NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Bachelor's Educational Programme "Art History and Theory"

LEPL – Batumi Art Teaching University

Evaluation Date(s)
27 September 2023

Final Report Submission Date
08 December 2023

Tbilisi

Contents

Information about a Higher Education Institution [1]

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

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Costas Mantzalos, Frederick University, CYPRUS
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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)	ხელოვნების ისტორია და თეორია
Name of Higher Education Programme (in English)	Art History and Theory
Level of Higher Education	Bachelor Educational Programme, level 6
Qualification to be Awarded[2]	Bachelor of Art History and Theory
Name and Code of the Detailed Field	0213 - Fine Arts
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 05.12.2018 Decision 189
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

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[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 Pogramme[4]**
  - This is a Bachelor Degree level programme that was accredited since 2018. It is now a 4 year BA programme consisting of 240 ECTS, that has been modified after taking into account the analysis of the academic and invited staff, student opinions, labor market research, employers, and the graduates' surveys The syllabi were updated, the content of the study courses was improved based on the new educational and scientific literature, the topics of the training courses were expanded, and the study resource was updated.

- **Overview of the Accreditation Site Visit**
  - The site visit took place on the 27th of September, 2023 and it started with the meeting with the Rectorship, Head of Administration and Dean, and progressed throughout the day with meetings with the team responsible for preparing the SER, the Heads of the Programme, the Academic and Visiting Staff, the Students, Graduates, the Quality Assurance services, and Employers. There was also a tour of facilities including the Library, IT services and auditoriums.

- **Brief Overview of Education Programme Compliance with the Standards**
  - All members of the faculty from top management to invited staff were found to be very supportive towards the Master's programme. A very enthusiastic and supportive student/alumni body made a positive impression, as well as very positive stake holders. It became evident that the University is a student-centric environment which promotes quality, equality, diversity, and inclusivity.
  All the paperwork submitted was studied and found satisfactory with clear aims and objectives as well as clear descriptions on the teaching and learning activity.

    The Institutional Quality Assurance as well as the Faculty Quality Assurance teams are in tune with each other and this provides a thorough system in maintaining quality throughout.

    The University supports various faculty towards art and design practice. Facilities for the new programmes are in place.

    The Bachelor programme in Art History and Theory complies with all standards. Specifically

- Standard 1: Substantially complies with requirements.

- Standard 2: Substantially complies with requirements.

- Standard 3: Full Compliance

- Standard 4: Full Compliance

- Standard 5: Full Compliance

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

- **Recommendations**
  - **1.4** to revise the syllabus of the field practical course and make it consistent with the whole system of other practical courses
  - **1.5** to specify the description of the practical work and methodology in the Georgian urban architecture practical course
  - **1.5** to specify the description of the practical work and methodology in the practical course of museology

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  o **2.1** A list of subjects that are mandatory to be passed along with two national exams (the so-called third national exam subject) shall be added to the requirements for admission to the program provided in the description of the art history program placed on the website of the BATU.
  o **2.2** Corrections should be made to the requirements for the bachelor's thesis in compliance with the number of compulsory subjects and credits of the educational program.
  o **2.2** Proper attention should be addressed to enhancement of the scientific component while working on a bachelor's thesis by adhering to the principles of academic writing.
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  - **2.4** The rule of one-time assessment of the undergraduate thesis should be changed and it should be formulated in such a way that the Order N3 of the Minister of Education and Science of Georgia on the approval of the rule of calculating credits for higher education programs. The evaluation of a bachelor's thesis should be added the stage of intermediate assessment
  - **2.4** Change the permissible 40% for plagiarism and set the permissible percentage to 12% and/or 15%.

  - **4.1** Prevent involvement of a holder of bachelor's degree or a person equal in academic rank in the education process as equal to the specialist of category II.

    4.4 REC MOVED TO SUGGESTIONS.

    5.1 REC REMOVED

- **Suggestions for Programme Development**
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  - o **1.3** It is advisable to add the rule for reviewer of a bachelor's thesis as a requirement for admission to the defense of the bachelor's thesis

- - **1.3** it is advisable to conduct research of the reasons for the low index of the number of the graduates of the educational program with focus groups.

  - **1.4** To enhance the programme's structure with more input related to contemporary art to include theories on postmodernism, neoliberalism and postcolonialism. This could be achieved by adding a new course on contemporary art or enhancing the existing course titled '20th Century Art'.

- **1.5** It is preferable to add practical work on the samples of other fields of art to the desired practice in iconography apart from the monumental painting.
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  - **2.1** It is desirable that priority is given to the subject of fine art in the range of optional subjects.

  - **2.1** It is desirable that the practice of the university open door's day is implemented.
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  - **2.2** It is desirable that the content of the themes of bachelor's theses are expanded.
  - **2.2** it is preferable to plan the field practical course from the second academic year, simultaneously with the theoretical subjects of medieval Georgian courses and distribute it over several semesters; to intensify the practical work in the direction of studying medieval Georgian monuments of architecture and their decoration both in the region and beyond.
  - **2.3** It is preferable to add practical work on the samples of other fields of art to the desired practice in iconography apart from the monumental painting.
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  - **4.1** Academic faculty will be benefited greater by increasing their international profile further through presenting and publishing their research in international conferences and scientific journals.
  - **4.1** It is desirable that memorandums are elaborated and signed with other higher education institutions of the country to arrange problems.
  - **4.1** It is desirable that holders of master's and doctor's degrees are gradually involved in the education process as invited personnel.

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  - **4.4** To update the library in both as a physical space as well as in the volume of the book. The library needs a good investment to provide students with the latest bibliography from the international contemporary art design fields on both theory and practice and this bibliography should eventually be reflected into the curriculum and the course syllabi
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  - **4.4** To keep the physical resources up to date and to upkeep the whole space by paying attention to certain conditions for better ventilation, lighting etc.
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- - **4.5** Develop individual budgets for the program. This will support more effective and efficient financial planning and management of the programs.
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  - **4.5** The administration of the University should develop a strategy for fundraising to ensure budget increase for the program.

- **5.3** Carry out academic and invited staff teaching evaluation using pre-determined classroom observation template.

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- **Brief Overview of the Best Practices (if applicable)[5]**

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

For recommendations 1.4, 1.5, 2.1, 2.2, and 2.4 we do not share the Argumentative Position of the HEI and our initial statements, stay as they are. 2.4 recommendations were merged to 2 instead of 3.

Recommendation 2.3 was a duplicate and has been removed.

For recommendation 4.4 we share the argumentative position of the HEI and we change this into suggestion.

For recommendation 5.1 we share the argumentative position of the HEI which is similar to the recommendation of sub-standard 2.4 regarding the assessment of the undergraduate thesis, therefore it has been removed.

