



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

## **Accreditation Expert Group Report on Cluster of Higher Education Programmes**

**Name of the Cluster of Educational Programmes according to the Fields of Study of the  
Classifier**

**Bachelor's Program: Film Studies (Major and Minor)**

**Bachelor's Program: Music (Major and Minor)**

**Master's Program: Film Studies**

**Master's Program: The Art of Live Theater Directing and Acting**

**Name of Higher Education Institution  
Ilia State University**

Evaluation Date(s)  
**29–30.09.2023**

Final Report Submission Date  
**30.11.2023**

Tbilisi

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Ilia State University Legal Entity of Public Law
Identification Code of Institution	204861970
Type of the Institution	University

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## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>	<b>Programme 3</b>	<b>Programme 4</b>
<b>Name of the educational programme</b>	Film Studies (Major and Minor)	Music (Major and Minor)	Film Studies	The Art of Live Theater Directing and Acting
<b>Level of higher education</b>	Bachelor's	Bachelor's	Master's	Master's
<b>Qualification to be awarded</b>	Bachelor in Film Studies	Bachelor of Arts in Music Art	Master in Film Studies	1. Master of Directing 2. Master of Acting
<b>Name and code of the detailed field</b>	0215 - Music and Performing Art 0215			
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>	N/A	N/A	N/A	N/A
<b>Language of instruction</b>	Georgian	Georgian	Georgian	Georgian
<b>Number of ECTS credits</b>	240 ECTS	240 ECTS	120 ECTS	120 ECTS
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	Accredited No. 68, 30 September 2011	Accredited No. 59, 23 September 2011	Accredited No. 60, 23 September 2011	Accredited No. 1117365, 20 October 2021

<sup>1</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

### ● General Information on the Cluster of Education Programmes<sup>2</sup>

Accreditation has been conducted for four study programmes at the Ilia State University grouped in a cluster:

1. Bachelor's Programme "Film Studies (Major and Minor)" [hereinafter Programme 1]
2. Bachelor's Programme "Music (Major and Minor)" [hereinafter Programme 2]
3. Master's Programme "Film Studies" [hereinafter Programme 3]
4. Master's Programme "The Art of Live Theater Directing and Acting" [hereinafter Programme 4]

The programmes 1, 2, and 3 have been implemented at the university since 2011: accreditation approved No.68 30 Sept 2011 for BA in "Film Studies"; No.59 23 Sept 2011 for BA in "Music", and No. 60 23 Sept 2011 for MA in "Film Studies". Programme 4 is in progress from 2021, No.1117365 20 Oct 2021.

The volume of bachelor's programme is 240 credits, 120 credits of which are assigned to the major; free components include the general module (60 credits), and 60 credits are specified for the minor/free component; the duration of the programme is 4 years (8 semesters). The volume of the master's programme is 120 credits, and the duration is 2 years (4 semesters). 1 credit equals 25 academic hours.

The implementation of all 4 programmes is located at the buildings A, B, C and D at the Ilia Chavchavadze Avenue N32, Tbilisi, Georgia; and the programmes are administered by the Faculty of Arts and Sciences.

### ● Overview of the Accreditation Site Visit

Before the accreditation site visit, all members of the Expert Panel were supplied with a 107-page Self-Evaluation Report (SER) and supporting documentation (a detailed specification of the programmes including curriculums, study plans, syllabi of the courses, lists and personal data of implementation staff, information on learning outcomes, evaluation, internal quality assurance mechanisms, etc.) in English and Georgian languages.

The Expert Panel conducted a site visit at the Ilia State University on September 29, 2023 and September 30, 2023 according to the pre-developed agenda. The Panel performed the interview sessions with the following groups: the university / faculty administration, the self-evaluation team, the academic and invited staff of all programmes, the heads of the programmes, the students and the alumni of all programmes, the employers, and the QA service representatives.

At the end of the first day visit and beginning of the second day visit, the Panel received a tour at the university buildings and was introduced to the material and technical base available for the study process, including the library learning management system, the main hall and the Iliauni Theater, the Music Center, and the lecture and practice rooms. At the end of the site visit, the Panel met with university representatives to present the initial findings. During the visit, the Panel requested additional documents, and the institution submitted some of them.

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

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

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

Programme 1 (Bachelor’s Programme “Film Studies (Major and Minor)”)

Standard 1: Substantially complies with Requirements

Standard 2: Complies with Requirements

Standard 3: Complies with Requirements

Standard 4: Complies with Requirements

Standard 5: Complies with Requirements

Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)

Standard 1: Substantially complies with Requirements

Standard 2: Complies with Requirements

Standard 3: Complies with Requirements

Standard 4: Substantially complies with Requirements

Standard 5: Complies with Requirements

Programme 3 (Master’s Programme “Film Studies”)

Standard 1: Substantially complies with Requirements

Standard 2: Complies with Requirements

Standard 3: Complies with Requirements

Standard 4: Complies with Requirements

Standard 5: Complies with Requirements

Programme 4 (Master’s Programme “The Art of Live Theater: Directing and Acting”)

Standard 1: Complies with Requirements

Standard 2: Complies with Requirements

Standard 3: Complies with Requirements

Standard 4: Complies with Requirements

Standard 5: Complies with Requirements

- **Recommendations**

**SUB-STANDARD 1.1**

Programme 1 (Bachelor’s Programme “Film Studies (Major and Minor)”)

- 1) It is recommended to update the qualification title in English into “Bachelor of Film Studies”.

Programme 3 (Master’s Programme “Film Studies”)

- 1) It is recommended to update the qualification title in English into “Master of Film Studies”.

**SUB-STANDARD 1.4**

Programme 1 (Bachelor’s Programme “Film Studies (Major and Minor)”)

- 1) According to the qualification awarded by the programme “Bachelor of Film Studies”, it is recommended to define the programme training courses with the content corresponding to the major field of study with a volume of at least 120 credits.
- 2) According to the programme objectives, it is recommended to prepare a training course on animated cinema or to reflect the relevant topics in a course on the “History of World Cinema”.
- 3) It is recommended to move the training courses “History of Documentary Cinema 1” and “History of Documentary Cinema 2” from the mandatory-elective courses block to the core courses block in order to make the programme objectives and learning outcomes achievable.
- 4) It is recommended that training courses “History of World Cinema 1” (prerequisite for the “Birth of Cinema”, “Silent Cinema”, and “Sound in Cinema”) and “Theory and Practice

of Film Criticism 1 (Aesthetics of Silent Cinema)” be offered simultaneously (not at the different semester), since the familiarization and analysis of film processes determined by the training course “History of World Cinema 1” will make it easier for students to perceive the aesthetics of silent cinema, to understand various film and cinema theories, to learn the purpose, nature and expression of cinema art in the training course “Theory and Practice of Film Criticism 1” according to its intent.

Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)

- 1) It is recommended to modify the structure of the programme – to change the status of classical piano and Baroque harpsichord training courses and specialty blocks, moving them from the main field study subject to the block of elective subjects. Additionally, it is needed to revise the learning outcomes.

Programme 3 (Master’s Programme “Film Studies”)

- 1) It is recommended that the training course “Critical Writing” at the undergraduate and graduate levels be offered with a different title, purpose, learning outcomes, topics and learning resources.

### **SUB-STANDARD 1.5**

General recommendation

- 1) It is recommended to renew the mandatory literature specified in the syllabi or to prepare readers so that they correspond to the contemporary achievements of the direction/field and the latest research

Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)

- 1) It is recommended to revise the training course “Iliauni Folk Song Student Choir” and correct the inaccuracy regarding student evaluation criterias in final evaluation.
- 2) It is recommended to revise content, study materials and volume of credits in Music performance specialties - Keyboard Instruments and Harpsichord.

Programme 3 (Master’s Programme “Film Studies”)

- 1) It is recommended to revise the training course “Problems and Trends of Modern World Cinema”, which duplicates the purpose, learning outcomes, topics and literature of the undergraduate programme training course “Modern Cinematography”.

### **SUB-STANDARD 2.1**

Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)

- 1) As a precondition for admission to the programme, mainly the music performance directions (classical piano, harpsichord, jazz vocals, and jazz orchestra), it is recommended to elaborate relevant admission criteria (e.g., the guidelines for music repertoire, duration of performance, etc.) and the assessment of applicants, to ensure revealing of performing skills as well.
- 2) In order to be consistent in English formulation of admission rules within two documents (curriculum and admission requirements of the programme), the curriculum statement should be corrected into “Internal university creative aptitude test **in the form of** an audition ...”

Programme 3 (Master’s Programme “Film Studies”)

- 1) As a precondition for admission to the programme, it should be determined whether applicants are eligible to enroll in exemption from the exam requirement upon presentation of a certificate confirming their B2 level of English language proficiency.

### **SUB-STANDARD 4.1**

Programme 2 (Bachelor's Programme "Music (Major and Minor)")

- 1) It is recommended to enhance and increase the creative and scientific activity of the staff, because upon reviewing the documentation, it was revealed that there is some passivity in terms of scientific or creative activity.

### **SUB-STANDARD 4.4**

General recommendation

- 1) It is recommended to ensure access to the international electronic library databases that are relevant for the programmes with artistic focus, e.g. JSTORE Music Collection, EBRARY COLLECTION, Naxos Music Library, Music and Dance Online (ProQuest), Theatre and Drama Premium (ProQuest), Drama Texts Collection (ProQuest), Digital Theatre+, Medici TV EDU, Drama Online, Bloomsbury video library, Film & Television Literature Index with Full Text (EBSCO), International Bibliography of Theatre & Dance with Full Text (EBSCO), MGG Online, RILM or RISM.

## **● Suggestions for the Programme Development**

### **SUB-STANDARD 1.4**

Programme 1 (Bachelor's Programme "Film Studies (Major and Minor)")

- 1) To ensure that graduates can critically evaluate films, it is imperative that they possess a comprehensive understanding of the role and purpose of painting in the cinema, i.e., cinematography, visual storytelling. Therefore, it is suggested to include the study course "Cinematography".

Programme 4 (Master's Programme "The Art of Live Theater: Directing and Acting")

- 1) Because of an especially large amount of courses, included in the catalog of the programme, where some of the courses would be more suitable for undergraduate studies, it is suggested to critically review the course content and probably remove some subjects, or the university could consider organizing one-year preparatory (compensatory) studies.

### **SUB-STANDARD 1.5**

General suggestion

- 1) It is suggested to define the learning outcome achievement level for each mandatory study course (e.g., number 1 would indicate the Introductory level of the course, 2 – Deepening course, 3 – Mastering course).

### **SUB-STANDARD 4.1**

General suggestion

- 1) It is advisable to develop the CV template covering full information about the experience and competence (education, working experience, published scientific works, participation in local and international conferences/projects and etc.).

