, the ratio between contact and independent hours is adequate and takes into account the specifics of the course; different teaching and learning methods (individual study, lecture, group work, practical study, seminar, etc.) corresponds to the content of the study courses and the learning outcomes. Competencies elaborated in the frame of the study courses/modules of the certain specialty correspond to the learning outcomes of the programme, as well as level of higher education.

The required literature and other study materials specified in the syllabi correspond to the learning outcomes of the program, as well as take into account the latest research in the given field and ensure compliance with the modern requirements of the program. The Readers are prepared as part of the study courses, the electronic versions of which are placed in the university library. The main literature provided by the educational program study courses (book and sheet of music), the audio library is available for students; however, the funds of audio and video recordings need to be expanded and enriched with more items. Also, during the site visit, it was mentioned an insufficient quantity of certain copies of the books in the library (this issue is commented and the suggestion is provided in the sub-standard 4.4 of this report).

For the further development and improvement of the programme, it will be necessary to take into account and consider several recommendations:

- The panel emphasizes the necessity to review and update the syllabi for modules, which components (study courses) focus on developing and enhancing students' creative and performing skills (i.e., all specialty modules and other performance-related courses such as concertmaster, chamber ensemble, chamber singing, opera studio, etc.). These modules consist of study courses distributed continuously, across several semesters – e.g., specialty class module is distributed among all eight semester 1, 2, 3, 4, 5, 6, 7, and 8; Concertmaster (Correpetitoire) (1, 2, 3, 4, 5, 6, 7, 8), Chamber ensemble class (1, 2, 3, 4, 5, 6, 7, 8), Chamber singing module (1, 2, 3, 4, 5, 6), Opera class module (1, 2, 3, 4), Opera studio module (1, 2), and Opera choir module (1, 2, 3, 4, 5, 6, 7, 8). Currently, the syllabi provide only a summary of the module's learning outcomes; the syllabi do not contain detailed descriptions, learning outcomes and study repertoire indicated for each semester. Therefore, the panel recommends providing descriptions of the learning outcomes of each component (study course) within the module;
- The pedagogical-didactic knowledge is an essential part of the programme, and all specializations contain the study course - a methodology of performing on an instrument. The programme aims to give students the ability to use traditional and modern methods of teaching the subjects of the field in practice; it means that all specialty students should receive the same service and knowledge in the field of methodic teaching. The students in the specialty of Academic choir conducting should be able to gain the methodical issues as well. Therefore, it is recommended to revise the study course content and consider the issues dedicated to the methodology of teaching and children / youth repertoire or methodology of working with children's choir.
- A demand in improving the foreign language skills and insufficient number of lessons in, e.g., English language studies, was expressed during the site visit interviews with different groups of the University. In the curriculum, the course of English language studies is implemented in 2 semesters of the 1st year. However, the students especially expressed their wish to prolong the course. Also, the increase of foreign language competence was listed among the weak points of the programme in the SER of the BATU (SER, p. 12, substandard 1.5, "Areas of Improvement"). Therefore, it is highly recommended to revise the curriculum and provide the students with the opportunity to study foreign language in the 2nd year as, e.g., elective course.

Evidences/Indicators

1. Programme curriculum and syllabi
2. Self-evaluation report of the programme
3. Interview results during the site visit

Recommendations:

1. It is recommended to check and revise the syllabi in order to indicate learning outcomes and study repertoire for each semester of the module in the components oriented developing students creative-performing skills (all specialty module in the program, Concertmaster (Correpetitoire) class module, Chamber ensemble class, Chamber singing module, Opera class module, Opera studio module, Opera choir module, and so on): it is obligatory to describe the learning outcomes of each component (study course) of the module.
2. It is recommended to revise the study course content in Academic choir conducting and consider the issues dedicated to the methodology of teaching and children / youth repertoire, or methodology of working with children’s choir.
3. On the demand and importance to strengthen the foreign language skills, it is recommended to revise the curriculum and provide the students with the opportunity to study foreign language in the 2nd year as, e.g., elective course.

Suggestions for the programme development

1. Responding to the processes in cultural labor market and culture economics, it is suggested to rethink and enrich the programme curriculum with the courses giving a possibility to gain some basics and knowledge in the overview of cultural environment, project application and management systems, more different profiles working in cultural institutions etc.

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance of the Programme with the Standard

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

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

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

2.1 Programme Admission Preconditions

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

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

The prerequisites and admission procedure to the programme stands in line with the existing legislation and university regulations. Enrollment to the programme at the BATU is possible for persons who:

- 1) have passed the competition in the creative tour and unified national exams;
- 2) have the right to enroll in a higher educational institution without taking the unified national exams, but need to pass the creative tour.

The creative tour is held before the national exams. During the creative tour, the entrant is examined in his / her: 1) performance and 2) basic theoretical knowledge. The presentation of the performance programme is held in equal opportunity to all entrants; the music theory examination is held in written form. Information about the admission prerequisites to the programme is public and is available at the university website, information booklets.