Also, the university presented the program for Accreditation on 1st of May and the qualification of the program was compliant with the Qualification framework of Georgia. In July 2023, there were some changes in the fields of Art in the Qualification framework of Georgia, so in some cases the formulations of some qualifications changed.
Batumi Art Teaching university has already clarified the issue mentioned above and sent the official letter to the Centre. So, the qualification of program is **Bachelor of Art History and Theory.**

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

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

According to the SER (pp. 3-4) the programme was accredited with Decision 1189 dated 05.12.2018. In accordance with the recommendations and advice of the previous experts' team,

the qualifications framework and the requirements of the industry characteristic standard, the

programme was modified, the learning outcomes of the goals and tasks were adjusted. The wording of the title of the qualification was formed as follows according to the classifier of the fields of study: Bachelor of Art History and Theory.

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit (Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance) it was found that the objectives of the programme take into account the specifics of the discipline as well as the general aim and objectives of the University's vision and mission in providing graduates who can act as highly professionals in the creative industry – both nationally and internationally.

The objectives of the BA programme are established clearly and are realistic and achievable. The contribution of the programme's objectives to society are specified by the discipline of the field of study and result in the promotion of intellectual development of the society, and the active involvement of young people in art and design history and theory fields. The programme's objectives also allow the development of graduates to form professional values, to appreciate modern social and socio-political life and the role of their own theoretical and intellectual stance in theory and history, particularly in respect for artistic, education, research, promotion and protection of cultural heritage, urban and artistic-creative directions, as well as cultural tourism. The objectives of the programme were established also taking in consideration the practice of various reputable international institutions that run similar fields.

Evidences/Indicators

- o Self Evaluation Report
- o Site visit

- o Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- o University's website

Recommendations:

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

Suggestions for the Programme Development

- o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	☐	☐	☐

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the Learning Outcomes of the programme are logically developed and related to the requirements of the fields of Art History and Theory.

The formulation of the learning outcomes has been a thorough step by step process and has taken in consideration the particularities of the discipline of the Bachelor programme. This step by step process has also involved the participation of interested persons, namely academic and visiting staff, faculty and university administration and employers/external evaluator. The learning outcomes of the Bachelor programme provide a sense of responsibility to students to ensure the ongoing teaching

and learning process well after graduation. The program's Learning outcomes correspond to the aims of the programme and its content, and are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded which is the Bachelor level degree. Additionally, these Learning outcomes are consistent and reflect to the peculiarity of the field of study and the demands that are initiated by the labour market.

The Learning Outcomes are divided into 3 main sections being:
- Knowledge and Understanding
- Practical Skills
- Responsibility and Autonomy

Through these 3 categories, the Learning Outcomes of the programme are clear and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills in the creative industry and posts that relate to art theory, philosophy, criticism etc.

Evidences/Indicators

- Self Evaluation Report
- Site visit
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website

Recommendations:

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

Suggestions for 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
1.2 Programme Learning Outcomes	X	☐	☐	☐

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 program is carried out on regular bases. Evaluation of learning outcome of each study course is carried out on a semester basis. Statistical data are regularly obtained and processed for the purpose of analysis. Assessment of learning outcomes is based on the analysis of data from assessment sources. The quality assurance service monitors the learning outcomes of the educational program together with the head of the relevant department and program. The educational process is monitored by the educational process management department in cooperation with the quality assurance service.

Both direct (analysis of students' academic performance) and indirect (surveys of students, graduates, employers) assessment methods are used in the assessment of learning outcomes. According to the regulation "The Rule of Evaluation of Learning Outcomes of the Educational Program" target marks of learning outcomes of the educational programs are determined as follows:

"… Theoretical Direction: The number of the best students (91-100 points) should not exceed 10% of the total number; The number of low academic results (51-60 points) should not exceed 10% of the total number; The number of average academic results (81-90 points) should not exceed 25% of the total number; The number of average academic results (71-80 points) should not exceed 30% of the total number; The number of average academic results (61-70 points) should not exceed 25% of the total number.

Practical Direction: The number of the best students (91-100 points) should not exceed 35% of the total number; The number of low academic results (51-60 points) should not exceed 5% of the total number; The number of average academic results (81-90 points) should not exceed 30% of the total number; The number of average academic results (71-80 points) should not exceed 20% of the total number; The number of average academic results (61-70 points) should not exceed 10% of the total number…"

In addition to above mentioned methods for the evaluation of program learning outcomes, in the description of the education program a map for the assessment of program learning outcomes is provided which describes direct method of assessment for program learning outcomes: map identifies the concrete assessment methods and sets specific benchmarks for each learning outcome. It also sets the time period for data collection and identifies the responsible persons.

The Quality Assurance Service conducts periodically conducts a survey of students, graduates and employers, and based on the analysis of the results, recommendations are developed, which are discussed at meeting of the Department as well as at the meetings of the Faculty Council. The Quality Assurance Service coordinates the planning, elaboration, implementation, development, promotion and monitoring of the educational program as well as it coordinate the evaluation of the program learning outcomes.

A bachelor thesis is evaluated by the defense commission on one occasion during the defense according to the regulations for evaluation of a bachelor's thesis and defense minutes practiced by the BATU.

- A bachelor's thesis is a 10-credit educational course, with research elements, of the program of higher education institutions. According to Order N3 of the Minister of Education and Science of Georgia (5 January 2007) about the Rule of Calculation of Higher Education Programmes with Credits/ Article 4. Evaluation of a student in the study component/ 2. "It is impermissible to assign a credit by using only one form of evaluation - final evaluation. Assessment of the study load during a semester (trimester) must foresee: a) assessment of student's independent work; b) mid-term assessment; c) assessment in the final exam".
  Accordingly, the rule of evaluation of a bachelor's thesis should be added the stage of intermediate assessment.
  Namely, the form of evaluation could be the rule for a reviewer of a bachelor's thesis, as a requirement for admission to the bachelor's thesis defense.

- Notable is a small number of the graduates of the educational program (2018-2023). Resulting from the existing outcomes, it is advisable to conduct research of the reasons for the low index with focus groups in order to estimate what the problem is caused by – external, social-economic factors, or the faults inside the university and in educational programs.

Evidences/Indicators

- University Regulation of Study Processes: http://batu.edu.ge/text_files/ge_file_2260_1.pdf
- Educational program and syllabi
- The Rule of Evaluation of Learning Outcomes of the Educational Program
- Methodology of formation and evaluation of learning outcomes of the program
- Program learning outcome benchmarks: Program evaluation (Direct/Indirect evaluation) and use of evaluation results to improve the program
- Minutes of self-evaluation/working group meeting
- Annual working plans and monitoring reports of Quality Assurance Service
- Analysis Internal and External Evaluations Results by Quality Assurance;
- Students achievements evaluation results and analysis
- Survey results of employer, graduates, students and stuff
- Self-evaluation report of the University performance
- Interviews results with university administration, stuff, students, graduates and employers
- Self-evaluation report provided by the university.