Programme 2 (Bachelor's Programme "Music (Major and Minor)")

- 1) To enhance the programme's development, ensure the effective implementation of the learning process, and achieve programme objectives, it is suggested to increase (augment) the invited staff with individuals possessing relevant formal education in the field.

Programme 4 (Master's Programme "The Art of Live Theater: Directing and Acting")

- 1) In order to ensure the proper implementation of the learning process and achievement of programme objectives, it is suggested to increase the number of academic staff, with sectoral experience.

### **SUB-STANDARD 4.3**

#### General suggestions

- 1) It is advisable to enhance the internationalization efforts, encouraging staff to actively participate in international creative and scientific projects to gain exposure to international practices and further develop their professional skills.
- 2) It is suggested to increase the creative / scientific activity of the staff, as well as to conduct an analysis and make an assessment of such activity

### **SUB-STANDARD 4.4**

#### Programmes 1 & 3 (Bachelor's Programme "Film Studies (Major and Minor)" & Bachelor's Programme "Music (Major and Minor)")

- 1) It is suggested to arrange a quality cinema equipment (like a small cinema hall with a large screen) where students would be able to watch and professionally study the needed course material, i.e., certain movies discussed in the courses, in high quality.

#### Programme 2 (Bachelor's Programme "Music (Major and Minor)")

- 1) It is highly suggested to provide the students with the possibility to practice in a jazz room with the installed equipment without any restrictions (e.g., supervision of the university staff).

### **SUB-STANDARD 5.3**

#### General suggestion

- 1) Documents that describe the comparison of educational programmes with similar programmes of foreign universities should contain more detailed analysis of how and at which extent the programmes are similar and what practice is applied from particular foreign universities.

#### **Programmes 1 & 3 (Bachelor's Programme "Film Studies (Major and Minor)" & Master's Programme "Film Studies")**

- 1) It is suggested to periodically compare the educational programme with similar programmes of foreign universities as well as to prepare detailed comparative analysis in order to bring the programme in compliance with the modern requirements and to apply the best international practices.

#### ● **Brief Overview of the Best Practices (if applicable)<sup>3</sup>**

With reference to the provided documentation and interviews during the site visit, the Expert Panel would like to highlight the following advantages at the Ilia State University:

- High employment rate of the graduates in Bachelor's Programme "Music (Major and Minor)", in the specialization in music technologies.
- The integration of research and teaching as the best practice of converting doctoral studies into study courses and offering new diverse elective components to undergraduate and MA levels (e.g., in Bachelor's Programme "Film Studies").
- The internationally based liberal approach and the role of Bachelor's Programme "Music (Major and Minor)" courses, blocks, and minor modules in the socialization of musical art among students at the university and beyond.

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

- The exceptional possibility for students in the Master’s Programme “The Art of Live Theater Directing and Acting” to obtain practical experience working together with the Iliauni Theatre at the university.

The clustered programmes are operated at the university’s academic department – Faculty of Arts and Sciences / School of Arts and Sciences with the longest tradition in the university history since the university establishment in 2006. Therefore, the long-lasting educational experience is meaningfully adapted in the educational programmes of arts profile, and as stated by the university, the School is “one of the largest and most reputable faculties”. Currently, the university is probably the only higher education institution in the country developing the liberal approach to the studies, and is open-minded and oriented towards the society and employers. The liberal focus and stimulation of individuality and creativity is pursued and developed in the diversity of study courses, the students are eligible to create their own study plan according to their preferences choosing the courses in major/ minor programmes; the group lectures are available to all university students. Also, one of the advantages of the university is that many of the teaching staff are practicing professionals in their field, thus the connection and interaction between theory and practice is very tight and highly responding to the latest trends.

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

Getting acquainted with the Argumentative Position of Ilia State University, the expert panel first wants to express their gratitude to the university representatives for their detailed analysis of the draft report and provided recommendations. Below, the experts give their following considerations. It is also noted that, according to Article 22-4<sup>1</sup> and Article 27<sup>2</sup>-11 of The Charter for the Accreditation of Educational Programmes of the Higher Education Institutions, the post-visit changes (and newly received documents) cannot be taken into account; respectively, some recommendations remain unchanged.

***Considering arguments for recommendations in substandard 1.1***

1) According to Argumentative Position, the university has taken into account the two recommendations in the Substandard 1.1 addressed to the correction of English title of the qualification (“Bachelor of Film Studies” and “Master of Film Studies”), stating it was a technical error in the English translation. Referring to the aforementioned legislation, the recommendations remain unchanged.

2) The expert panel would like to thank for the explanation in Argumentative Position. Therefore, the recommendation is removed.

***Considering arguments for recommendations in substandard 1.4***

**Programme 1 (Bachelor’s Programme “Film Studies (Major and Minor)”)**

1) The expert panel has reviewed the university’s response. In the panel’s view, the courses presented in the elective block do not correspond to the 120 credits of the major field of study, which itself ensures the achievement of intended results. The recommendation remains unchanged.

2) The expert panel has reviewed the university’s response, finding it deficient in argumentation. In the expert panel’s view, one of the topics in the learning curriculum does not raise awareness and fails to sufficiently address the subject of Animated Movie, as it should be aligned with the programme’s intended purpose. The recommendation remains unchanged.

3) Upon reviewing university’s response, the expert panel found it unconvincing. This is due to the fact that the mandatory courses in the learning curriculum (including Modern Cinematography) lack a sufficient focus on documentary movies, which is a concern. The recommendation remains unchanged.

4) The expert panel maintains the recommendation unchanged after getting acquainted with the university's answer. The basis for this recommendation revolves around the challenge and difficulty of the learning courses. It is crucial that the sequencing of learning courses follows as a logical progression in accordance and aligned with both content and difficulty levels.

#### **Programme 2 (Bachelor's Programme "Music (Major and Minor)")**

1) Upon getting acquainted with the Argumentative Position, the expert panel disagrees with the explanation and opts to maintain the recommendation unchanged. The university's response is deemed unconvincing and lacking the sufficient argumentation. The panel repeatedly emphasizes that achievement of learning outcomes is not realistic given the current workload conditions – i.e., the repertoire listed in classical piano syllabi, such as "Art of Piano 4", is not realistically achievable due to its high complexity (like, concert etudes by Liszt, extremely virtuosic etudes by Paganini and Rachmaninov and so on). The given cases of graduates are not considered, e.g., currently mentioned Nikoloz Shengelia is a composition specialty student at the Tbilisi Conservatory, while at Ilia University he studied music as minor programme. The expert panel acknowledges the significance and advantage of offering classical piano education as a minor programme, recognizing it as a strength in the university's liberal arts direction. However, the institution should critically assess the executability and potency in classical piano and harpsichord as major programme focus. The recommendation remains unchanged.

#### **Programme 3 (Master's Programme "Film Studies")**

1) The recommendation remains unchanged. The expert panel repeatedly notes that the titles, goals and outcomes of the learning courses at both levels (Bachelor's and Master's), along with the majority of teaching materials and subject matter, are identical in the current situation. This observation is based on the analysis of documents provided for the accreditation.

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

1) The expert panel stays with general recommendation "to renew the mandatory literature...", as it is based on the site-visit interviews with the students of all clustered programs (not only in Film Studies), expressing the need of literature in Georgian.

#### **Programme 2 (Bachelor's Programme "Music (Major and Minor)")**

1) According to Argumentative Position, the recommendation ("to revise the training course "Iliani Folk Song Student Choir" and correct the inaccuracy regarding student evaluation criterias in final evaluation") was taken into account, the error and the syllabus was corrected. The post-visit changes and additional documents cannot be taken into account; therefore, the recommendation remains unchanged.

2) According to Argumentative Position, the recommendation ("to revise content, study materials and volume of credits in Music performance specialties - Keyboard Instruments and Harpsichord") is taken into account. The recommendation remains unchanged.

#### **Programme 3 (Master's Programme "Film Studies")**

1) According to Argumentative Position, the recommendation ("to revise the training course "Problems and Trends of Modern World Cinema", which duplicates the purpose, learning outcomes, topics and literature of the undergraduate programme training course "Modern Cinematography") was taken into account, the technical error corrected, and the syllabus updated. The post-visit changes and additionally submitted documents cannot be taken into account; therefore, the recommendation remains unchanged.

#### ***Considering arguments for recommendations in substandard 2.1***

#### **Programme 2 (Bachelor's Programme "Music (Major and Minor)")**

1) According to explanation in the Argumentative Position, a recommendation about

programme admission preconditions “... to revise and update the web-site with most new information” is removed.

2) According to Argumentative Position, the recommendation (“As a precondition for admission to the programme ... it is recommended to elaborate relevant admission criteria ... and the assessment of applicants, to ensure revealing of performing skills as well”) was taken into account. The post-visit changes and additionally submitted documents cannot be taken into account; therefore, the recommendation remains unchanged.

3) According to Argumentative Position, the recommendation (“In order to be consistent in English formulation of admission rules within two documents ...”) was taken into account, it was a technical error. The post-visit changes cannot be taken into account; therefore, the recommendation remains unchanged.

### **Programme 3 (Master’s Programme “Film Studies”)**

1) The expert panel would like to emphasize that official documents of the study programme should be clear and precise, and therefore should define all possible solutions / cases admitting to the programme. Thus, the recommendation remains unchanged.

### ***Considering arguments for recommendations in substandard 4.1***

#### **Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)**

1) The experts’ recommendation was formulated after examining the material presented for accreditation, which included the documents with personnel activities. Additionally submitted documents cannot be taken into account. Thus, the recommendation remains unchanged.

### ***Considering arguments for recommendations in substandard 4.3***

1) The expert panel believes that it is important to continuously motivate and “increase the creative / scientific activity of the staff” and make a monitoring and analysis of such activity; and this is addressed to the university teaching personnel in general. However, taking into account the Argumentative position, the recommendation is moved to the suggestion.

### ***Considering arguments for recommendations in substandard 4.4***

1) The expert panel takes into account the comments in the Argumentative position regarding the JSTOR and “Music and Dance Online Proquest” databases; however, the panel believes that it is important to expand the list of databases with artistic focus, not only for journals / articles, but for various audio and video material (concert recordings, movie databases) as well. Therefore, the recommendation remains unchanged.

#### **Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)**

1) The expert panel fully comprehends the university’s concern regarding the care and supervision of its inventory, etc. Upon reviewing the Argumentative Position, the panel has chosen to transfer the recommendation to the suggestions section. However, the experts emphasize the significance of granting students the freedom to engage in independent musicking and practice without unnecessary prohibitions, thus avoiding restrictions on their creative expression.