The assessment criteria for evaluating the performance and theoretical knowledge during the creative tour are clear and logically balanced, and are equal to 100 points, of which:

- 60 points assigned to the evaluation of performance in chosen specialty (piano, orchestral, singing, conducting) taking into account the expression of technical and artistic side, style, form, musicality, etc.
- 40 points assigned to the evaluation of music theory knowledge (solfeggio, theory or solfeggio, harmony and piano for conducting specialty).

The minimum limit in the performance of chosen specialty is 31 points (out of 60), and 30 points is considered failed. The threshold competence in the evaluation of theory of music knowledge 21 points (out of 40), and 20 points is considered failed.

In the self-report and interviews during the site visit it was noted that the structure of the creative tour, in particular the examination of basic theoretical knowledge, was changed in the following: the entrants are no longer required to guess samples of professional and folk music, because these issues will be trained and mastered during the studies. During the interview it was confirmed that the representatives of the university organize meetings in schools and regional resource centers of Western Georgia in order to get acquainted with the conditions of enrollment in various programmes of BATU.

Evidences/Indicators

1. Self-evaluation report
2. Programme curriculum
3. The web-page of BATU www.batu.edu.ge and programme's description
4. Interview results during the site visit

Recommendations:

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Suggestions for the programme development

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Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

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

The development of students' skills *inside* programme curriculum. The programme is focused on the development of the Bachelor's student practical, theoretical and transferable skills. The programme develops the skills required for playing music of different genres and styles in solo and ensemble, basic analytical skills necessary for the interpretation of a musical work as well as the ability to use traditional and modern methods of teaching the subjects of the field in practice. The 4 year / 8 semester / 240 ECTS programme consists of compulsory (faculty and university) and major compulsory (for selected specialty) courses (in total 235 credits, in the proportion of 55 and 180 ECTS), and elective / optional courses (the rest the volume of 5 credits).

The (major)compulsory courses are distributed in all semesters, and serve to give the students an extensive opportunity to realize theoretical / research knowledge, training and creativity, the list is composed of different subjects depending on the specialty. The programme curriculum and syllabi of the training courses provide and describe the type of activities (group, discussion, reading and analysis from the paper, performance, rehearsal, participation in public speeches, creative project, presentation, essay, report, etc.). For the development of practical / performance skills, students take part in the creative practice at the professional collectives of musicians, the Adjara State Orchestra and the Adjara State Chapel (the collaboration based on the memorandums between the institutions). While for the development of pedagogical skills, the programme curriculum provides the practice in a music school, giving the opportunity for students to collect their pedagogical experience.

The development of students' skills *outside* programme curriculum. Also, the programme provides students with their involvement in scientific, research and creative activities, in the form of various projects outside the curriculum. Among these projects are:

- Student concerts, inside and outside the university (annual performances, presented by the students of different specialties; performance of opera scenes; concerts with the orchestra of the Batumi State Music Center, etc.);
- Various creative projects (e.g., the Glomus project with the collaboration of 100 students from 25 countries; projects “Musical collaborations”, “From Baroque to 21st century”, “Musical-theatrical interpretation of Georgian cinema” etc.);
- Participation in the conferences / music festivals (e.g., The Giorgi Garakanidze international folk and religious music festival and conference, Zakaria Paliashvili conference);
- In 2021, the faculty started implementing the international opera projects;
- Taking part in the competitions.

Interviews with the administration as well as students and alumni revealed that the university implements the student motivation policy encouraging them to take part in extracurricular activities and projects. E.g., the motivation includes the support of student expenses going to the competitions, the award of special grants to active, successful, talented students.

In general, the practical / creative / performance component of the programme is in accordance with the learning outcomes and corresponds to the level of education. However, the experts wish to repeatedly emphasize the observation (given in the sub-standard 1.4) that currently the programme ECTS volume includes just 1 elective course and therefore it is essentially recommended to include more additional / elective courses, thus contributing to the development of students’ professionally oriented skills and more diverse worldview. Also, a few issues would be mentioned providing the following suggestions:

- 1) The interviews during the site visit revealed a low interest of students in the electronic databases. The databases are not used because most of the programme components are focused on creative skills. The university and especially the teaching staff should motivate students to use the electronic databases for the purpose of, for example, supplementary material in their independent work, homework tasks. The proposed database material should include not only texts, books, articles needed for the research, but also audio/video of internationally acclaimed performances, different musicians – the analysis, comparison of such material is highly helpful to develop stylistic skills and would definitely give a broad international understanding of the field. The report examines the database issue in the sub-standard 4.4, offering a recommendation for the university to consider subscribing to particular artistic databases (such as those containing music performance videos and records).
- 2) During the site visit interviews, a demand in more frequent masterclasses with invited specialists was expressed. As it was mentioned, approximately one masterclass per semester is held currently. In this case, the Expert Panel would emphasize the need for establishing the international student exchange programmes, like Erasmus+, as soon as possible (currently, as students stated during the interview, they have no possibility for such an exchange project as Erasmus +). The opportunity to take part in the exchange programs will give more diversity in student development not only within the masterclasses inside the university, but in a wider context and international practices. The issue on international exchange projects is commented in more detail and followed with the recommendation in the sub-standard 3.1 of the report.