Recommendations:

Suggestions for the Programme Development

- It is advisable to add the rule for reviewer of a bachelor's thesis as a requirement for admission to the defense of the bachelor's thesis
- it is advisable to conduct research of the reasons for the low index of the number of the graduates of the educational program with focus groups.

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	☐	☐	☐

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit (Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance) it was found that the 4-year cycle of the Bachelor Degree in Art History and Theory has solid and very clear structure that can lead to the provision of all rounded and competent professionals in the creative industry of Georgia and abroad. In building this structure all efforts were made to comply with the regulations and legislation of the state of Georgia. Additionally, the structure of the programme complies fully with the Bologna Process and the European Transfer Credit System.

The BA Art History and Theory programme content and structure are consistent with the Bachelor Degree qualification to be awarded and ensure the achievement of programme learning outcomes . The structure of the programme was developed by taking in consideration the University's 'regulation of the educational process' as well as a variety of opinions including academics, students/graduates and stake holders and was benchmarked with various reputable institutions is the EU and the US.

The content and structure consist of a satisfactory balance of theory and practice allowing the development of teaching and learning through knowledge, skills, and competences.

It may however be stated that the structure could be enhanced further by increasing the input of theory that relates to contemporary art. More emphasis needs to be applied on the role and significance of contemporary art to include theories on postmodernism, neoliberalism and postcolonialism that can provide a better understanding of today's socio-political experience and also round up the existential debate of historiography. This will also develop the content and the level of the program further to envisage additional key issues of internationalization.

The educational program is elaborated in compliance with the requirements of the national qualification frame of the bachelor's degree and by means of the methodology of planning, elaboration and development of educational programs enforced in the BATU.

The program consists of 240 credits: major subjects – 120 credits, optional courses – 25 credits, bachelor's thesis – 10 credits, compulsory faculty subjects – 30 credits, compulsory university subjects – 15 credits, optional courses/blocks/ minor subjects – 40 credits. Totality of the teaching components, their scope, methods of teaching, criteria of evaluation represented in the program ensure achievement of the objectives and learning outcomes foreseen by the program. The first semester of implementing the program foresees compulsory university and compulsory faculty disciplines; from the second semester of teaching, each semester covers main courses, optional disciplines; from the fifth semester additional specialization/optional blocks/optional courses are added. The program foresees chronological, logical sequence, consistency of courses; their content develops from general to specific.
.
Distribution of educational components by semesters is logical and consistent; it is based on the chronological principle of teaching art history. The balance between the theoretical and practical courses of the educational program is maintained.

The art history educational program, in parallel with theoretical educational programs, covers practical, mandatory educational courses that are vital given the specificity of the field.

- Field practical training course (5 credits) is planned to be carried out in the last semester. The requirements for learning the course are: ancient Georgian architecture I, II; medieval Georgian sculpture (stone reliefs, chasing artworks); medieval Georgian painting (murals, icon painting, miniature); urban architecture in Georgia in the 19th -20th centuries; Georgian fine art in the 19th -20th centuries (8C4-1; 8C4-2; 8C8; 8C15; 8C18; 8C19). Accordingly, the syllabus of the course includes practical work on museum exhibits (relief, metalwork, easel artworks, review of the exposition); practical works in an urban environment (street advertisement, urban sculpture, town development); the course involves conducting two field practical trainings on the monuments of architecture and monumental painting.
  In parallel, inserted practical works in museology, basics of iconography and Georgian urban architecture in the 19th -20th cc are intended in the frames of the educational program for relevant theoretical courses (museology, basics of iconography, Georgian urban architecture in the 19th -20th cc).

Resulting from the above-reviewed issues, there is overlapping of subjects in the field practical course and other practical courses (basics of iconography, museology, Georgian urban architecture of the 19th -20th cc).

Taking all this into consideration, it is mandatory to revise the syllabus of the field practical course and make it consistent with the integral system of other practical courses.

Evidences/Indicators

- o Self Evaluation Report
- o Site visit
- o Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- o University's website and other digital platforms (e learning etc)

Recommendations:

- o to revise the syllabus of the field practical course and make it consistent with the whole system of other practical courses

Suggestions for the programme development

- o To enhance the programme's structure with more input related to contemporary art to include theories on postmodernism, neoliberalism and postcolonialism. This could be achieved by adding a new course on contemporary art or enhancing the existing course titled '20th Century Art'.

Evaluation

Please, evaluate the compliance of the programme with the component

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

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the 4-year cycle of the Bachelor Degree in Art History and Theory and specifically the content of its courses and number of credits comply with the achievements of the learning outcomes. The syllabi are well defined and clearly describe the teaching and learning activity. All study materials such as bibliography, IT services and other materials are indicated in the syllabi.

The programme's compliance with the Bologna process also supports and justifies the relationship between content and learning outcomes. The amount of ECTS for the programme are 240 corresponding to 60 each year and take in consideration contact hours as well as students' personal time in accomplishing the objectives for each course. 1 ECTS determined to 25 study hours.

The learning outcomes of each academic course is aligned with the learning outcomes of the corresponding programme as reflected in the programme's learning outcomes. The learning outcomes defined within each course/component are assessed based on the components and criteria/rubrics defined in the assessment system. The mentioned system is detailed in the course syllabi as these are listed in the Apendix of the SER. All courses for each programme are well researched and are current taking into consideration the relevant contemporary trends and latest technologies. Compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in the relevant field taking into account the specifics of the academic courses as well as the achievement of the programme's learning outcomes.

Evidences/Indicators

- Self Evaluation Report
- Site visit
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- Courses Syllabi
- University's website and other digital platforms
-

Recommendations:

- to specify the description of the practical work and methodology in the Georgian urban architecture practical course
- to specify the description of the practical work and methodology in the practical course of museology

Suggestions for the programme development

- It is preferable to add practical work on the samples of other fields of art to the desired practice in iconography apart from the monumental painting.

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	☐	X	☐	☐

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	☐
	Substantially complies with requirements	X
	Partially complies with requirements	☐
	Does not comply with requirements	☐

2. Methodology and Organisation of Teaching, Adecuacy 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

Admission to the program occurs in compliance with the current legislation of Georgia and requirements of the rule of implementation of the learning programmes of the Batumi Art Teaching University.