### ***Considering arguments for recommendations in substandard 5.3***

1) After reviewing the Argumentative position, the expert panel decided to transfer both the General recommendation and a recommendation addressed to the Programmes 1 and 3 to the suggestions section.

2) The expert panel expresses gratitude for the factual circumstances outlined in the Argumentative Position provided by the university. Upon the panel’s decision, the previously issued recommendations for Programme 2 and Programme 4 have been removed.

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

In order to improve the educational programmes grouped in the cluster, the following changes were made since the last re-accreditation: change / update of programmes' objectives, learning outcomes, structures and outline of the components; development of Learning Outcomes Maps (competency maps); upgrade of mechanisms and tools for assessing the quality of teaching and learning; improvement of the material resources necessary for the implementation of the programmes (online databases, book fund, online instruments for teaching and evaluation, e.g. platform [www.elearning.iliauni.edu.ge](http://www.elearning.iliauni.edu.ge), Turnitin, improvement of the electronic portal "Argus"). Also, the programmes underwent their update in course syllabi related to the main challenges and new trends in the field, adding / updating the compulsory, compulsory-elective and elective courses; the changes were made in programmes' goals, learning outcomes and structure; the programmes were adapted to the new standards, which include a Classification of Fields of Study, a new qualification framework (levels 6 and 7) and relevant sectoral characteristics (in the BA programme in music and MA programme in theater directing and acting). Based on 2011 accreditation recommendations for MA programme "Film Studies" (Protocol No. 4, 23 Sept 2011), the knowledge of English language (B2) was defined as a prerequisite for admission to the programme.

Previously, from 2011, the BA programme "Film Studies" was listed as a direction in a joint programme "Humanities (Major and Minor: English Studies, German Studies, Spanish Studies, French Studies, Italian Studies, Slavic Studies, Oriental Studies, History, Archeology, Art Studies, Film Studies, Literary Studies, Georgian Philology)", and the the MA in "Film Studies" was included in the joint programme "Art Theory and Practice and Cultural Management". Since 2017, the programmes have been implemented under the title "Art Theory and Practice Studies (Film Studies)".

**Evaluation approaches for the accreditation experts:**

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

1. Cluster and individual evaluation<sup>4</sup>
2. Cluster evaluation<sup>5</sup>

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

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

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

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

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

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

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

#### 1.1 Programme Objectives

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

#### Cluster and individual evaluation

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

The reviewed clustered programmes are the following:

1. Bachelor's Program: Film Studies (Major and Minor) [hereinafter Programme 1]
2. Bachelor's Program: Music (Major and Minor) [hereinafter Programme 2]
3. Master's Program: Film Studies [hereinafter Programme 3]
4. Master's Program: The Art of Live Theater Directing and Acting [hereinafter Programme 4]

Clustered programs study the principles and techniques related to the performing arts (music, theater, acting, directing, character development, improvisation), including theory and criticism.

Objectives of the evaluated programmes are consistent with the university mission, goals and strategies; each programme is in line with the strategy of the Faculty of Arts and Sciences, which is the administrator of the programmes. The enclosed documents and interview results during the site visit confirm that objectives of the programmes are clearly defined, realistic and achievable, and are in full compliance with the description of the field. In the BA programmes, students are aimed to develop broad sectoral knowledge, while in the MA programmes they deepen their professionalism in the relevant field, research and performance skills.

#### Description and Analysis

#### Programme 1 (Bachelor's Programme "Film Studies (Major and Minor)")

Programme 1 was accredited in 2011 (Decision of the Accreditation Council No. 68, 30 September 2011). The objectives of the programme are clearly defined, realistic, and achievable and reflect the knowledge and skills that the programme focuses on. The purpose of the programme is "to train a competitive specialist who has extensive knowledge of Georgian and world cinema history, its development stages and genres (artistic (silent and sound) cinema, documentary films, animated films)", based on that the student acquires the basics of film criticism and is able to write critically about films.

The programme develops significant transferable skills in students for employment and further study, including the ability to work individually and in groups, critical analytical thinking

and reasoning, the ability to communicate effectively orally and in writing while adhering to the principles of academic integrity, and using modern technologies.

The programme's objectives clearly demonstrate its focus on preparing qualified professionals who will have both theoretical and practical knowledge. These objectives reflect the programme contribution to the development of the field and society. The purposes of the programme are compatible with the mission, objectives and strategy of the university, as well as with the aims and objectives of the Faculty of Sciences and Arts.

The programme's objectives align with the demands of the job market. According to the job market study report presented by the HEI and interviews with employers, the employers participating in the research had the opportunity to familiarize themselves with the Undergraduate programme in Film Studies and give suggestions and recommendations related to its structure and content. According to the respondents' opinion, the programme is complex, in compliance with the requirements of the field and focused on raising a qualified specialist of the film studies field.

Involvement in the development of the programme was confirmed by stakeholders: academic and invited staff, students, graduates, employers. The programme objectives are shared by the programme staff, are public and are available on the university's website.

During the studies, a student must accumulate 120 credits, which contain:

- free component: general module – 60 credits
- major – 120 credits
- minor / free component – 60 credits

The panel would like to give a recommendation regarding the English title of the qualification. As detected in the English version of the Self-Evaluation Report and other submitted documents in English, the title contains an incorrect conjunction 'in' and does not conform to the general classifier of fields of study. The correct phrasing for the qualification is "Bachelor **of** Film Studies". It is recommended to update the qualification title in English into "Bachelor of Film Studies".

## **Programme 2 (Bachelor's Programme "Music (Major and Minor)")**

Programme 2 was accredited in 2011 (Decision of the Accreditation Council No. 59, 23 September 2011). The objectives of the programme are clearly defined, realistic, and achievable and reflect the knowledge and skills that the programme focuses on. The aim of the programme is "to prepare a competent specialist with multifaceted creative abilities and broad knowledge of basic concepts, theories and approaches in the field of music". The programme is also focused on the development of transferable skills, such as critical analysis, argumentation and reasoning, oral and written communication in Georgian and foreign language, ability to work effectively individually and in a team.

The programme will allow students to specialize and develop their own musical interests while acquiring a solid, broad-based education in the fields of music theory and history, ethnomusicology, performing arts, and electroacoustic and computer music.

The Expert Panel would like to highlight that the programme is multidisciplinary and combines field-specific disciplines with components of general / liberal university education. Such a programme, with wide competences and a wide area of employment, is the only one in the educational space of Georgia. All this, in turn, contributes to the development of the field and society. During the studies, a student must accumulate 240 credits, which contain:

- general module – 60 credits
- major – 120 credits
- minor or free component / additional programme – 60 credits

The programme objectives are communicated effectively among the programme staff, students, and alumni, as evident from the interviews conducted during the site visit. The information about the programme, including its goals and content, should be public and accessible for interested parts to receive accurate and objective information, it is recommended to update the

music programme objectives and learning outcomes listed on the university's website after the accreditation process is finalized.

### **Programme 3 (Master's Programme "Film Studies")**

Programme 3 was accredited in 2011 (Decision of the Accreditation Council No. 60, 23 September 2011). The purpose of the programme is "to prepare highly qualified specialists equipped with systemic knowledge of the history, theory, practical aspects and contemporary trends of the world and Georgian cinema, with the ability of in-depth interpretation and criticism of the film production and able to independently conduct research in the field of film studies using appropriate conceptual approaches and methods". The programme purpose is also to develop the student's ability to observe, analyze and interpret the principles of professional and research ethics.

The programme objectives are clearly stated, realistic and attainable, aligning with the knowledge and skills that the programme aims to impart. In addition to delving into film history, theory, and the latest trends in the field, the programme also fosters students' critical writing and analytical thinking skills, World and Georgian cinema are discussed in historical, cultural and social context. All this, in turn, contributes to the development of the field and society.

The purposes of the programme are compatible with the mission, objectives and strategy of the university, as well as with the aims and objectives of the Faculty of Sciences and Arts. Also, the programme purposes are in line with the requirements of the employment market. According to the employment market study report presented by the HEI and interviews with employers, the employers had the opportunity to familiarize themselves with the programme and give suggestions and recommendations related to its structure and content. According to the respondents' opinion, the programme is complex, in compliance with the requirements of the field and focused on raising a qualified specialist of the film studies field.

Involvement in the development of the programme was confirmed by stakeholders: academic and invited staff, students, graduates, employers. The programme objectives are shared by the programme staff, are public and are available on the university's website.

During the studies, a student must accumulate 120 credits, which contain:

- compulsory courses – 54 credits
- compulsory-elective courses – 30 credits
- elective course from any master's programme – 6 credits
- master's thesis – 30 credits

The panel would like to give a recommendation regarding the English title of the qualification. As detected in the English version of the Self-Evaluation Report and other submitted documents in English, the title contains an incorrect conjunction 'in' and does not conform to the general classifier of fields of study. The correct phrasing for the qualification is "Master of Film Studies". It is recommended to update the qualification title in English into "Master of Film Studies".

### **Programme 4 (Master's Programme "The Art of Live Theater: Directing and Acting")**

Programme 4 was accredited in 2021 (Decision of the Accreditation Council No. 1117365, 20 October 2021). The purpose of the programme is "to create an environment integrated with performance practice for future directors and actors, to develop individual creative vision and deepen the practical skills of directing or acting, to be prepared for both independent professional advancement and for creating a competitive environment in the field of theater arts".

The students are able to work in an operating theater based on the principles of a workshop; they develop such competencies as installation and performance, body language, creating a puppet show, directing an opera, etc. The programme is based on the experience of educational programmes at the world's leading schools in theater direction.

Ability to study and practice with puppet theater is one of the special features of the programme, the compulsory course in general block / module "Practice at the Puppet Theater" is

exceptionally available to train at the Ilia State University. Also, during the site visit the employers confirmed the importance of the programme and the demand in the programme's graduates in regional theaters especially.

During the studies, a student must accumulate 120 credits, which contain:

- general module / theater workshop – 51 credits
- directing module – 27 credits
- acting module – 27 credits
- general elective module – 12 credits
- diploma performance – 30 credits
- masterclasses

The purposes of the programme are in line with the university's mission, objectives and strategy, and with the aims and objectives of the Faculty of Sciences and Arts. The programme objectives are shared by the programme staff, are public and are available on the university's website.