Evidences/Indicators

1. Self-evaluation report of the programme
2. Programme curriculum and syllabi
3. Interview results during the site visit

Recommendations:

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Suggestions for the programme development

1. It is suggested to organize and arrange more frequent and diverse masterclasses with invited specialists.
2. Encourage students to more actively use and study the material of audio/video of internationally acclaimed performances, different musicians, that could be accessed via specific digital databases.

Evaluation

Please, evaluate the compliance of the programme with the component

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

2.3. Teaching and Learning Methods

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

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

The teaching and learning methods of the program correspond to its level, learning content and learning outcomes. The teaching methods used in the teaching courses correspond to the curriculum and the combination of these methods ensures the achievement of the learning outcomes of the programme. Learning methods are determined by the field, curriculum and specific course. This applies to special performing disciplines, theoretical direction and university subjects.

The teaching and learning methods, presented in the curriculum, are varied and include: individual study (specialty, chamber ensemble, concertmaster class, etc.) of piano, orchestral instruments, academic singing and academic choir conducting class, where the students develop their performance skills directly under the supervision of the professor-teacher. In this case, the teaching is focused on the individual data of the student, and the learning process is carried out according to the creative abilities of each student.

There are presented the following methods: explanatory, written, demonstration, practical, discussion/debate, group work, action-oriented teaching, induction and deduction, and presentation.

The curriculum of the programme provides the list of students' activities: attending lectures; working in groups; participating in practical/laboratory work; preparation of abstract, portfolio presentation; independent study; pedagogical practice; work on pedagogical situations; role-play; report at a conference; independent work on sources and texts; independent search of

internet resources; preparation for and passing of exams. It is noted that some of the listed activities (for example, role-play) can be named as methods.

Among the student assessment and teaching and learning methods, there is presented one of the most important and actual learning methods – a project (Bachelor Creative Project) as a *Qualification exam*, which differs and is separated in: 1) the specialty (forte piano, academic singing, orchestral) and 2) the academic choir conducting. The separation was made due to the specifics of performing specialties – the conductor of the academic choir has different evaluation criteria (sense of style and form; technical excellence-forte piano, orchestra and acad. singing; understanding the artistic face; theatricality and artistry) than the performer-instrumentalist or vocal singer (manual system, choir technique, style and form, musical hearing and intonation, playing the score, reading from the sheet). This final project and its workflow give students the opportunity to collect and summarize their 4-year experience. The requirements of the *Qualification exam* are clearly defined and in accordance with the specialties. E.g., in Piano specialty, the student is required to perform works by three different composers and types (a polyphonic composition such as by Bach, the second – an example of complex / large form, and a musical piece), and the duration of the program around 30–50 minutes; the Solo academic singing requirements for *Qualification exam* include their total 6 works of composers of different periods: a Baroque / old music aria, 2 opera arias (1 Georgian), 2 European or Russian romances (one necessarily by a composer of the 20th c.), and 1 Georgian romance. The final project is evaluated once, by the examination commission, which includes external actors and invited specialists of the field. The evaluation criteria for the qualification exam are presented in the syllabuses. Criteria for forte piano, orchestra and academic singing are the following: the sense of style and form, technical excellence, understanding the artistic face, and the theatricality and artistry; criteria for academic choir conducting: manual system and choir technique, style and form, musical hearing and intonation, playing the score, and reading from the sheet. For all specialties, the highest point is 100, and the assessment is made generally on the whole – i.e., due to the specifics of music education, it is difficult to separate these criteria and distribute 100 points to each of them.

The panel would like to pay attention to the syllabi of two study courses suggesting to extend the methods list. In the syllabi of the chamber ensemble and wind ensemble, two methods are specified: individual lessons, and rehearsals. The subjects focus on performing ensemble music and developing creative collaboration skills, and the goal is to establish ensemble habits (the given goal is based on individual student data Formation of ensemble skills). Aiming to be consistent with other collaborative subjects, like Quartet class, the syllabi of the chamber ensemble and wind ensemble may extend their methods list adding, e.g., explanatory, demonstration, practical, team work methods.

Evidences/Indicators

1. Self-evaluation report of the programme
2. Programme curriculum and syllabi
3. Interview results during the site visit

Recommendations:

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Suggestions for the programme development:

1. It is suggested to extend the teaching methods in the syllabi of chamber ensemble and wind ensemble courses, adding, e.g., explanatory, demonstration, practical, team work methods.

Evaluation

Please, evaluate the compliance of the programme with the component

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

2.4. Student Evaluation

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

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

Student evaluation in the programme is carried out according to the internal BATU regulations. The study component is evaluated with a 100-point system, in which the mid-term makes a total of 60 points, and the rest 40 points are assigned to the final assessment. A student has to accumulate at least 21 points in the mid-term assessments to be able to participate in the final exam. The minimum level of competence for the final assessment is 20 points.