- The prerequisites of admission to the program provided in the description of the art history programme placed on the website of the BATU does not contain the list of the subjects which are necessary to be passed along with two national exams (the so-called third subject of the national exam). This information is not provided in the document of the regulations for admitting prospective students to bachelor's degree educational programme for 2023-2024 placed on the website of the BATU either (the information is only provided with reference to the tournaments arranged by the University in creative fields).

Information about the optional subjects in the prerequisites for admission to the programme must be added in the description of the art history programme placed on the website of the BATU.

- During the visit arranged in the frames of the High Education programme accreditation, based on the interview held with the head of the program, it was specified that apart from the mandatory subjects (Georgian language, foreign language), the requirement for admitting to the programme includes optional subjects – fine art, history, Georgian literature; equal quotas are set for the subjects.
Given the peculiarities of the sphere of education, in order to ensure that the requirements for admitting to the programme are logically connected to the content of the programme, it would be preferable to give priority to the subject of fine art in the ranging of the optional subjects, so that better-trained contingent is engaged.

  With the aim of popularization of the programme, it is desirable that the practice of the university open door's day is implemented in the frames of the programme in order to provide the potential contingent with information directly in the form of the question-and-answer session.

Evidences/Indicators

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

- Learning process regulatory rule of BATU
- Curriculum of the undergraduate educational program
- BATU website http://www.batu.edu.ge
- Regulation for enrolment of entrants to bachelor's educational programs 2023-2024 (PDF)
- Description of the art studies programme
- Interview with the head of the programme
- Presented BA theses

Recommendations:

- A list of subjects that are mandatory to be passed along with two national exams (the so-called third national exam subject) shall be added to the requirements for admission to the program provided in the description of the art history program placed on the website of the BATU.

Suggestions for the programme development

- It is desirable that priority is given to the subject of fine art in the range of optional subjects.

- It is desirable that the practice of the university open door's day is implemented.

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	☐	☐

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 practical component of the program is organized in accordance with the outcomes of learning – with the aim of developing the skills of putting knowledge into practice, the teaching courses consider practical courses in the subjects of 'Museology', 'Basics of Christian Iconography' and 'Georgian Urban Architecture in the 19th -20th centuries', as well as an independent teaching course 'Field Practice'.

With respect to the correlation of theoretical and practical activities envisaged in the syllabuses of the teaching courses, it is expedient to enhance the 'Field Practice' of the practical course taking into consideration the specificity of the direction and relevance of the learning outcomes; alongside the practical courses in other subjects, it is preferable to plan the field practical course from the second academic year (instead of the last semester) simultaneously with the theoretical courses of medieval Georgian art and distribute it over several semesters; to intensify the practical work in the direction of studying medieval Georgian architectural monuments and their décor both in the region and beyond.

Proper methods of teaching and assessing, such as presentations, reviews, essays, projects are selected in the teaching courses with the aim of developing scientific-research skills. In order to develop scientific-research skills it is important to prepare and present a conference report, which is evidenced through university student conferences held at the university.

A question arises with reference to the requirements for a bachelor's thesis which consist of only the courses of Georgian art: ancient Georgian architecture I, II; medieval Georgian sculpture (stone reliefs, metalwork); medieval Georgian painting (murals, icon-painting, miniature); Georgian urban architecture of the 19th -20th centuries; Georgian fine art of the 19th -20th centuries. 8C4-1; 8C4-2; 8C8; 8C15; 8C18; 8C19. Accordingly, topics of the bachelor's theses of the program cover the issues of Georgian art. I suppose it is a technical problem and the requirements for the bachelor's thesis should be corrected in compliance with the number of the compulsory subjects and credits of the educational program.

Furthermore, topics of the bachelor's theses defended in 2018-2023 are limited to the issues of only Georgian art. It is desirable to offer students a wider choice of the topics for bachelor's theses, all the

more so because collections of the museums nationwide represent materials of different spheres of world art and the educational program foresees all this.

The optional components of the program prove favorable to the development of skills in the field of expertise, as well as transferable ones. Furthermore, the free 40 credit component (additional specialty, optional courses, optional blocks) foreseen by the program gives a student the opportunity to gain the knowledge and skills relevant for the job market; in addition, the memoranda signed with employers imply students' engagement in the activities of the organization; the academic staff, invited specialists help students to deepen their professional knowledge, research the problems of their field that they are interested in, prepare scientific works for student conferences.

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Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results
- o Learning process regulatory rule of BATU
- o Curriculum of the undergraduate educational program
- o Interview with the head of the program
- o Description of the art studies program
- o List of undergraduate theses (2018-2023)
- o Syllabus of teaching courses
- o Presented BA theses

Recommendations:

- o Corrections should be made to the requirements for the bachelor's thesis in compliance with the number of compulsory subjects and credits of the educational program.
- o Proper attention should be addressed to enhancement of the scientific component while working on a bachelor's thesis by adhering to the principles of academic writing.

Suggestions for the programme development

- o it is preferable to plan the field practical course from the second academic year, simultaneously with the theoretical subjects of medieval Georgian courses and distribute it over several semesters; to intensify the practical work in the direction of studying medieval Georgian monuments of architecture and their decoration both in the region and beyond.
- o It is desirable that the content of the themes of bachelor's theses are expanded.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with	Substantially complies	Partially complies	Does not comply with

	requirements	with requirements	with requirements	requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	☐	X	☐	☐

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 expert recommendation from the previous accreditation (2018) of the program with reference to implementation of the electronic system of managing the educational process has been carried out. The BATU already employs the electronic services managing system which comprises electronic services of educational process management.

Unity of the program's components, its content, methods of teaching and the volume of credits ensures that the tasks set by the program and the results of learning are achieved, whose major indicators are the data of students' academic performance and the results of students', graduates' and employers' enquiries.

The applied methods of teaching and learning derive from the content of the teaching program and learning outcomes; they are largely relevant to the stage of teaching, the content of the course, are selected considering the specificity of the program components and are indicated in syllabuses; the set of the methods used in each component ensures that the outcomes planned by the whole program are achieved.

There are diverse methods that are applied in the frames of the educational program; using heuristic, explanatory, written, induction and deduction methods help acquire knowledge and realize it in major art- historical disciplines; the methods teaching practical, written skills, those of demonstrating and the action-oriented ones encourage formation of the ability of implementing knowledge in action; by using discussions/debates, verbal and written methods a student will be able to analyze problems, make proper decisions and conclusions; group-work, debate, verbal, presentation methods help to form communication skills – participate in professional discussions, prepare detailed written reports on existing problems and the ways of their resolution, and convey information orally.