#### Evidences/Indicators

1. Programmes' description and curriculum
2. Mission of the University
3. The Statute of the Faculty of Arts and Sciences
4. Strategy of the Faculty of Arts and Sciences for 2018–2024
5. Report of the focus group of potential employers
6. Minutes of the meeting of the working group for the accreditation of undergraduate and master's programmes in film studies
7. Programme External Evaluation Document
8. Interview results during the site visit
9. Self-Evaluation Report
10. The web-page of the university <https://iliauni.edu.ge/ge>
11. The web-page of the Music programme <https://iliauni.edu.ge/en/iliauni/AcademicDepartments/mecnierebata-da-xelovnebis-fakulteti-269/programebi-303/mecnierebata-da-xelovnebis-fakultetis-sabakalavro-programebi/ertiani-migebit/musika>

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

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

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

#### **Programme 1 (Bachelor's Programme "Film Studies (Major and Minor)")**

##### **Recommendation(s):**

- 1) It is recommended to update the qualification title in English into "Bachelor of Film Studies".

#### **Programme 3 (Master's Programme "Film Studies")**

##### **Recommendation(s):**

- 1) It is recommended to update the qualification title in English into "Master of Film Studies".

## Evaluation <sup>6</sup>

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.2 Programme Learning Outcomes

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

#### Cluster and individual evaluation

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

In general, the provided documentation (e.g. the map of compliance between the objectives and learning outcomes) as well as the interview results during the site visit let to state that the learning outcomes of the clustered programmes are formulated in accordance with the given level of qualification, correspond to the programmes' objectives, and are consistent with the description of the corresponding level of the Higher Education Qualifications Framework. The learning outcomes of clustered BA programmes are related to the basic field knowledge, and in MA programmes they demonstrate the in-depth knowledge of field issues and the development of research skills. As it was confirmed during the site visit, the results from surveys conducted with students, graduates, employers, etc. were used for the formation of learning outcomes.

### Description and Analysis

#### Programme 1 (Bachelor's Programme "Film Studies (Major and Minor)")

The learning outcomes of Programme 1 are formulated in accordance with the "Bachelor of Film Studies" qualification, correspond to the programme's objectives, include content-based knowledge, skills, responsibility and autonomy, and correspond to the Undergraduate level of the qualification's framework.

The learning outcomes reflect the knowledge and skills relevant to teaching film studies at the undergraduate level. The programme envisages the development of such competencies as the study of the history and development stages of Georgian and world film, taking into account different contexts (historical, political, cultural, social, economic, etc.). The programme also includes courses in the theory and practice of film criticism, academic work techniques, and critical writing, which develop the student's ability to write critically about film. Along with this, the learning outcomes envisage the development of such transferable skills as the ability to formulate opinions and arguments apparently and consecutively in writing and orally while

<sup>6</sup> Evaluation is performed for each programme separately.

adhering to the principles of ethical norms, fairness, impartiality and tolerance; competencies related to lifelong learning and respect for diversity as a value.

The learning outcomes are measurable, realistic, achievable, and logically related to the programme objectives, which is proved by the programme objectives and learning outcomes compliance map. The combination of training courses and the topics included in the programme structure ensure the achievement of the learning outcomes set by the programme, which is proved by the outcomes and competencies map.

Interviews with academic staff, students, graduates and employers confirmed that they were involved in developing the programme learning outcomes. Employers noted that the programme is focused on raising a modern, competitive, intelligent, qualified graduate, and the programme learning outcomes correspond to the requirements of the fields of the programme graduates employment.

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

### **Programme 2 (Bachelor’s Programme “Music (Major and Minor)”**

The learning outcomes of Programme 2 are realistic and achievable during the studies, and are in compliance with the programme objectives. The learning outcomes are formulated in accordance with the “Bachelor of Arts in Music Art” qualification, correspond to the programme’s objectives, include content-based knowledge, skills, responsibility and autonomy, and correspond to the Undergraduate level of the qualification’s framework. The learning outcomes are presented as follows:

1. General learning outcomes, achieved after studying general music module
2. Learning outcomes of electroacoustic composition module
3. Learning outcomes in the selection of performing art module
4. Transferable Learning outcomes – common for the entire program

The learning outcomes are logically related to the programme objectives, which is evident in the programme objectives and learning outcomes compliance map, to the specifics of the study field listed in the substandard 1.1 of this report, and is in compliance with the direction of music education (electroacoustic composition, performing art). The combination of blocks / modules, training courses and the topics included in the programme structure ensure the achievement of the learning outcomes set by the programme, which is proved by the outcomes and competencies map, despite they do not indicate achievement level for each mandatory study course (1 – Introductory course, 2 – Deepening course, 3 – Mastering course).

The learning outcomes of the programme consider the requirements of the “Subject Benchmark Statement of Higher Education in Music and Performing art” approved by the order of the Director of National Center for Educational Quality Enhancement MES 4 23 0000384171 05.04.2023).

### **Programme 3 (Master’s Programme “Film Studies”)**

The learning outcomes of Programme 3 are formulated in accordance with the awarded qualification “Master of Film Studies”, correspond to the purposes of the programme, include content-based knowledge, skills, responsibility and autonomy, and comply to the Master’s level of the qualification framework.

The programme learning outcomes reflect the knowledge and skills relevant to teaching film studies at the graduate level. In particular, the programme envisages the development of such competencies as systemic knowledge about the current scientific discussion in the field of film studies; knowledge of film language, its aesthetic side and modern aspects of film criticism; discussing the specificity and significance of Georgian film in the context of world cinematography and its interdisciplinary perspective (in political, social and cultural context); the ability to independently carry out research on the problems of modern film using appropriate methods, conceptual approaches, following the principles of ethics of multidisciplinary research.

The programme learning outcomes are measurable, realistic and achievable. They are logically related to the programme objectives, which as evidenced by the programme objectives and learning outcomes compliance map. The combination of training courses and the topics included in the programme structure ensure the achievement of the learning outcomes set by the programme, which is proved by the outcomes and competencies map.

Stakeholder interviews confirmed that academic staff, students, graduates and employers were involved in developing the programme learning outcomes. Employers noted that the programme is focused on raising a modern, competitive, intelligent, qualified graduate, and the programme learning outcomes correspond to the requirements of the fields of the programme graduate's employment.

#### **Programme 4 (Master's Programme "The Art of Live Theater: Directing and Acting")**

The learning outcomes of Programme 4 are in accordance with the qualifications "1. Master of Directing" and "2. Master of Acting", correspond to the purposes of the programme, and comply with the Master's level of the qualification framework. The learning outcomes are the following:

- a deep and systematic knowledge of the ways of theater art development: theories and methods, forms and directions, classical and modern approaches, literary and effective analysis,
- ability to create a theatrical product in a professional environment, through the collaboration of the director and actors,
- complex skills of critical thinking, analytical writing, communication,
- ability to evaluate his/her own and others' creative skills and adequately use the capabilities of the creative group,
- ability to maintain professional ethics and academic integrity.

The learning outcomes are logically related to the programme objectives, and are measurable, realistic and achievable.

#### **Evidences/Indicators**

1. Programmes' description and curriculum
2. Minutes of the meeting of the working group for the accreditation of undergraduate and master's programmes in film studies
3. Film studies directions employment market study report
4. Programmes' aims and learning outcomes map
5. Programmes' outcomes and competencies map
6. Programmes' benchmarks
7. Subject Benchmark Statement of Higher Education in Music and Performing Art
8. Reports of focus groups conducted with potential employers
9. Students and graduates' satisfaction survey reports
10. Programmes' external evaluation by the field expert
11. Graduate employment and continuing education statistics
12. Interviews results during the site visit
13. Self-Evaluation Report

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

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

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

## Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

#### Cluster evaluation

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

At the Ilia State University, the assessment of the learning outcomes is based on an internal self-assessment mechanism for programme assessment, which takes into account the involvement of various stakeholders (students, graduates, employers, and external evaluators, heads of the programs, working teams and university administration) in the internal self-assessment process.

Direct assessment of programme learning outcomes is based on target benchmarks. For the evaluation of learning outcomes, in the description of the education programme a map for the assessment of learning outcomes is provided, which describes a direct method of the assessment: the map identifies the concrete assessment methods and sets specific benchmarks for each learning outcome. It also sets the time period for data collection.

Indirect assessment of learning outcome is based on:

- academic performance of students,
- results of surveys for students each semester regarding the courses included in the programme,
- assessment of academic and visiting staff involved in certain programme,
- feedback from employers about the programme,
- external assessment of the programmes,
- survey of students regarding master's theses, and
- survey results of students of the final semester and graduates.

For the self-assessment of the programmes, the university has conducted several activities, in particular: the analysis of academic performance of students, semester survey of students about the courses, survey of final semester students and graduates about the programmes, analysis of employer focus groups, collegiate external assessment (external review), and assessment of the personnel.

After the learning outcome evaluation process is finished, if necessary, the education programme is subject to revision and modification. The basis for the revision and modification may be following: the findings of systemic evaluations provided by the internal quality mechanisms of the programme as well as the external evaluation of the programme, the feedback data of students, graduates or other stakeholders, programme satisfaction survey questionnaires, etc. Proposed changes and modifications to the programme is discussed by the head(s) of the programme, staff involved in the programme, the faculty / school quality assurance office and other stakeholders. Therefore it may be stated that HEI ensures familiarization of stakeholders with the analysis of evaluation of learning outcomes. The decision together with the conclusion of quality assurance office is submitted to the faculty / school council for further consideration, and in case of positive decision, the information about the amendment is notified to the university quality assurance office and all structural units related to the implementation of the respective amendment. In case a modification deals with programme learning outcomes and the degree to be awarded, the faculty / school council decision is submitted to the university academic council and the quality assurance office. The final decision on the revision and amendments to the programme is made by the university academic council and submitted to the National Center for Educational Quality Enhancement.

#### Evidences/Indicators

1. Programmes' description, curriculum, and syllabi
2. Objectives, learning outcomes and target benchmarks maps of the programmes
3. Assessment criteria for the educational programmes at the university
4. Regulations of programme implementation at the university
5. Results of surveys / assessments of students, graduates, employers, academic / invited and administrative staff
6. Interviews results during the site visit
7. Self-Evaluation Report

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

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

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

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1.4. Structure and Content of Educational Programme

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

### Cluster and individual evaluation

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

According to the provided documents and site visit results, the clustered programmes' structure is consistent and logical, and let to achieve the learning outcomes. The programmes were developed according to the "Rules and procedures for developing, approving, amending and canceling the educational programme" currently in effect at the university; as well as their structure is assembled according to the rules established by Georgian legislation, using the ECTS credit system. The volume of bachelor's programmes is 240 credits, 120 credits of which are assigned to the major; free components include the general module (60 credits), and 60 credits are specified for the minor/free component; the duration of the programme is 4 years (8 semesters). The volume of master's programs is 120 credits, and the duration is 2 years (4 semesters).

### Description and Analysis

#### Programme 1 (Bachelor's Programme "Film Studies (Major and Minor)")

Programme 1 structure, volume and complexity envisage the level of study. The programme duration is 4 academic years or 8 semesters and includes 240 ECTS credits. The programme structural design in credits looks like this: General module – 60 ECTS; Major field of study – 120 ECTS; Minor/free component – 60 ECTS.