The assessment system includes five types of positive and two types of negative evaluations as follows:

(A) Excellent – 91-100 points;

(B) very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory – 61-70 points;

(E) Sufficient – 51-60 points;

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

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

Information regarding evaluation components, methods, and criteria of the study course is provided to the students through syllabi, which are uploaded to the electronic learning management system. Within the framework of the agreement with the “Ini.ge group”, an electronic learning management system www.batus1.ini.ge was created in the institution. “Electronic journal” (as HEI representatives referred to it) gives students the opportunity to register for study courses, familiarize themselves with the program and syllabi, monitor received grades, communicate with lecturers and administration, etc. It should be noted that the portal is still in the improvement process in order to fully utilize its functions and involve all interested parties. Students receive further clarification regarding the syllabus and assessment system at the first lecture of each study course.

The analysis of syllabi allows us to confirm that the assessment methods used in the courses correspond to the specifics of the course and can ensure the achievement of learning outcomes. But it is noted that the evaluation criteria are not detailed in several syllabi (for example, speech culture, pedagogical practice in a music school, etc.); also, a technical error was found in some syllabi, which contain only the information about the final evaluation (for example, chamber singing module). Thus, it is recommended to revise the programme syllabi to ensure that each of them contains full information regarding the assessment system and that the evaluation components, methods, and criteria are detailed and transparent.

It should be noted that in certain syllabi provided with the SER (such as those for specialty, chamber ensemble, opera class, opera studio, piano duet, and concertmaster class) and in the guidelines for the bachelor thesis defense, only a single / final evaluation is specified at the end of the course (on a scale of 100 points), which is against the existing regulations (Order #3/n of the Minister of Science and Education of Georgia). During the site visit it became clear that university submitted the projected syllabi, which will take effect after the amendment to the Order #3/n of the Minister (the amendment will reflect the reservation of the sectorial characteristic regarding new evaluation system). Accordingly, the expert panel has requested the current syllabi for review, and after analyzing them may conclude that the assessment system in these syllabi is in alignment with current legislation.

According to the interviews with students and academic/invited personnel, after each assessment, at the lectures, students receive feedback on the achievement of learning outcomes and their strengths/areas for improvement.

In order to ensure academic integrity and prevent plagiarism, the institution has developed the “Procedure for Prevention and Response to Plagiarism at BATU” (approved by the decision of May 15, 2019 No. 05-01/05 of the Representative Council of BATU). According to the abovementioned rule, violations are divided into three stages: minor violations, medium severity violations and severe violations. However, there is no defined percentage limit for the acceptable similarity coefficient of the text (for example, the cited text, terms, etc. cited in the appropriate manner). Without such a record, the regulation is not sufficiently transparent and determinable. It is suggested to define a limit for the acceptable similarity coefficient in the existing regulations regarding academic integrity and plagiarism prevention.

The HEI is using the anti-plagiarism program URKUND. It was clarified during the site visit that only bachelor’s and master’s theses are checked in the above-mentioned program. Due to the specificity of the program, most of the study courses are practical, thus, the existing anti-plagiarism program cannot be used in the student evaluation process within these courses. However, some of the courses include written assignments where plagiarism prevention mechanisms are relevant. In order to protect academic integrity and prevent plagiarism, the institution should implement an anti-plagiarism mechanism in the relevant study courses (wherever the specificity allows such).

Appealing of students’ assessment results is ensured. The procedure for appealing the evaluation results is determined by the regulation of study processes, which states that “the dean of the faculty, the lecturer of the course whose evaluation was appealed, and a specialist in the relevant field from the faculty (if any) should be included in the commission reviewing the evaluation. The author of the complaint, the student, will also be invited during the review of the complaint by the commission.” The formulation of the mentioned provision gives the impression that one of the members of the appeals commission is the lecturer whose evaluation was appealed, and the mentioned lecturer, as a member of the commission, participates in final decision-making. This would cause a conflict of interest. However, during the interview with the representatives of the institution, it was clarified that the lecturer is involved in the process to represent their position and arguments. They don’t participate in the decision-making of the commission. To ensure the transparency of the regulation regarding the appeals mechanism and the provision of correct information to students, the role and scope of participation of the lecturer (whose evaluation was appealed) in the appeals commission should be clearly stated.

As a result of the interview with the students, it was confirmed that they are informed about the possibility of appealing the evaluation results, although they are not familiar with the exact procedure since none of them had used this mechanism before.

The rule of evaluation of results of the learning outcomes of the educational programme includes analysis of the results of the student’s assessment.

Evidences/Indicators

1. Self-evaluation report of the programme
2. Programme curriculum and syllabi
3. Regulation of Study Processes
4. Procedure for Prevention and Response to Plagiarism at BATU
5. The Rule of Evaluation of Learning Outcomes of the Educational Program
6. Electronic portal www.batus1.ini.ge
7. The web-page of BATU www.batu.edu.ge
8. Interview results during the site visit

Recommendations:

1. It is recommended to revise the programme syllabi to ensure that each of them contains full information regarding the assessment system and that the evaluation components, methods, and criteria are detailed and transparent.
2. In order to protect academic integrity and prevent plagiarism, the institution should implement an anti-plagiarism mechanism in the relevant study courses (wherever the specificity allows such).
3. To ensure the transparency of the regulation regarding the appeals mechanism and the provision of correct information to students, the role and scope of participation of the lecturer (whose evaluation was appealed) in the appeals commission should be clearly stated.