A bachelor thesis serves the development of skills of independent learning and research, assessment of personal professional abilities, identifying the needs of professional development, sharing professional values at national and international levels and formation of the skill of putting all into practice. In this direction, the following should be considered:

- While getting introduced to the bachelor's theses of the program represented during the visit of international accreditation experts of educational programs, it became clear that there is insufficient citing in part of the theses; there are works that completely lack citing.

  As using others' opinions and phrases outside the rules, without referencing the literary source, is against the principles of academic conscience/plagiarism, it is necessary to address proper attention to enhancement of the scientific component while working on a bachelor's thesis by adhering to the principles of academic writing.

  In addition, some methodological and contextual problems need to be improved in the syllabuses of other practical courses of the program:

  The syllabus of museology and Georgian urban architecture practical course is not clear concerning the method of the practical activity of the course (the part of the training course of the museology practical course, which implies field practice in a museum, intends to organize visits to a museum).

  The practical course in iconography, which is based on the theoretical course of the basis of iconography, covers only the practice in monumental painting, whereas the objectives of the theoretical course imply studying iconography along with medieval Georgian monumental painting on the examples of artworks of icon-painting, metalwork, and miniature.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Curriculum of the undergraduate educational program
- Syllabus of teaching courses

Recommendations:

Suggestions for the programme development

- It is preferable to add practical work on the samples of other fields of art to the desired practice in iconography apart from the monumental painting.

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	☐	☐	☐

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

The student's objective evaluation system is one of the important components for the student. Student's assessment is carried out in accordance accordance with the "rules regulating the educational process" of the Batumi State University of Arts. The student is evaluated with a 100-point system, where 60% (0-60 points) is assigned to the midterm evaluation, and 40% (0-40 points) to the final exam. The student is obliged to get at least 21 points in the midterm assessment (0-20 points "failed"), otherwise will not be admitted to the exam. Final exam - minimum competence limit - 20 points (0-19 points "failed"). The student will be considered to have completed the course if he/she receives one of the following positive grades:

Positive assessment: (A) Excellent – 91-100 points of the maximum assessment; (B) very good – 81-90 points of the maximum assessment; (C) good – 71-80 points of the maximum assessment; (D) Satisfactory – 61-70 points of the maximum assessment; (E) Sufficient – 51-60 points of the maximum assessment; Two types of negative assessment: (FX) didn't pass – 41-50 points of the maximum assessment, which means that the student needs more work to pass and is allowed to take an additional exam through independent work, the additional exam will be scheduled at least 5 days after the announcement of the final exam results; (F) Failed – 40 or less of the maximum grade point, which means that the work done by the student is not sufficient and he has to relearn the subject.

Student's assessment is different by subject. In some subjects, an oral examination, a report, a written assignment, a midterm and a final exam are provided. We asked the academic and visiting staff questions about the introduction of the syllabus, where they mentioned that, they introduce the syllabus, assessment and its methods to the students in the first lecture. Also, they mentioned that after any task, the assesment of each student are considered individually and feedback is given. Students can see each grade and its component on their platform (which we saw during the visit).

We asked both students and academic and visiting staff questions about assesment appeals, and both indicated that they had never had to appeal an assesment.

Regarding plagiarism, academic and visiting staff, as well as students, noted that the percentage of acceptable plagiarism is 40%, which is quite high and should be changed, because with an acceptable 40%, the assessment and work cannot be done objectively.

It is also problematic to evaluate the bachelor's thesis once with the final exam, because according to Article 42 of the "05 january 2005 year N5 Order of the Minister of Education and Science of Georgia" on the "Approval of the Rules for the Calculation of Credits for Higher Education Programs", the master's project/thesis, dissertation or creative/performative work, or other scientific project/thesis submitted for the award of an academic degree must To be evaluated as a whole, as a whole - with the final evaluation, which includes the evaluations and defenses of the persons determined by the higher educational institution. This rule applies only to master's and dissertation work and not to bachelor's

work, therefore this rule must be changed, because it contradicts the order of the Minister of Education and Science.

During the visit, we requested and saw several bachelor theses, and I would like to point out that they were not well done, in particular: no footnotes were used at all, and the references used were very few.

Evidences/Indicators

1. (appendix 1)Self-evaluation report;
2. (appendix 2) programs and syllabus;
3. (appendix 7) Regulation of BATU educational processes: http://batu.edu.ge/text_files/ge_file_2260_1.pdf;

4. www.batu.edu.ge;

5. (appendix 10) semester load;

6. Report of the interview;

Recommendations:

o The rule of one-time assessment of the undergraduate thesis should be changed and it should be formulated in such a way that the Order N3 of the Minister of Education and Science of Georgia on the approval of the rule of calculating credits for higher education programs. The evaluation of a bachelor's thesis should be added the stage of intermediate assessment

o Change the permissible 40% for plagiarism and set the permissible percentage to 12% and/or 15%.

Suggestions for the programme development

o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

2.4. Student evaluation	☐	X	☐	☐

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	☐
	Substantially complies with requirements	X
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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

First I would like to mention the fact that the students were quite engaged in the self-assessment group. They indicated that they wanted to insert a photographic art object and the facility staff add this subject. Also, the Islamic religion has been included in the main electives. Also, at the request of graduates, a practical subject of applied arts was added, because the labor market demands more practice from students.

Academic staff and students noted that the institution has consultation hours with a lecturer, which students actively use.

During the visit, students noted that they actively use Facebook groups, where lecturers actively provide information about any news. Also, self-management helps students in various projects. Graduates noted that they actively use the website and e-mail and get information about the news through it.

During the course, students are given various practical tasks, they go to see the monuments, describe them and then compare them with each other. Both students and graduates have participated in various conferences and projects in which the lecturers and staff of the institution have been very helpful.

I would like to note that, All but one student were employed in their profession, in which the knowledge gained from the university helped them a lot.

The graduates recalled the defense of their bachelor's thesis, where they noted that the supervisor helped them a lot in everything.

I would also like to mention that the institution has signed many memorandums, with which some students start internships in different places and then start working.

At university, there are forms of incentives (nominal scholarships, one-time awards) for success in studies and creative activities and activeness in public life. According to the rules of granting named scholarships to distinguished students of Batumi University of Arts, 2 university scholarships - 150 GEL and 5 faculty scholarships - 100 GEL are defined. Nominal scholarships are awarded for one academic year. In addition to competitive scholarships, a one-time scholarship in the amount of 300 GEL can be awarded for outstanding achievements and active scientific-creative activities by the decision of the reprensentative counsil.