In the first and second semesters, students primarily take general module courses focused on the development of transferable skills. They start studying the major disciplines of the programme from the second semester. At the end of the third semester, students have the opportunity to choose the Minor or, based on their own interests, take courses of interest to them within the framework of free credits. Each training course gives the undergraduate student an opportunity to acquire, expand and develop knowledge. The student gets theoretical knowledge and practical skills, masters critical writing and analytical oral reasoning, gets acquainted with the art of debate, film art study approaches and directions. The acquisition of theoretical knowledge and analytical skills is demonstrated in the final project – the bachelor's thesis.

**Structure and content of the programme.** The volume of the Major training courses of the speciality (120 ECTS) includes the following: Core courses – 66 ECTS, mandatory-elective courses – 48 ECTS, elective course – 6 ECTS. According to the field of Study Classifier, the training courses/subjects/modules relevant to the content of the major field of study should be presented in the programme with the volume of at least 120 credits. Since the qualification awarded by the programme is a "Bachelor of Film Studies", the 120 credits must therefore include courses in the field of film studies. And since the content of training courses offered from the elective group: "Introduction to Cultural Studies", and "Methods of Visual Art and Research Interpretation" are not related to the major field of study, the achievement of the learning outcomes of the programme is called into question. It is significant that the programme fully defines 120 credits from the major field of study.

The objectives of the programme define that the graduate student will acquire knowledge on "the history of Georgian and world cinema, its development stages and genres (artistic (silent and sound) cinema, documentary cinema, animated cinema)". However, it does not match the content of the programme: firstly, the programme does not include a training course on animated cinema; secondly, the training courses "History of Documentary Cinema 1" and "History of

Documentary Cinema 2” are presented in the block of mandatory-elective courses, which threatens to achieve the objectives of the programme and learning outcomes, if the student does not choose the mentioned training courses. Taking into account these observations, it is recommended to prepare a course on animated cinema or to reflect the relevant topic in a course on the “History of World Cinema”. Also, it is recommended to move the training courses “History of Documentary Cinema 1” and “History of Documentary Cinema 2” to the block of core courses.

According to the programme curriculum, the teaching of training courses “History of World Cinema 1” (prerequisites for the “Birth of Cinema”, “Silent Cinema”, and “Sound in Cinema”) and “Theory and Practice of Film Criticism 1 (Aesthetics of Silent Cinema)” are placed and taught in different semesters. It is recommended to put the mentioned courses simultaneously, since the familiarization and analysis of film processes determined by the training course “History of World Cinema 1” will make it easier for students to perceive the aesthetics of silent cinema, to understand various film and cinema theories, to learn the purpose, nature and expression of cinema art in the training course “Theory and Practice of Film Criticism 1” according to its intent.

According to the objectives and learning outcomes defined in the programme, the graduate should be able to evaluate the film critically. Thus, it is essential for the future film expert to study and understand the purpose of painting in cinema, i.e., cinematography and visual storytelling, the principles and peculiarities of the work of a film artist, the specifics of working on a film in a visual direction. For this purpose, it is suggested to offer the study course “Cinematography” to the students.

### **Programme 2 (Bachelor’s Programme “Music (Major and Minor)”**

In the self-evaluation report it is mentioned that the updated programmes grouped in the cluster were sent for external assessment to experts in the field. In contrast with BA and MA programmes in “Film Studies” and “The Art of Live Theater: Directing and Acting” there is no evidence for external assessment of the BA “Music” programme, in the description part of the curriculum “Music (Major and Minor)”.

Study of presented materials shows that Programme 3 structure corresponds to the level of education and is assembled according to the rules established by the legislation of Georgia, using the ECTS credit system. The programme duration is 4 years or 8 semesters and includes 240 credits. In the first and second semesters of the programs, students mainly take general module courses focused on developing the transferable skills necessary for navigating the academic setting. From the second semester of the first academic year, along with the general module, students of the Music program must take the following courses “Music Theory in Practice 1” and “Music History 1 (from ancient times to Romanticism)”. 240 ECTS programme includes:

1. general Module – 60 ECTS (namely: Introduction to Modern Thought 1, 2 – 12 ECTS; Academic Work Techniques – 6 ECTS; Statistics – 6 ECTS, Practical Courses in the English Language – 24 ECTS, and Introductory Courses coded INTRO – 12 ECTS).
1. volume of courses from the Major field of study is 120 ECTS, including compulsory courses of the programme – 18 ECTS. In case of focusing on electroacoustic and computer music courses the student is required to study Compulsory courses – 54 ECTS, and Compulsory-elective courses – 24 ECTS. In case of focusing on music performance the student is required to study: Compulsory courses of the block – 18 ECTS, and Compulsory-elective courses of the block – 54 ECTS. Elective courses of the program – from minimum of 24 to maximum of 36 ECTS (number of credits depends on the elected specialty of students), and
2. free components or an additional program – 60 ECTS.

The expert panel would like not a problematic doubt that arises regarding the achievement of learning outcomes in the components of the performance block – that is the classical piano and harpsichord. According to the opinion of the expert group, it is reasonable to keep jazz specialty only in the music performance direction, and the subjects of keyboard art / classical piano and baroque instruments / harpsichord should be transferred to an optional block. The opinion is based

on unreasonable need in classical piano and baroque harpsichord specialties, the demand in these specialties was not convincing. Also, the analysis of programme curriculum, syllabi and other documentation lets to state that the study material (e.g. musical repertoire) in classical piano and harpsichord specialties is not relevant and not realistic for achieving the learning outcomes for students who would choose the classical piano or harpsichord specialty. I.e., in the conditions of the current workload and precondition of the study courses, it is impossible to achieve the result that is described in the syllabus (for example, in the study courses “Art of Piano 4” and “Art of Playing the Harpsichord 1 (basics)” the performing of musical material and achievement of learning outcomes is not realistic). Therefore, moving the keyboard / classical piano and Baroque instruments / harpsichord teaching to an optional block, subsequently it is needed to adjust the learning outcomes of the programme.

### **Programme 3 (Master’s Programme “Film Studies”)**

Programme 3 duration is 2 years or 4 semesters and includes 120 ECTS: Core courses – 54 ECTS; Mandatory-elective courses – 30 ECTS; Elective courses – 6 ECTS; MA thesis – 30 ECTS.

The programme structure is consistent and logical. The first three semesters, students are taking training courses, and the fourth semester is devoted to Master’s research work. Mandatory-elective and elective courses complement the content of core courses and offer students a broader learning of topics of interest to them. The programme structure and content align with the qualification awarded and ensure the achievement of the programme learning outcomes, the development of professional skills in the Master student and the upbringing of a research-analytical film scholar. Each training course gives the Master student the opportunity to acquire, expand knowledge and develop.

The programme curriculum includes all core and meaningful components. Core and mandatory-elective courses of the programme are included in a unified system and complement and reinforce each other. Such an approach supports Master students to broaden and expand their knowledge, awareness, and analytical skills.

It should be emphasized that the purpose and learning outcomes of the training course “Critical Writing”, presented in both the Master’s and Undergraduate programmes of Film Studies, are formulated in the same way. It is recommended that the training course developing critical evaluation skills at the undergraduate and graduate levels be offered with a different title, purpose, learning outcomes, topics and learning resources.

### **Programme 4 (Master’s Programme “The Art of Live Theater: Directing and Acting”)**

Programme 4 duration is 2 years or 4 semesters and includes 120 ECTS: general block-Theatre Workshop – 51 ECTS, directing block – 27 ECTS, acting block – 27 ECTS, general / common elective block – 12 ECTS, and diploma performance / graduation play – 30 ECTS. The programme consists of common courses block and two separate blocks / modules focused on actors and directors. During the first three semesters, the amount of theoretical and practical courses is equal; after successful completion of the 3 semesters, the student works on diploma performance during the 4th semester.

The expert panel would like to note an especially large number of courses, included in the catalog of the programme, that make the 2-year (or more precisely, the first three semesters) studies extremely intensive in different content. This can be understood since the programme accepts the entrants without experience / education in acting and directing, and therefore the programme content is designed including different subjects, and some of the courses would be more suitable for undergraduate studies. On the one hand, such a broad list of different courses gives students the opportunity for extremely wide knowledge. However, the experts may express a remark that there is a risk to whether the student will be able to get to know the taught subject very professionally and deeply, and not just superficially. It would be useful to critically review

the course content and probably remove some subjects, or the university could consider organizing one-year preparatory (compensatory) studies.

#### Evidences/Indicators

1. Programmes' description, curriculum and syllabi
2. Map of the programmes' aims and learning outcomes
3. Rules and procedures for elaboration, approval, modification and suspension of an educational programme of the University
4. Assessment criteria for the educational programmes at the University
5. Student and graduates' satisfaction survey
6. Interview results during the site visit
7. Self-Evaluation Report
8. The web-page of the university <https://iliauni.edu.ge>

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

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

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

#### **Programme 1 (Bachelor's Programme "Film Studies (Major and Minor)")**

##### **Recommendation(s):**

- 1) According to the qualification awarded by the programme "Bachelor of Film Studies", it is recommended to define the programme training courses with the content corresponding to the major field of study with a volume of at least 120 credits.
- 2) According to the programme objectives, it is recommended to prepare a training course on animated cinema or to reflect the relevant topics in a course on the "History of World Cinema".
- 3) It is recommended to move the training courses "History of Documentary Cinema 1" and "History of Documentary Cinema 2" from the mandatory-elective courses block to the core courses block in order to make the programme objectives and learning outcomes achievable.
- 4) It is recommended that training courses "History of World Cinema 1" (prerequisite for the "Birth of Cinema", "Silent Cinema", and "Sound in Cinema") and "Theory and Practice of Film Criticism 1 (Aesthetics of Silent Cinema)" be offered simultaneously (not at the different semester), since the familiarization and analysis of film processes determined by the training course "History of World Cinema 1" will make it easier for students to perceive the aesthetics of silent cinema, to understand various film and cinema theories, to learn the purpose, nature and expression of cinema art in the training course "Theory and Practice of Film Criticism 1" according to its intent.

##### **Suggestion(s):**

- 1) To ensure that graduates can critically evaluate films, it is imperative that they possess a comprehensive understanding of the role and purpose of painting in the cinema, i.e., cinematography, visual storytelling. Therefore, it is suggested to include the study course "Cinematography".

### **Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)**

#### **Recommendation(s):**

- 1) It is recommended to modify the structure of the program – to change the status of Classical piano and Baroque harpsichord training courses and specialty blocks, moving them from the main field study subject to the block of elective subjects. Additionally, it is needed to revise the learning outcomes.