Suggestions for the programme development

1. It is suggested to define a limit for the acceptable similarity coefficient in the existing regulations regarding academic integrity and plagiarism prevention.

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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

The programme has the necessary mechanisms for planning the learning process for students, improving academic achievements, providing appropriate counseling on employment and supporting career development.

The interview results confirm that students receive appropriate counseling from academic/invited personnel. The consulting hours of the lecturers are predetermined and available for students. Students receive consultations on-site – in the institution and also through electronic communication forms. The administrative staff of the institution provides the students with advice regarding the improvement of their academic achievements, career opportunities, extracurricular activities, and other relevant issues.

BATU helps students to integrate in the internal university space. According to the interview results, the general welcoming environment especially contributed to this process.

Students of the programme are involved in various creative projects, competitions and concerts, as well as conferences. Students' frequent participation in the above-mentioned activities was confirmed during the site visit. However, it's noteworthy that the evidence "Statistical data on students' involvement in scientific research projects" mentioned by BATU in its self-evaluation report was not presented with the rest of the documentation, including after the expert panel additionally requested the mentioned document.

The institution invites field specialists to give masterclasses to the students, nonetheless, the interview results revealed that the frequency of masterclasses is not satisfactory for students, and they would like to be given such opportunities more often. This issue and suggestion to provide students with more frequent masterclasses by the invited specialists is given in the sub-standard 2.2.

Based on the studied documentation and interview results, the expert panel has found that the students of the programme do not have opportunities to participate in international exchange programmes. According to the representatives of BATU, the institution is planning to be involved in the Erasmus+ exchange programs, although a more specific explanation or evidence on this issue was not provided. The HEI also hasn't presented any memoranda with foreign institutions that would confirm the existence of international mobility for students. The institution should ensure that students have proper opportunities to participate in international exchange programs.

The main source of providing information to students about the local/international events and projects in BATU is the e-mail and the official website of the institution. The HEI also has an electronic learning management portal ("Electronic journal") www.batus1.ini.ge (see detailed comment in sub-standard 2.4).

BATU has mechanisms for career support and professional development of students. For this purpose, a career support office carries out relevant activities – provides career advice and information about available vacancies to the students, connects them with potential employers,

etc. According to the interviews, students/graduates also receive support in this area from the academic/invited staff. It should be mentioned that most of the graduates involved in the interview process, as well as some students, were employed in their profession.

The institution has submitted memoranda with the partner organizations, providing students with the opportunity to gain practical experience and engage in collaborative projects and activities organized by both the institution and the partner organization. Currently there are only five of such memoranda, one of them (with Batumi City Hall) has expired and is in the process of renewal. Under the expert panel's opinion, it is suggested to increase the field of collaboration and number of partner organizations in order to provide students with more practical experience and additional opportunities to participate in creative activities.

In order to study the satisfaction of students and graduates and take into account their feedback, the institution annually conducts a survey of students (satisfaction survey; evaluation of the study course) and graduates. As the HEI representatives explained, the study course evaluation survey is conducted not after each semester, but rather at the end of the academic year because the courses are divided into several parts, so more time is required to see the whole picture. The results/analysis of the survey in the documentation (both have identical content with different titles) is an analysis made specifically for the purposes of accreditation, in which the results of the survey of all interested parties are summarized together briefly. To ensure that the feedback of the interested parties is fundamentally studied, it is suggested to analyze survey results systematically and individually for each party.

Evidences/Indicators

1. Self-evaluation report of the programme
2. Memoranda
3. Student conference material
4. Survey results
5. Electronic portal www.batus1.ini.ge
6. The web-page of BATU www.batu.edu.ge
7. Interview results during the site visit

Recommendations:

1. The institution should ensure that students have proper opportunities to participate in international exchange programs. Therefore, it is highly reasonable to fasten the process establishing the international student exchange programmes, like Erasmus+, in order to provide more possibilities for students in developing their skills and professionalism in a wider context.

Suggestions for Programme Development

1. In order to provide students with more practical experience and additional opportunities to participate in creative activities, it is suggested to increase the number of partner organizations.
2. To ensure that the feedback of the interested parties is fundamentally studied, it is suggested to analyze survey results systematically and individually for each party.

Evaluation

Please, evaluate the compliance of the programme with the component

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

3.2. Master's and Doctoral Student Supervision

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

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

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

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

4. Providing Teaching Resources

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

4.1 Human Resources

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

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

For the implementation of the programme, the Academic Council approves the selection of teachers and the limit of the teaching load. Based on the provided CVs, other documentation and interviews during the visit, it is stated that the competence of academic and visiting staff meets requirements, each course of the programme is taught by professors and visiting teachers or specialists with appropriate qualifications, the staff involved in the implementation of the programme demonstrates professional and pedagogical experience, knowledge of teaching specifics in the field of music, evaluation methods and credit system, as well as knowledge of the student evaluation system by the university, and has necessary knowledge and experience to help students to achieve the learning outcomes of the programme. Thus, the pedagogical and scientific-creative work of employees ensures the achievement of learning outcomes. Also, during the site visit it was noted that the competence of the academic staff is regularly improved organizing training courses and seminars, which are useful and beneficial for them.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated staff
Total number of academic staff	14	14	2	14
- Professor	7	7	2	7
- Associate Professor	6	6	-	6
- Assistant-Professor	1	1	-	1
- Assistant	-	-	-	-
Visiting Staff	27	19	2	-
Scientific Staff	-	-	-	-