Evidences/Indicators

1. Self- evaluation report;
2. Regulation of BATU educational processes: http://batu.edu.ge/text_files/ge_file_2260_1.pdf
3. BATU Statute: http://batu.edu.ge/text_files/ge_file_3011_1.pdf
4. Information of Employment of Alumnies;
5. Alumni Survey Results;
6. www.batu.edu.ge
7. Result of interview;
8. Memorandums;

Recommendations:

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

Suggestions for Programme Development

o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

3.1 Student Consulting and Support Services	X	☐	☐	☐

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

N/A

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	☐	☐	☐	☐

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

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

4.1 Human Resources

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

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The program is led by highly qualified academic and invited professors, whose activities are based on the legislation and the rules of the University as well as the Law of Georgia "On Higher Education. They also possess the necessary competencies to implement the program and achieve the desired learning outcomes. In this regard, the educational program is in line with the requirements of the standard component.

It must be noted and emphasized, that the program leader is a highly qualified academic with international reputation. It should also be noted that the academic and invited specialists involved in the program are also high-level professionals with extensive scientific and international experience.

And it should be emphasized, that the activities of the academic and invited staff are constantly evaluated according to the rules developed in the university. In accordance with the occupied position, their obligations related to research and educational activities are established. The process of designing and developing the program is managed by the head of the program using internal evaluation mechanisms; also, with the help of internal self-assessment tools, based on the collected data, together with the program teams.

It should be also underlined that the mechanism and methodology of planning of the student quota is active in BATU. The ratio of students to academic staff according to the directions is also provided.

The Bachelor programme in Art History and Theory represents well-planned curriculum with professional, high-level academic and invited staff. They serve to release highly qualified students in accordance with the curriculum and syllabi.

The quantitative data of the programe of Art Hisrtory and Theory is as follows:

- Professors: 6;
- Associate Professors: 4;
- Assistant Professor: 1;
- Affiliated Staff: 5;
- Invited Staff: 15;

The ratio of academic and visiting staff is equal to 11/16 ratio 0.69

The ratio of affiliated staff and students is equal to 11/43; ratio 0.26;

It is significant that the personnel involved in the implementation of the programme have strong scholarly, practical and educational experiences who are engaged in fruitful scholarly and pedagogical work in scientific, educational institutions and creative workshops of the relevant profile.

The head of the programme possesses necessary knowledge and experience required for the programme development, certified by relevant education in the field of art history and competencies necessary to help faculty and students to achieve the learning outcomes. The balance between academic and invited staff ensures the sustainability of the programme, which is regulated by the "Batu Academic and Invited Staff Number Determination Rules" Invited personnel: depending on the needs of the educational process, are recognized specialists in Georgia and abroad (category I and II specialists). There is a workload scheme for academic/scientific and invited staff that is updated every semester according to academic/scientific and invited staff's functions and duties.

Each learning course of the educational program is carried out by an academic or a visiting staff (specialist of category I or II). The number of academic/invited personnel is adequate to the number of students and ensures stability of the academic resource and sustainability of the program.

The number of academic/invited personnel is adequate to the number of students and ensures stability of the academic resource and sustainability of the program. The program engages 11 university-affiliated academic staff (6 professors, 4 associated professors, 1 assistant-professor) and 16 invited personnel of category I and II engaged in the learning process. Correlation between the academic and invited personnel is 11/16.

- According to Annex N1 of the self-evaluation report of the higher education accreditation program of the BATU – bachelor's educational program 'Art History and Theory' 23.04.2023 (4.1. human resources) - the specialist of category II must satisfy the following criterion - a person holding master's degree or that equal in academic rank. In exceptional cases, if a specialist of the proper field is not available, it is possible to invite a specialist of category I or II with bachelor's degree or equal in academic rank who is empowered to give a lecture, carry out or participate in the educational and/or scientific/research/performing-creative processes; be the supervisor or co-supervisor of bachelor's/master's, various scientific/research/performing-creative works, exercise other powers permitted by the legislation (statutes 10 and 11 of the Internal regulations of the BATU).

  Leading a course of lectures of bachelor's higher education program, as well as being a supervisor or co-supervisor of a bachelor thesis implies certain experience and appropriate responsibility. If a person with a bachelor's academic degree is not equipped with the above-listed skills, it is impermissible for them to be involved, even as an exception, in the process of education.

  In order to arrange personnel problems, it is preferable to elaborate and sign a memorandum with other higher education institutions of the country and beyond – it would greatly promote both the educational process and professional development of the academic personnel of the BATU.

  It is desirable that the priority is given to the gradual involvement of master's and doctoral students in the education process as invited staff.

Overall the human resources of the programme including faculty and administration ensure the programme's sustainability and possess necessary competencies for implementing and achieving the goals of the programme, as well as guaranting qualitative teaching and learning activity.

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	11	5	7	11

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[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

- Professor	6	3	4	6
- Associate Professor	4	1	2	4
- Assistant-Professor	1	1	1	1
- Assistant	0			
Visiting Staff	16			–
Scientific Staff	0			–

Evidences/Indicators

- ➢ SER report and apendices
- ➢ Personal files (CVs) of academic, invited, administrative and support staff;
- ➢ Interviews;
- ➢ Site visits;
- ➢ Program self-assessment report;
- ➢ Number of administrative and assisting personnel;
- ➢ Rules on the duties and activities of the heads Academic Program and Working Groups;
- ➢ Workload scheme of academic, scientific and invited staff;
- ➢ Website
- ➢ Annex N1 of the self-evaluation report of the higher education accreditation program of the BATU – bachelor's educational program 'Art History and Theory' 23.04.2023
- ➢ CV / diplomas of academic and visiting staff
- ➢

Recommendations:

- o Prevent involvement of a holder of bachelor's degree or a person equal in academic rank in the education process as equal to the specialist of category II.

Suggestions for Programme Development

Academic faculty will be benefited greater by increasing their international profile further through presenting and publishing their research in international conferences and scientific journals.

It is desirable that memorandums are elaborated and signed with other higher education institutions of the country to arrange problems.

It is desirable that holders of master's and doctor's degrees are gradually involved in the education process as invited personnel.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	☐	X	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

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

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

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	☐	☐	☐	☐

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

The university has in place the regulations for the evaluation of programme staff and conducts the analysis of evaluation results regularly. Evaluation of academic and invited staff at university includes analysis of their individual performance according their annual workload. The performance of the individual workload is reviewed by the Dean of the Faculty and the Faculty Council. The components of the workload of the academic staff are: teaching-pedagogical activities, scientific-research activities, participation of stuff in various educational service activities. Within the framework of the annual self-evaluation of the university, monitoring of the educational process (the quality of lectures, practical/laboratory/other classes) is examined. In the process of annual self-evaluation conducted by the university, the opinions of students and programme stakeholder are studied (through surveys and/or interviews) and the results are analyzed.