### **Programme 3 (Master’s Programme “Film Studies”)**

#### **Recommendation(s):**

- 1) It is recommended that the training course “Critical Writing” at the undergraduate and graduate levels be offered with a different title, purpose, learning outcomes, topics and learning resources.

### **Programme 4 (Master’s Programme “The Art of Live Theater: Directing and Acting”)**

#### **Suggestion(s):**

- 1) Because of an especially large amount of courses, included in the catalog of the programme, where some of the courses would be more suitable for undergraduate studies, it is suggested to critically review the course content and probably remove some subjects, or the university could consider organizing one-year preparatory (compensatory) studies.

## **Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component 1.4 Structure and Content of Educational Programme</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Film Studies (Major and Minor), Bachelor’s)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Music (Major and Minor), Bachelor’s)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Film Studies, Master’s)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (The Art of Live Theater Directing and Acting, Master’s)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **1.5. Academic Course/Subject**

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

### **Cluster and individual evaluation**

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

On the basis of interviews during the site visit and provided documentation, the learning outcomes of each clustered programme course/component are aligned with the learning outcomes of the programme, the ratio between the contact and independent hours is adequate and considers the specificity of the course and the achievement of the learning outcomes, and the syllabi refer

to the latest literature and learning resources. However, during the site visit, programmes' heads and students noted that it is significant to have translations of foreign language literature relevant to the field; moreover, the students noted that although they speak English, it is essential that the required film literature is available in Georgian. Therefore, it is recommended to renew the mandatory literature specified in the syllabi or to prepare readers so that they correspond to the contemporary achievements of the direction/field and the latest research.

In the map of competencies of all educational programmes grouped in the cluster, the study courses that serve to achieve the certain learning outcome are indicated with the sign "X"; however, there is no identification whether this particular study course is an introductory, deepening or mastering study course. Therefore, the group of experts suggests defining the learning outcome achievement level for each mandatory study course (e.g., number 1 would indicate the Introductory level of the course, 2 – Deepening course, 3 – Mastering course).

## **Description and Analysis**

### **Programme 1 (Bachelor's Programme "Film Studies (Major and Minor)")**

The volume of training courses presented in Programme 1 is 6 credits, with different contact hours, which is determined by the training course lecturer considering the specificity, content and achievable outcomes of the training course. The ratio between contact and independent hours is adequate and considers the specificity of the training course. The number of contact hours corresponds to the course content and learning outcomes.

The learning outcomes of the training courses are formulated considering the topics defined in them. The learning outcome specified within each course is evaluated based on the components and criteria defined in the evaluation system, which are described in the syllabi.

Mandatory literature and other learning resources specified in the syllabi are relevant to the topics presented in the training courses and ensure the achievement of learning outcomes defined by the programme.

### **Programme 2 (Bachelor's Programme "Music (Major and Minor)")**

Mostly the training courses, components of Programme 2 correspond to the learning outcomes of the programme and the first level of higher education in terms of its depth and complexity (Bachelor's degree). The volume of credits in practical and theoretical courses are the same, it equals to 6 (i.e., 150 astronomical hours) and is in accordance with the policy of university and the distribution of credits between the study components. However, the mentioned approach does not work with the components, elaborating practical-performing skills. For example, it is doubtful that study courses "Music theory in practice" and "Art of Playing the Harpsichord 1 (basics)", as well as "Art of Piano 6: performance Project" have the same amount of credits. The most important is that these courses have a different evaluation form. The performance course evaluation criteria is a Final exam (public presentation), where the student's performance technique (virtuosity, speed and quality of coordination, knowledge of the peculiarities of an instrument) is evaluated. But reaching the result is not enough to practice individually about 5-6 hours per week only (that is 50 min. per day), which is absolutely unrealistic to achieve the learning outcomes. The same problem appears regarding training courses, which are included in the compulsory-elective courses "Piano art" and "Art of Playing the Harpsichord". In such conditions, the list of repertoire is completely excessive and does not ensure the achievement of the learning outcomes defined by this course (see for instance, the syllabus of "Art of Piano 4", which is extremely excessive: polyphony repertoire includes Bach's Partitas, English suites, Italian concerto, Bach-Busoni Organ prelude and fugue in E minor, organ chorale preludes and fugues; Handel's Suites, Mendelssohn's Prelude and fugue in F minor, Shostakovich's Preludes and fugues; concert repertoire includes various concerts by Bach, Haydn, Mozart, Beethoven, Schumann, Chopin, Liszt, Mendelssohn, Weber, Saint-Saëns, Tchaikovsky, Rachmaninoff, Scriabin, Ravel, Bartók, etc.; also listed virtuoso works of the romantic period like Schumann's

Carnaval, etc.; Chopin's Ballades, Scherzos; Liszt's Rhapsodies, *Années de pèlerinage*; Rachmaninoff's *Études-Tableaux*, etc.; 20th century pieces include a variety of complicated piano repertoire and so on). Thus, it is highly recommended to revise content, study materials and volume of credits in Music performance directions of Keyboard Instruments / Classical piano and Baroque harpsichord.

The evaluation components described in the syllabus of the training course "Iliani Folk Song Student Choir" are inaccurate. In the syllabi section 11 "Assessment forms", the components and relevant minimum thresholds within the course for final evaluation is a test, but the detailed description of the assessment form for final evaluation indicates another type - the participation in the concert. Therefore, it is recommended to revise the training course "Iliani Folk Song Student Choir" and correct the inaccuracy regarding student evaluation criterias in final evaluation.

### **Programme 3 (Master's Programme "Film Studies")**

In terms of its depth and complexity, each study course of Programme 3 corresponds to the learning outcomes of the programme and the second level of education. The number of credits allocated to the training courses presented in the programme catalog corresponds to the content and learning outcomes of the courses. The volume of each training course is 6 credits, with different contact hours, which is determined by the training course lecturer considering the specificity of the training course, its content and the outcomes to be achieved. The ratio between contact and independent hours is adequate and considers the specificity of the training course. The number of contact hours corresponds to the course content and learning outcomes.

The learning outcomes of the training courses are formulated considering the topics defined in them. The learning outcome specified within each course is evaluated based on the components and criteria defined in the evaluation system, which are described in the syllabi.

Mandatory literature and other educational resources indicated in the syllabi represent relevant material for the topics presented in the training courses.

However, it is suggested to take efficient measures for renewing the literature. Mandatory literature in some syllabi is an identical study resource of the bachelor programme in "Film Studies". During the site visit, both programme heads and students noted that it is significant to have translations of foreign language literature relevant to the field. According to the programme heads, they have presented a list of foreign language books, the translation of which ensures the university.

Also, it is recommended to revise the training course "Problems and Trends of Modern World Cinema", which duplicates the purpose, learning outcomes, topics and literature of the Undergraduate programme training course "Modern Cinematography".

### **Programme 4 (Master's Programme "The Art of Live Theater: Directing and Acting")**

Study courses of Programme 4 correspond to the learning outcomes of the programme. The programme consists of 6 and 3 credit courses. Both theoretical and practical courses are taught within the framework of compulsory courses. It is noted, that in the substandard 1.4 of this report, the expert panel expressed a concern regarding the especially large amount of courses, that make the 2-year (or more precisely, the first three semesters) studies extremely intensive in different content, and provided a suggestion to reduce the programme content removing some subjects.

Course syllabi indicate the compulsory and supplementary resources, including literature. Some courses use so-called readers, video lectures and video demonstrations based on the latest achievements and best practices in contemporary performing arts. However, during the site visit, both programme heads and students noted that it is significant to have translations of foreign language literature relevant to the field.

#### **Evidences/Indicators**

1. Programmes' description, curriculum and syllabi
2. Map of learning outcomes and benchmarks
3. Interview results during the site visit
4. Self-Evaluation Report

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

- 1) It is recommended to renew the mandatory literature specified in the syllabi or to prepare readers so that they correspond to the contemporary achievements of the direction/field and the latest research.

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

- 1) It is suggested to define the learning outcome achievement level for each mandatory study course (e.g., number 1 would indicate the Introductory level of the course, 2 – Deepening course, 3 – Mastering course)

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

**Programme 2 (Bachelor's Programme "Music (Major and Minor)")**

**Recommendation(s):**

- 1) It is recommended to revise the training course "Iliuni Folk Song Student Choir" and correct the inaccuracy regarding student evaluation criterias in final evaluation.
- 2) It is recommended to revise content, study materials and volume of credits in Music performance specialties - Keyboard Instruments and Harpsichord.

**Programme 3 (Master's Programme "Film Studies")**

**Recommendation(s):**

- 1) It is recommended to revise the training course "Problems and Trends of Modern World Cinema", which duplicates the purpose, learning outcomes, topics and literature of the undergraduate programme training course "Modern Cinematography".

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Film Studies (Major and Minor), Bachelor's)</b>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Music (Major and Minor), Bachelor's)</b>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Film Studies, Master's)</b>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (The Art of Live Theater Directing and Acting, Master's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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### **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.

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#### **Cluster and individual evaluation**

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

The entrance to the programmes grouped in the cluster require different prerequisites as follows:

- passing the Unified National Examinations is required to enter Programme 1;
- for the admission to Programme 2 – passing the Unified National Examinations and a creative aptitude test as an internal competition;
- for Programmes 3 & 4 – the University entrance exam.

In general, all mentioned admission preconditions are in conformity with the applicable legislation and are logically related to the programmes' content, learning outcomes, level of education and qualification awarded, as well as consider the programme specificity, and ensure the inclusion of persons with the knowledge, skills and competence required to overcome the programme. Generally, admission prerequisites are fair, public and accessible (for the problematic issues, see below).

#### **Description and Analysis**

##### **Programme 1 (Bachelor's Programme "Film Studies (Major and Minor)")**

Programme 1 applicants are required to have passed the Unified National Examinations per rules established by the Ministry of Education and Science of Georgia in the following subjects: Georgian language and literature; Foreign language (German, English, Russian, French) and elective subject: History/Literature/Art. The prerequisites are fair, public and accessible.

##### **Programme 2 (Bachelor's Programme "Music (Major and Minor)")**

The documentation, presented by the HEI, indicates the following prerequisites for admission to Programme 2:

1. Passing the Unified National Examinations, and
2. Internal university creative aptitude test.

As it is described in the provided documentation, the internal university creative aptitude test will be conducted in the format of an audition, within which 2 general criteria – Motivation (general and particular knowledge of the field, willingness to study) and Basic creative skills (understanding of music fundamentals, reasoning and argumentation skills) of the contestant will be evaluated. A committee of field specialists conducts audition evaluations using a 30-point system, with motivation criteria accounting 15 points and basic creative skills for another 15 points. An applicant will be disqualified from the list of candidates if their exam score falls below 16 points.