The academic staff includes 7 professors, 6 associate and 1 assistant professors, and there are also 27 invited specialists. The academic personnel participating in the programme is affiliated with BATU. The invited staff includes 2 emeritus and 17 invited specialists (3 groups: invited specialist, 1st category specialist, 2nd category specialist, including 2 academic doctors), and 8 selected concertmasters. In general, a balance between academic staff and visiting staff ensures

⁶ Staff implementing the relevant components of the main field of study.

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study.

program sustainability. However, the expert panel believes that the institution should pay more attention to the attraction and involvement of new members of the academic staff. Referring to the programme staff turnover and diversity, given in the list of academic & invited staff (Quantitative Data), the experts would like to pay attention to a very passive status in staff turnover: for the last 5 years 2 of academic staff left and there was no addition / no new staff (in case of invited staff, 4 left and just 1 new admitted). Therefore, it is suggested to encourage and involve new as well as younger professionals in the academic staff that would undoubtedly create a consistent and reasonable strategy of personnel renewal, the cooperation of different generations and levels of professionalism, and will enhance the research / artistic activity.

It may be stated that the head of the programme has the necessary knowledge and experience to design and develop the programme, actively cooperates and supports students, initiates and takes part in various activities planned within the programme, is involved in the cultural life of the region, and actively participates in local and foreign scientific forums and implements many projects at the university.

The programme is implemented by an appropriate number of competent administrative staff.

The panel would like to pay attention to several aspects.

First, the panel envisages a concern regarding the workload of the teaching staff. The mandatory factor determining the workload of teachers belongs to BATU – a person with assigned academic position in BATU, in his/her workload of the category "A" is determined by the following amount:

- Professor – 600 hours (executive direction); 300 hours (in theory)
- Associate professor – 650 hours (executive direction); 350 hours (in theory)
- Associate professor – 700 hours (executive direction); 400 hours (in theory)

According to the Panel, the listed difference in the workload volume, attributed to different position of the staff (professor has the workload of 900 hours in total, associate prof. – 1000 hours, and assistant prof. – 1100 hours) and the resulted imbalance of total amount of hours raises the discussion regarding the discrimination of equal rights (the full-time workload should be equal). It is suggested to review the distribution of hours, selecting the uniform quantity of hours for full-time amount (regardless of position), but adjusting different proportions for executive direction and theory hours inside the uniform quantity (e.g., if selecting the uniform quantity of 1000 hours, it may be distributed for professors 600 executive / 400 theory hours, assoc.prof. – 650/350 and assist.prof. – 700/300).

Referring to the provided SER and CVs of the staff, as well as the interviews, the expert panel would like to note that BATU personnel use their personal emails (like gmail.com, yahoo.com, mail.ru, etc.). The university operates its website and an electronic journal, but still has no corporate e-mail network. The corporate e-mail network would make the communication process within the staff as well as between the staff and the students smoother and more flexible. Accordingly, it is essentially recommended to establish the institutional corporate E-mail network for the staff as well for the students of the institution, to be used in the university activities, correspondences, etc. Furthermore, although the uploaded staff CVs adhere to a common framework, there are the inconsistencies within the documents. Therefore, it is suggested to conduct a thorough review of the collected employee data (CVs) in the future to ensure that they are presented in a consistent and uniform format.

Evidences/Indicators

1. Self-evaluation report of the programme
2. Human resources / Quantitative data of the educational programme, academic and invited personnel turnover index

3. The rule for electing the academic staff
4. Academic staff workload scheme
5. Personal data (CV) of the staff implementing the educational programme
6. Interview results during the site visit

Recommendations:

1. It is recommended to establish the institutional corporate E-mail network.

Suggestions for Programme Development

1. It is suggested to review the distribution of hours of teaching staff workload, in order to avoid the signs of discrimination of equal rights. The imbalance of different number of hours for different staff positions should be eliminated in accordance with the existing requirements.
2. Inviting more new professionals in the programme implementation staff would undoubtedly create a consistent and reasonable strategy of personnel renewal, the cooperation of different generations and levels of professionalism, and will enhance the research / artistic activity.
3. The institution should pay more attention to the promotion and attraction of the new members of the academic staff.
4. It is suggested to check the collected employee data (CVs), which should be presented in consistent form.

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

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

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

Evaluation of the programme (academic & visiting) staff. BATU administration implements the annual self-evaluation, analyzing the individual workload performance and assessment of the staff. The workload of the academic staff consists of auditorium and non-auditorium duties, and covers teaching-pedagogical activity, scientific-research activity, and participation in activities for the promotion/support of BATU students, education quality development etc. During the self-evaluation and monitoring of the educational process, the responsible personnel analyze opinions of students and programme implementers collected through annual surveys (also interviews). Student surveys are conducted annually, as the length of courses is mostly modular, rather than semester-long.