The evaluation of academic and invited personnel includes the evaluation of pedagogical and scientific activities: their involvement in the process of updating syllabi, teaching materials, preparing readers, monitoring the educational process, participation in the development of the programme, participation in scientific events, scientific papers, participation in scientific grant projects, and etc. The results are taken into account in the academic staff selection process.

University's scientific-publishing department systematically consults the staff on issues related to research, provides information about various scientific forums, conferences, and scientific publications.
With the financial support of the university and the local government, local and international conferences are held at university. University is the founding institution of conferences in the

direction of culture and art in the region. The materials of several scientific conferences are printed and their electronic versions are available on the university's website.

The university is involved in the Erasmus+ project. With the support of the university and the local government, professors of various foreign universities are periodically invited to conduct trainings for students and academic staff and to share their experiences. The institution has developed plans for the training and retraining event of specialists. The plan indicated the trainings and other activities to increase the qualifications of the staff.

Evidences/Indicators

- o The rule for evaluation of academic and invited personnel performance
- o Selection procedure for academic staff: http://batu.edu.ge/text_files/ge_file_306_1.pdf
- o Methodology of planning, elaboration and development of educational programmes
- o Plan of events for training and retraining. Decision No. 05-01/01 of the Executive Council of November 13, 2020
- o CV-s of the staff implementing the programme
- o Scientific work report 2018-2022
- o List of staff development trainings
- o Results of the academic staff satisfaction survey
- o Memoranda confirming international cooperation
- o Self-evaluation report of university's performance
- o Evaluation report of program stuff performance
- o University website: Rector's reports 2019-2021: http://batu.edu.ge/main/page/2-8/index.html
- o Interviews results with university administration, stuff, students, graduates and employers
- o Self-evaluation report provided by the university.

Recommendations:

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

Suggestions for the programme development

- o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic,	X	☐	☐	☐

scientific and invited staff

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 Bachelor educational program in Art History and Theory offered at BATU is designed to align with the university's charter and specific educational goals. The material-technical base available at the university plays a crucial role in successfully implementing these programs.

The university has made sure to establish and maintain the necessary material and technical resources to support the educational objectives of all its programmes. These resources are readily accessible to students without any restrictions, ensuring that students have the tools and facilities they need to achieve the intended learning outcomes.

The material-technical base includes a range of facilities and equipment specifically tailored to the Bachelor programme in Art History and Theory is access to libraries, archives, and digital databases to conduct research and deepen their understanding of art history, art criticism and theory.

The library has a constantly updated electronic catalogue and an electronic search system (EBSCO EP Package ELITE). In order to provide access to international electronic library databases, the university has signed an agreement with "Innovative Systems Management" LLC. Based on the mentioned agreement, the staff and students are allowed to use the relevant electronic scientific databases.

However, it was found that the current premises of the library are somehow cramped for the population of the students and the volume of books as well as IT services available is very marginal. The library needs further improvement and a good investment to provide students with the latest bibliography from the international contemporary art and design fields on both theory and practice and this bibliography should eventually be reflected into the curriculum and the course syllabi.

Evidences/Indicators

- o Website of BATU;
- o Existing infrastructure;
- o SER Report and Apendices
- o Interviews;
- o Site visit;
- o University library and scientific databases
- o Electronic learning portal

Recommendations:

Suggestions for the programme development

- To update the library in both as a physical space as well as in the volume of the book. The library needs a good investment to provide students with the latest bibliography from the international contemporary art design fields on both theory and practice and this bibliography should eventually be reflected into the curriculum and the course syllabi.

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- To keep the physical resources up to date and to upkeep the whole space by paying attention to certain conditions for better ventilation, lighting etc.

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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
4.4 Material Resources	X	☐	☐	☐

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 University's budget includes financial components that ensure the financial stability of the educational programs. Budgets of the University for the Last Two-three years are stable and balanced. The undergraduate educational program   is financed by two main sources: (1) the subsidies to the university by the Government of Georgia and (2) University's own income that include (a) subsidies from the Government of Autonomous Republic of Adjara and (b) tuition fees paid by students enrolled at educational programs. In the spending part of the budget, the following are calculated: wages of the personnel involved in the programs, equipment needed for the implementation of the study process, inventory and consumables, operation and maintenance of the existing infrastructure, and communal costs.

Separate budgets for program was not presented. Representatives of the administration explained that individual program budgets is not developed because program is financed from the institution budget

although for internal use administration calculated the cost for delivering the program. The needs of education program is financed from the institution budget. The group of experts suggests developing individual budgets (not only costs, bust also expected income) for individual program. This will support more effective and efficient financial planning and management of the program. From the interviews with administrative and academic/invited personnel, students and graduates, a group of experts concluded that budget for the educational program should be increased to ensure further development of the educational program.

Evidences/Indicators

- o   Educational programme and syllabi
- o   Budgets of the University for 2021-2023 years
- o   Interviews results with university administration, stuff, students, graduates and employers
- o   Self-evaluation report provided by the university.

Recommendations:

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

Suggestions for the programme development

- ○   Develop individual budgets for the program. This will support more effective and efficient financial planning and management of the programs.

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

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	☐	☐	☐

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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

Quality Assurance mechanism in the University is based on regulations such as "Regulation of the Quality Assurance Department. An internal quality assurance system ensures the involvement of various interested parties (students, graduates, academics and invited stuff, administration and employers) in quality assessment of the program. Coordination and monitoring of educational program planning, elaboration, implementation and development are coordinated by both university and faculty Quality Assurance Departments and sectorial departments. The University conducts the surveys of academic staff, administration, students, as well as analyzes the opinions of employers and graduates.

Representatives of the University Quality Assurance Service Office, with the cooperation of personnel involved in the implementation of educational program conducted the self-evaluation of the program. The working process of the working groups, led by Programme Heads and facilitated by Quality Assurance Department, was conducted both online and physically. In order to ensure the compliance with the requirements of cluster accreditation working group for the self-evaluation purpose was created by the Rector's order N101-08/04 of February 07, 2023. All interested parties were involved in both working groups in order to bring the program in line with the requirements of the qualifications framework and industry characteristic standard. A number of changes were made in order to consider the challenges revealed during the self-evaluation process.

It should be noted that within the framework of cooperation with the academic staff, the quality assurance service must ensure the elimination of individual cases of non-compliance of university rules with the existing regulations (for example: rules for the bachelor thesis defense; the syllabus of bachelor thesis where the evaluation of students work should include midterm and final evaluations).