The expert panel would like to emphasize that, considering the study course directions in music performing directions (i.e., classical piano, harpsichord, jazz vocals, and jazz orchestra), the existing admission prerequisites, specifically the creative test, only partially align with and contribute to the achievement of the objectives and expected learning outcomes in the area of performing skills. It is because the audition is primarily relied on interviewing (but not performing the program of specific music repertoire), and therefore the issue of enrollment of relevant / suitable candidates raises concern and is in doubt. Thus, the expert panel recommends the establishment of more appropriate and detailed admission criteria in the form of creative tour (e.g., the guidelines for music repertoire, duration of performance, etc.); the assessment of these criteria should focus on revealing of applicants' performing skills in music performance.

Additionally, a discrepancy has been identified between two English documents, specifically the curriculum and admission requirements of the programme. The curriculum indicated following "Prerequisites for admission to the program (requirements)": "Internal university creative aptitude test **and** an audition ..."; while the admission requirements indicate: "The internal university creative aptitude test will be conducted **in the format of** an audition". To be consistent, the curriculum statement should be corrected into "Internal university creative aptitude test **in the form of** an audition ..."

### **Programme 3 (Master's Programme "Film Studies")**

For the admission to Programme 3, according to the information presented by the self-evaluation report and the curriculum, an applicant with a Bachelor's or equivalent academic degree has to pass:

- 1) the Common Master's exam, and
- 2) intra-university exam.

The intra-university oral examination has the following prerequisites: the applicant must submit a CV and a 400–500-word essay on the film of his/her choice. If the essay is evaluated positively, the applicant will be admitted to the oral exam. The rubrics for the oral exam and essay evaluation are posted on the university's web-site. The oral exam assesses the student's basic knowledge of the field, motivation, academic/professional achievements and the ability to communicate in Georgian and English languages. Detailed information about intra-university exam conditions, requirements, evaluation components and criteria is available on the university's web-site.

Taking into account 2011 accreditation recommendations for the programme (Protocol No. 4, 23 Sept 2011), the knowledge of English language was defined as a prerequisite for admission to the programme. Consequently, current curriculum of the programme indicates that the candidate's English language competence (at least B2 level proficiency) is examined during the internal university exam (interview). However, it is not specified whether the applicant will be exempted from this part of exam in case of presenting a certificate confirming the knowledge of the relevant level. The expert panel notes that the prerequisites should be determined mandatory, therefore it is recommended to determine whether those willing to enroll in the programme are exempted from the obligation to take the exam of English language if they present a document confirming the B2 level of the English language proficiency.

### **Programme 4 (Master's Programme "The Art of Live Theater: Directing and Acting")**

The applicant does not need to pass the Unified Master's Examination to be admitted to Programme 4. The programme accepts the entrants with a bachelor's degree or an equivalent academic degree, but who should successfully pass the intra-university examination, which consists of a creative resume, portfolio of creative activity, and motivation letter. During the examination the applicant has an interview, a creative tour, and a group test for directors and actors. As it was mentioned during the site visit, the university accepts the applicants without undergraduate education in directing and acting; however, the great interest in the programme

leads to a competition among the entrants, and the opportunity for the university to choose among the applicants.

**Evidences/Indicators**

1. Programmes’ description and curriculum
2. Mechanism and methodology of planning of student contingent of Ilia State University
3. Interview results during the site visit
4. Self-Evaluation Report
5. The web-page of the university <https://iliauni.edu.ge/ge>

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

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

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

**Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)**

**Recommendation(s):**

- 1) As a precondition for admission to the programme, mainly the music performance directions (classical piano, harpsichord, jazz vocals, and jazz orchestra), it is recommended to elaborate relevant admission criteria (e.g., the guidelines for music repertoire, duration of performance, etc.) and the assessment of applicants, to ensure revealing of performing skills as well.
- 2) In order to be consistent in English formulation of admission rules within two documents (curriculum and admission requirements of the programme), the curriculum statement should be corrected into “Internal university creative aptitude test **in the form of** an audition ...”

**Programme 3 (Master’s Programme “Film Studies”)**

**Recommendation(s):**

- 1) As a precondition for admission to the programme, it should be determined whether applicants are eligible to enroll in exemption from the exam requirement upon presentation of a certificate confirming their B2 level of English language proficiency.

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor’s)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master’s)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### Cluster and individual evaluation

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

Programmes grouped in a cluster ensure the development of students' practical, transferable and research skills, as well as creative skills, and their involvement in creative projects based on learning outcomes. As all programs have an artistic profile, the development of students' skills is clearly visible in the curriculum of the programmes. In the process of working on research components, students are guided by qualified academic and visiting staff with relevant research experience. In the process of skills' development, the programmes include the Music Center and the Iliani Theater, as well as partner organizations with which relevant memorandums have been signed. Students also have the opportunity to benefit from the intellectual and technical resources of partner institutions and donor organizations and to engage in various joint educational and research activities within the framework of the memorandum of cooperation concluded with museums and science centers.

Interviews with students and academic and visiting staff revealed active student engagement with other institutions, as well as a high degree of student satisfaction with university support. One of the good practices is to use the attendance of opera and ballet theater rehearsals during the learning process (as field work for students in the MA programme "The Art of Live Theater: Directing and Acting").

The effectiveness of developing students' creative skills is further enhanced by the fact that lecturers are also representatives of employers. The Research and Development Center often announces different projects for students, which help students develop transferable and creative skills.

### Description and analysis

#### Programme 1 (Bachelor's Programme "Film Studies (Major and Minor)")

Programme 1 ensures, in compliance with learning outcomes, development of practical, scientific/research/creative/performing and transfer skills of students and their involvement in research projects. The courses to be studied within the framework of the first academic year of the programme, the general module serves to develop such transferable skills as: critical analysis, principles of academic work, and quantitative reasoning (for example, "Introduction to Contemporary Thought", "Techniques of Academic Work / Academic Writing", and "Statistics"). In order to develop English language competence, English language training courses are offered within the framework of the general module from the first semester of studying. From the second semester, students will study field courses in film studies related to the theory and practice of critical film writing. The obligatory courses of the programme include the writing component, and students write the bachelor thesis in the final semester.

Based on the interviews and the documents submitted by HEI, it is confirmed that students are involved in research and creative projects, which include: student conferences at the university; the annual contest "Write on Georgian Cinema" organized by the National Film Center of Georgia (in which students of both levels of the programme participate and achieve significant success); Kutaisi Annual Short Film Festival (organized by one of the heads of the programme), in which students are involved in organizational issues. In 2019, the project "International Scientific Summer School in Film Studies" was implemented with the funding of the Shota Rustaveli Foundation and the support of the university (under the organization of one of the heads

of the programme), including the publication of the collection combining the reviews of Georgian and foreign professors and students (including students of the discussed programme). Involvement of students in such projects supports the development of research and creative skills among students.

The employment rate of the graduates of the programme can be named as a confirmation of the effectively developed practical and research skills in accordance with the requirements of the employers within the framework of the programme. According to the results of alumna survey run by the Quality Assurance Department, the employment rate of programme graduates is 52%, and in line with the respective qualification they obtained or related field of studies.

Additionally, it should be noted that while the film studies programme does not generally include practical training courses, the university actively fosters the development of students' skills, and through collaboration memoranda with various institutions and organizations, provides opportunities for students to engage in professional practice. This enables them to apply the competencies acquired in the academic space to real-world professional environments.

### **Programme 2 (Bachelor's Programme "Music (Major and Minor)")**

Programme 2 ensures the development of students' practical, creative, performing and transferable skills, both in the frame (inside) and out of programme curriculum. The main module of the programme is directed for developing musical creative skills, and the General Module - 60 credits for developing transferable skills as critical analysis, principles of academic work, and quantitative reasoning (e.g., "Introduction to Contemporary Thought", "Statistics", and "Techniques of Academic Work / Academic Writing"). The students of the programme are also involved in different collaborative activities, which in addition facilitate the development of creative / transferable skills in the field.

Students have the opportunity to become a member of the folk music student choir based at the Iliuni Music Center. The choir has an extremely active concert life with weekly rehearsals and frequent local and away concerts. Participation in the folk choir develops creative and musical skills of the students.

### **Programme 3 (Master's Programme "Film Studies")**

Programme 3 ensures, in compliance with learning outcomes, the development of practical, scientific/research/creative/performing and transfer skills and their involvement in research projects. Namely, a large part of the compulsory courses of the programme are dedicated to research the latest processes and trends in contemporary film-making and critical writing that help students to develop the required professional practical skills.

According to employer demand, the employment rate of the programme graduates serves as evidence of their well-developed practical and research skills. As indicated by the results of the survey of the employment rate of the graduates by the Quality Assurance Department of the university, 50% of the graduates are employed in positions aligned with their qualification or in fields related to their area of study.

According to the interviews and the documents submitted by the university, it is confirmed that the programme students are involved in scientific research and creative projects (see the list of projects in Programme 1); involvement in such projects helps students to develop not only the field knowledge, but the skills that are crucial for their future academic or other works. In such projects, students are supervised by qualified field professionals.

### **Programme 4 (Master's Programme "The Art of Live Theater: Directing and Acting")**

A large part of professional development and training of practical, scientific, performing, research and transfer skills by the students of Programme 4 is provided by the memorandums signed by the university with state theaters (e.g. Shota Rustaveli Theatre, Giorgi Mikeladze State Puppet Theatre, Zakaria Paliashvili Tbilisi Opera and Ballet State Theater), theater studios (e.g. Children and Youth Theatre-Studio Et Cetera), Center for Development of Modern Theatrical Art,

Mikheil Tumanishvili Arts Development Foundation, and the State University of Theater and Film of Georgia. Based on the agreements with opera and ballet and puppet theaters the students are able to study specific theatrical forms and develop practical skills.

#### Evidences/Indicators

1. Programmes' syllabi
2. Memorandums of cooperation signed between partner institutions and Ilia State University
3. Research of the graduates and employment rates
4. ISU student conferences
5. Georgian National Film Center Contest "Write on Georgian Film", 2019 International Summer School in Film Studies
6. Statistical data on students' involvement in scientific research projects
7. Students' reviews
8. Interview results during the site visit
9. Self-Evaluation Report
10. The web-page of the university <https://iliauni.edu.ge/ge>

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

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

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

#### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

#### Cluster evaluation

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

Teaching at the clustered programmes is conducted using a variety of teaching-learning methods, which are complementary and correspond to the appropriate level of teaching and the outline of the course, and serve to achieve the learning outcomes of the course. Their use ensures

the active involvement of students in the learning process, their interaction with each other and with the instructor and the development of such competencies as autonomy, critical reasoning and analytical skills. Each programme's curriculum documents and syllabi indicate the applied teaching methods.