The evaluation of academic and invited personnel includes the evaluation of pedagogical and scientific activities, the academic and creative experience as well as the activity of supervised students. The elections for the academic position are implemented every 6 years in the frame of competition.

Development and motivation of the staff. The qualification of the academic and invited staff is confirmed by the scientific works completed in the last 5 years, reports read at the international or local conferences, as well as creative and performance projects. Both for student and academic personnel training, the University regularly organizes the lectures and masterclasses by invited specialists (from the country and foreign institutions). The academic and invited staff is provided with a possibility to publish their works within the university – that is a periodical collection “Etudes of artistic knowledge” published by the University since 2008 (already 7 volumes have been published), other collections of scientific works dedicated to the implemented conferences. However, it is noted that mostly the scientific and academic activity is moved by a single person, the leader of the programme, Professor Khatuna Managadze.

The University takes part in the Erasmus+ project. However, referring to the SER, one can assume that till now the possibilities of the program are not exploited fully (as indicated in the SER, p. 23, since 2017 only 1 assoc. professor had exchange lectures in Latvia in the frame of Erasmus+).

According to SER, BATU takes care of the development of academic and invited staff, for which it uses material and financial resources of BATU. The analysis of the provided budget and interviews during the site visit showed that the staff is not encouraged with bonus salaries; instead, the university carries out the stimulation applying co-financing mechanisms, e.g., financial support for travel costs going abroad.

The mentioned observations let us to state that the University should think about the tools of motivation to involve more academic personnel in the academic research and internationalization activities, not only bringing the guest lectures / masterclass lecturers to the university, but also strengthening the programme staff mobility, sending out the University personnel for training, encouraging and fostering staff participation in projects, trainings and seminars directly related to the artistry-music topics and problems.

Evidences/Indicators

1. Self-evaluation report
2. Personal data (CV) of the staff implementing the educational programme
3. Information about the Quantitative Data of the Educational Programme
4. The list of implementing staff in the programme curriculum
5. Interview results during the site visit

Recommendations:

-

Suggestions for the programme development

1. Highly suggested to strengthen the programme staff mobility and internationalization, more actively exploiting the international exchange projects like Erasmus+.
2. It is suggested to elaborate a template of Curriculum Vitae holding an independent section addressed to the artistic activities, which in fact would correlate to the established criteria for scientific work and activity; the section could be titled “List of artistic works” including subsections.

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.4. Material Resources

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

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

The material and technical base of the programme includes the building of BATU, which contains educational auditoriums, a music library, auditoriums equipped with pianos for practical work, concert halls, etc. Also, it should be noted that partner organizations provide the institution with necessary spaces for bigger concerts and activities. However, according to the interview

results and observation of the material resources, the panel has found that in some cases the existing auditoriums for practicing are not enough for the students. Auditoriums with pianos are frequently busy, which interrupts the practicing process for the students. Also, the poor acoustics in the auditoriums creates an additional barrier to the studying/practicing process, and the absence of the soundproof insulation results in discomfort for the students (the sound problem is particularly relevant in the auditoriums facing the inner yard). Hence, it is suggested to ensure more auditoriums, with soundproof insulation, and good acoustics so that they can practice without interruption.

The institution has a library equipped with relevant literature and other materials, a reading room and computer equipment. Interested parties can look for the library materials on their website www.biblio.batu.edu.ge as well. However, the panel has found that the compulsory literature of the study courses is not always available in the library (e.g., not enough copies of the available books). Accordingly, it is recommended to ensure that the library provides students with all of the compulsory literature included in the study course syllabi. In some cases, literature is available only in Russian, which hinders students in the learning process. Thus, it is suggested to enrich the library with the literature available in the Georgian language.

The institution has access to some of the international electronic databases (e.g., EBSCO, Elsevier). However, it was mentioned during the interview that the rate of using international library databases is low, especially in students:

- Firstly, poor level of the English language was named as one of the reasons (for the issue on English competence of students and importance to improve language skills, the recommendation is given in sub-standard 1.5).
- Secondly, the panel would like to note that access to the databases is possible only at the institution, and there are no instructions available for using the databases, which would raise awareness regarding databases and their usage and, therefore, would contribute to the increase in the rate of use. Therefore, the institution should ensure access to international library databases even from the outside of the BATU building, and the instructions for the use of international databases should be accessible to the interested parties.
- Thirdly, the panel notes that BATU has no subscription to relevant electronic databases that consider the specifics of the programme at the institution. To motivate students using the electronic databases for their professional development, it is recommended to ensure access to the international electronic library databases that are relevant for the “Musical Performance” programme, such as RILM, RISM, as well as ProQuest Ebook Central, JSTORE Music Collection, EBRARY COLLECTION, Naxos Music Library, “Music and Dance Online” (ProQuest), Medici TV EDU, Bloomsbury video library, MGG Online, Taylor & Francis Online, etc.