The work done by Quality Assurance Office is based on "plan–do–check-act" principle. University adopts annual working plans and monitoring reports of quality assurance office. University adopted the special regulations for the study process during the pandemic time "Action Plan for the Prevention of Coronavirus Dissemination" (Rector Order №01-08/26; June 19, 2020) that mainly describes what and how should be done to prevent the Coronavirus dissemination when classes are conducted on campus face-to-face. Another regulation (Rule to administer electronic/distance learning at Batumi Art Teaching University; Rector order № 04-01/07; October 06, 2020) determines how the university ensures the quality of the educational programs when classes are conducted electronically/on-line.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Regulation of the Quality Assurance Department http://batu.edu.ge/text_files/ge_file_20_1.pdf
- Continuous Improvement Cycle "Plan-Implement-Check-Develop"
- The procedure for evaluating the activities of academic and invited staff
- Procedure for using quality assessment results
- University Regulation of Study Processes: http://batu.edu.ge/text_files/ge_file_2260_1.pdf
- Methodology of planning, elaboration and development of educational programmes
- Educational program and syllabi
- The Rule of Evaluation of Learning Outcomes of the Educational Program
- Methodology of formation and evaluation of learning outcomes of the program
- Program learning outcome benchmarks: Program evaluation (Direct/Indirect evaluation) and use of evaluation results to improve the program
- Minutes of self-evaluation/working group meeting
- Annual working plans and monitoring reports of Quality Assurance Service
- Analysis Internal and External Evaluations Results by Quality Assurance;
- Students achievements evaluation results and analysis
- Survey results of employer, graduates, students and stuff
- Self-evaluation report of the University performance
- Rule to administer electronic/distance learning at Batumi Art Teaching University; Rector order № 04-01/07; October 06, 2020
- Action Plan for the Prevention of Coronavirus Dissemination (Rector Order №01-08/26; June 19, 2020)
- Interviews results with university administration, stuff, students, graduates and employers
- Self-evaluation report provided by the university.

Recommendations:

- None

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
5.1 Internal quality evaluation	X	☐	☐	☐

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

The external assessment instrument for the University is the accreditation and authorization conducted be the National Center for Enhancement of Education Quality of Georgia. Accreditation of educational program carried out by National Center for Enhancement of Education Quality of Georgia is a program evaluation that determines the compliance of an educational program with accreditation standards. Recommendations and suggestions given during the previous accreditation process in 2018 were taken into consideration. In 2021 a three-year self-evaluation report was submitted to the National Center for the Enhancement of the Quality of Education of Georgia.

The University uses the results of survey of graduates, employers, and peer evaluation as a tool of external quality assessment. University also uses developmental peer review from Georgian institution of higher education as an external assessment tool. The external peer review of the working version of the modified program was carried out by professor from Shota Rustaveli Theater and Film State University of Georgia.

Evidences/Indicators

- o Decision of accreditation council #1189; 05.12.2018 and evaluation report of previous accreditation group experts
- o Developmental peer review from foreign institution of higher education
- o Survey results of employer, graduates, students and stuff
- o Interviews results with university administration, stuff, students, graduates and employers
- o Self-evaluation report provided by the university.

Recommendations:

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

Suggestions for the programme development

- o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	☐	☐	☐

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

University/faculty Quality Assurance Service coordinates the monitoring of the educational program. The Quality Assurance Service of the university together with the sectorial departments, monitors the study process and analyzes the results of surveys and statistical data. All surveys in university are conducted through an electronic system. At the end of each compulsory study course, students evaluate (through questions) the course. The Quality assurance office also conducts satisfaction surveys of students, graduates, academic and invited stuff as well as employer's surveys. Suggestions from graduates and employers regarding making changes in educational program are considered on regular basis, which can become the basis of replacement of study courses, change of the number of credits in compulsory study courses and/or adding of elective courses, update of teaching methods, teaching/learning materials and literature. Consideration of the results of surveys serves a prerequisite for the further development and modification of the program.

Group of experts considers it desirable to carry out academic and invited staff teaching evaluation using pre-determined classroom observation template.

In the framework of periodic monitoring the University conducts the self-evaluation of university activity and an evaluation of academic and invited personnel's activities. The pedagogical activities, creative/scientific-research activities, other university activities of academic staff are evaluated.

In order bring the program in compliance with the modern requirements and to apply the best international practices, university compared the educational program with similar programs of foreign universities. Prepared detailed comparative analyses is presented in the minute #3 of meeting of working group/department.

Evidences/Indicators

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

- o Regulation of the Quality Assurance Department http://batu.edu.ge/text_files/ge_file_20_1.pdf
- o Continuous Improvement Cycle "Plan-Implement-Check-Develop"
- o Methodology of planning, elaboration and development of educational programmes
- o The procedure for evaluating the activities of academic and invited staff
- o Procedure for using quality assessment results
- o University Regulation of Study Processes: http://batu.edu.ge/text_files/ge_file_2260_1.pdf
- o Educational program and syllabi
- o The Rule of Evaluation of Learning Outcomes of the Educational Program
- o Methodology of formation and evaluation of learning outcomes of the program
- o Program learning outcome benchmarks: Program evaluation (Direct/Indirect evaluation) and use of evaluation results to improve the program
- o Minutes of self-evaluation/working group meeting
- o Minute #3 of department meeting
- o Annual working plans and monitoring reports of Quality Assurance Service
- o Analysis Internal and External Evaluations Results by Quality Assurance;
- o Students achievements evaluation results and analysis
- o Evaluation report of previous accreditation group experts (2018) https://eqe.ge/media/10905/20190307173132189.pdf
- o Developmental peer review from foreign institution of higher education
- o Survey results of employer, graduates, students and stuff
- o Procedure for using quality assessment results
- o The procedure for evaluating the activities of academic and invited staff
- o Self-evaluation report of the University performance
- o Rule to administer electronic/distance learning at Batumi Art Teaching University; Rector order № 04-01/07; October 06, 2020
- o Action Plan for the Prevention of Coronavirus Dissemination (Rector Order №01-08/26; June 19, 2020)
- o Interviews results with university administration, stuff, students, graduates and employers
- o Self-evaluation report provided by the university.

Recommendations:

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

Suggestions for the programme development

- o Carry out academic and invited staff teaching evaluation using pre-determined classroom observation template.

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	X	☐	☐	☐

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution: LEPL – Batumi Art Teaching University

Name of Higher Education Programme, Level: "Art History and Theory", level 6

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 Out comes and their Compliance with the Programme	☐	X	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	☐	X	☐	☐

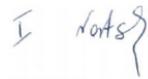|				
3. Student Achievements, Individual Work with them	X	☐	☐	☐
4. Providing Teaching Resources	X	☐	☐	☐
5. Teaching Quality Enhancement Opportunities	X	☐	☐	☐

Signatures:

Chair of Accreditation Expert Panel

Costas Mantzalos,

 Accreditation Expert Panel Members

Natalia Turabelidze

Ia Natsvlishvili

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