The institution also has an electronic learning management portal (“Electronic journal”) www.batus1.ini.ge. Students are able to register for study courses, familiarize themselves with the program and syllabi, monitor evaluation results, and communicate with lecturers and administration from the abovementioned portal. The portal is still in the improvement process in order to fully utilize its functions and involve all interested parties.

As it was noted in the sub-standard 4.1, the panel has found that the HEI doesn’t have corporate e-mails; the recommendation to establish a corporate e-mail system is given in order to improve the communication within the university groups.

Evidences/Indicators

1. Self-evaluation report
2. Electronic library www.biblio.batu.edu.ge

3. Survey results
4. Electronic portal www.batus1.ini.ge
5. The web-page of BATU www.batu.edu.ge
6. Provision of the BATU library
7. Results of facility observation
8. Interview results during the site visit

Recommendations:

1. It is recommended to ensure access to the international electronic library databases that are relevant for the “Musical Performance” programme, for example, RILM or RISM, as well as ProQuest Ebook Central, JSTORE Music Collection, EBRARY COLLECTION, Naxos Music Library, “Music and Dance Online” (ProQuest), Medici TV EDU, Bloomsbury video library, MGG Online, Taylor & Francis Online, etc.
2. The institution should ensure access to international library databases from the outside of the BATU building.
3. The instructions for the use of international databases should be accessible to the interested parties.

Suggestions for the programme development

1. It is suggested to ensure more auditoriums for the programme students, with soundproof insulation, and good acoustics so that they can practice without interruption.
2. It is suggested to purchase and add more copies of the compulsory literature (included in the study course syllabi) at the library.
3. It is suggested to enrich the library with the literature available in the Georgian language.

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The programme is partially financed by the State finances and the institutional budget of LEPL Batumi Art Teaching University. The budget covers the costs for the lecturers’ salaries, administrative staff salaries, business trips, equipment, infrastructure and other indirect expenses. The Ministry of Education, Culture and Sports of Autonomous Republic of Adjara also facilitates financing of students and staff projects, ensures financial support for competitions organized in Georgia, organizes art competitions within 3 years and ensures transportation expenses. The

institutional budget also includes expenses for training of staff and assistance for their professional development.

Evidences/Indicators

1. Self-evaluation report of the programme
2. Budget Resolution # 05-01 / 04 of 28 December 2022 of the Academic Council of BATU
3. Interview results during the site visit

Recommendations:

-

Suggestions for the programme development

-

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standard

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

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

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

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

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

BATU has implemented a practice of elaborating checklists and specific criteria for internal evaluation of the programme. The internal evaluation report of the Musical performance programme is confirmed by the head of the Quality Assurance Office and summarizes the compatibility with the pre-defined evaluation standards.

Evidences/Indicators

1. Self-evaluation report of the programme
2. Quality Assurance Mechanisms
3. Internal Evaluation Report and Checklist
4. External Evaluation
5. Survey forms and results
6. Interview results during the site visit

Recommendations:

-

Suggestions for the programme development

-

Evaluation

Please, evaluate the compliance of the programme with the component

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

5.2 External Quality Evaluation

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

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

External quality assurance at BATU is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University reviews recommendations and suggestions and the findings are introduced to the departments for further consideration. The QA office ensures compliance of the developments with the received recommendations. The programme also uses the evaluations and feedback received from potential employers and peer reviews from local and/or international experts.

The Performing Arts programme has been positively evaluated by the local field expert from Akaki Tsereteli State University, highlighting compliance with the standards, relevance of the goals and objectives, structure, teaching methodology and techniques. Expert's findings related to the assessment methods and technical inaccuracies have been considered by the self-evaluation team during the working process.

Evidences/Indicators

1. Self-evaluation report of the programme
2. Quality Assurance Mechanisms
3. Survey reports and forms
4. Peer review
5. Interview results during the site visit

Recommendations:

-

Suggestions for the programme development

-

Evaluation

Please, evaluate the compliance of the programme with the component

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

5.3 Programme Monitoring and Periodic Review

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

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

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

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and the evaluation results are used by the University administration to improve educational processes. Programme benefits from the practice of masterclasses delivered by the colleagues. Sharing experiences contributes to the sharing of knowledge and provides a platform for cooperative attitudes between the programme staff. It would be recommended if the programme benefited from sharing local and international available practices to develop a competitive and individual programme.

Evidences/Indicators

1. Self-evaluation report of the programme
2. Quality Assurance Mechanisms
3. Educational Programme
4. Survey reports and forms
5. Evaluation procedure of educational programs
6. Interview results during the site visit

Recommendations:

1. It is recommended to consider local and international experiences, available best practices for the further development of the programme.

Suggestions for the programme development

-

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

Attached documentation (if applicable):

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Name of the Higher Education Institution:

-

Name of Higher Education Programme, Level:

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Compliance with the Programme Standards

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

Signatures:

Chair of Accreditation Expert Panel

Rima Poviloniene



Accreditation Expert Panel Members

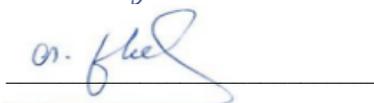
Tamar Chkheidze



Rusudan Takaishvili



Tamta Tskhovrebadze



Mariam Gorgodze