In the Programme 3 (Master's Program: "Film Studies"), the following teaching methods are used in the courses: Lecture/seminar; Practical teaching method; Writing method; Elements of e-learning; Method of individual teaching; Group teaching method; Demonstration method; Discussion; Creative project/work/portfolio; Presentation; Rehearsal; and Concert. The programme is implemented on the basis of the Music Center, the infrastructure of which includes specially equipped lecture halls with computers, screens, keyboard instruments and other appropriate equipment; a Jazz rehearsal studio with jazz orchestra instruments and special sounding equipment; an electroacoustic studio with computers, monitors, speakers, screen and special computer programs for creating and editing music. The Music Center also makes use of the university's public/concert spaces.

The following methods are used in the courses included in the Programme 4 (Master's Program: "The Art of Live Theater: Directing and Acting"): Practical work - including practice in opera and ballet and puppet theaters and master classes; Self-reflection; Projects; Learn by doing; Discussion; Modeling the situation; Role playing games; and Case analysis.

Besides that, in order to follow and react to students' requirements, special educational needs and academic preparation, as well as their smooth involvement in the educational process, the university develops individual curricula. This curriculum takes into account different requirements of students, their academic preparation and special educational needs, a flexible learning plan, appropriate forms and conditions of teaching-learning and assessment. For the same purposes, individual consultation meetings with lecturers may be scheduled in advance during office hours or on an individual request of a student through "Argus" or a corporate mail. In the course of individual curriculum elaboration for students with special educational needs, the possibility of implementing the educational process in an adapted environment is considered, and, if necessary, the relevant human resources are provided for this purpose. The individual curriculum may also be created if the educational programme initiated by the university is changed or canceled.

#### Evidences/Indicators

1. Programmes' description, curriculum and syllabi
2. Rules and procedures for developing, approving, amending and canceling the educational programme at the university
3. Programme Assessment Criteria
4. Electronic portal "Argus" [www.argus.iliauni.edu.ge](http://www.argus.iliauni.edu.ge)
5. Interviews results during the site visit
6. Self-Evaluation Report

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

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

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

#### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

### Cluster and Individual evaluation

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

In the programmes grouped in a cluster, the student evaluation is carried out per Order 3, January 5, 2007, of the Minister of Education and Science of Georgia “On approval of the rules for calculating credits for higher education programs”, and the internal regulatory rule of the university. The ECTS evaluation system is defined in the programmes, and the detailed assessment components, forms and methods are included in the syllabi.

In case of all programs grouped in the cluster the evaluation system is presented in a clear and logical way, and is available to students and applied on a regular basis. There are small differences between the programmes, which grow out of the programmes' differences (e.g., different number of classes, different number of ECTS points and the research component in case of Master Programme). All student evaluation is compliant with state regulations.

### BACHELOR'S PROGRAMMES

**Regarding the grading scheme and grade distribution guidance.** Receiving the credit is possible only from the students' learning determined by the syllabus. The assessment is based on a 100-point system, and the maximum grade is 100 points. Minimum competence thresholds are defined for midterm and final assessments. For the final assessment, this limit does not exceed 60% of the points defined for it. The relative share of the final assessment does not exceed 30 points. Final assessment is a compulsory component of the course.

The system of grading scale consists of five positive and two types of negative points.

Points	Assessment
91-100	excellent (A)
81-90	very good (B)
71-80	good (C)
61-70	medium (D)
51-60	satisfactory (E)
41-50	not satisfactory (FX) student is allowed to pass the final exam one more time
0-40	failed (F) student should take the course again

Special emphasis is placed on formative assessment so that the student can use the comment for improvement. As we were told during the interviews, students are informed about the evaluation results promptly in the electronic portal “Argus” at [www.argus.iliauni.edu.ge](http://www.argus.iliauni.edu.ge). “Argus” provides the possibility of constant communication between the student and the lecturer, as well as individual counseling hours is used for effective interaction between the students and the academic/visiting staff of the programme.

Students are provided with a course syllabus at the start of their studies, so they are well acquainted with the evaluation methods used in each course.

During the interviews, the Quality Assurance representative stated that there are changes in some syllabi because of student feedback. Depending on the specifics of the Programme 2 (Bachelor’s Program: “Music (Major and Minor)”), where the feedback is an integral part of the learning process, the student receives feedback and commentaries from the professor during individual/studio/rehearsal lessons.

Through the interviews, it was established that the lecturers actively use the formative assessments, inform students about the strengths and weaknesses of received assessment, provide counseling, etc. The students mentioned that they often received verbal comments individually.

The University operates an assessment appeals mechanism that is familiar to programme students and academic staff, but is rarely used. The procedure for appealing evaluation results is introduced to students at the beginning of the academic year. During the interviews, students and alumni were asked about the examples of assessment appealing, but no one could remember even a single case.

The University has a programme Turnitin for finding similarities between texts and plagiarism detection. According to the Plagiarism prevention, detection and response rules, if plagiarism is found in a written assignment created within the educational or research components at all levels of academic education, the course lecturer is entitled to reject the written assignment without evaluation.

It is noteworthy that the university has a personal and professional development center, which provides skill-building modules in terms of modern teaching-learning and assessment methods for the staff. These training modules have been developed taking into account international best practices, based on cooperation with leading European universities.

## Description and Analysis

### Programme 1 Bachelor’s Programme “Film Studies (Major and Minor)”

Bachelor’s thesis comprises 6 credits, the recommended number of pages amounts to 25–35 pages, and the thesis is a written research work about a topical issue in the field. The student completes the bachelor’s thesis in the last semester of studies and presents it to the supervisor, reviewer and defense committee. The student defends the bachelor’s thesis before the relevant sectoral committee during the examination period at the end of the semester. Supervisor’s and co-supervisor’s assessment points amount to an arithmetic mean of the points given by each of them.

<b>Bachelor Thesis Assessment Components</b>		
<b>Assessment Components</b>	<b>Points</b>	<b>Benchmark</b>
(Co)-supervisor's First Intermediate Assessment	20	11
(Co)-supervisor's Second Midterm Assessment	20	11
Reviewer's Assessment	30	15
In case of two peer reviewers the average score of their assessments shall be calculated		
Defense Process Assessment by the Committee Members	30	15
Points for thesis defense amount an arithmetic mean of the points assigned by		

## MASTER'S PROGRAMMES

The assessment of the master's thesis at the Master's level is a one-time matter and multi-component. The paper is assessed through a collegiate assessment, in a commission manner. The supervisor of the thesis, the reviewer and the defense assessment commission, which is staffed by active specialists in the field, are involved in the assessment process of the master's thesis.

### Description and Analysis

#### Programme 3 (Master's Programme "Film Studies")

Master's thesis takes 30 credits, the minimum volume is 55 pages without appendices and bibliography.

**Defense of a Master's Thesis.** Defense committee will be convened and endorsed by the order of the dean of Faculty of Arts and Sciences in no later than 5 working days after the end of study (lectures/seminars) period of the final semester. The committee consists of academic and visiting staff (at least 3 members) with relevant research experience. The defense date shall be announced to the student, the supervisor and the members of the committee by the coordinator of the programme of the Faculty of Arts and Sciences.

**Evaluation.** The assessment is based on a 100-point system. The prerequisite for granting a credit is to accumulate 51 to 100 points. Points are distributed according to the following scheme in the grading system:

- (A) Excellent – 91–100 points;
- (B) Very good – 81–90 points;
- (C) Good – 71–80 points;
- (D) Satisfactory – 61–70 points;
- (E) Sufficient – 51–60 points.
- (FX) Did not pass – 41–50 points, which means that the student needs to work more and is allowed to retake the exam once by working independently;
- (F) Fail – 40 points or less, which means that the work done by the student is not enough and he/she has to retake the course.

Evaluation components and relevant benchmarks:

<b>Evaluation</b>	<b>Assessment Components</b>	<b>Points</b>	<b>Benchmark</b>
	Supervisor's evaluation	30	14
	Reviewer's Assessment	40	21
	Defense of a master's thesis	30	16

If a student fails to pass the minimum threshold in any component, he/she must write the master's thesis in the following semester/semesters.

#### Programme 4 (Master's Programme "The Art of Live Theater: Directing and Acting")

To start the diploma performance project, the student must have passed all the compulsory courses as well as all the masterclasses offered by the programme to be eligible to start work on the diploma project. Diploma performance project comprises 30 ECTS credits, the total length of the diploma project must not exceed 60 minutes. Theatrical analysis of the play and role must be at least 20 pages (except that of title page and bibliography) according to the academic style requirements of the university. Directing explication of the play must be at least 30 pages (except that of title page and bibliography) according to the academic style requirements of the university.

For the assessment of the project a special committee of field related experts (i.e. academic staff as well as invited members) will be convened and endorsed in no later than 5 working days after the end of study period of the final semester.

Diploma Project Public Performance Assessment in acting and directing specialties:

Course/Direction	Assessment Components	Points	Benchmark
Art of Acting	Directing supervisor's assessment of the process of working as well as theatrical analysis of the play and the role	10	51
	Directing supervisor's assessment of the process of working on the role	20	
	Reviewer's assessment of the play and theatrical analysis of the role	20	
	Reviewer's assessment of public performance of the diploma project	20	
	Public performance of the diploma project	30	
Points for public performance amount an arithmetic mean of the points assigned by committee members			

Drama Directing	Directing supervisor's assessment of the working process and play directing explication	10	51
	Directing supervisor's assessment of process of play staging	20	
	Reviewer's assessment of play directing explication	20	
	Reviewer's assessment of public performance of the diploma project	20	
	Public performance of the diploma project	30	
Points for public performance amount to an arithmetic mean of the points assigned by committee members.			

In addition to the above, in the case of the master's program, the supervisor of the thesis, the reviewer and the committee invited to evaluate the public presentation, which is composed of active specialists in the field, are involved in the evaluation process of the diploma performance. All public presentations (diploma performance and final exams of practical courses) will be filmed by the media center of the university, so that in case of objection to the evaluation, the appeal committee can evaluate the paper.

#### Evidences/Indicators

1. Programmes' description, curriculum and syllabi
2. Concepts of a diploma play / master's thesis / portfolio
3. Bachelor's Thesis – 2023
4. Master's Thesis – 2023
5. Electronic portal "Argus" [www.argus.iliauni.edu.ge](http://www.argus.iliauni.edu.ge)
6. Systems <http://elearning.iliauni.edu.ge> and <http://turnitin.com>
7. Self-Evaluation Report
8. Interview results during the site visit (with academic staff, students, graduates)

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

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

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

#### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### 3.1 Student Consulting and Support Services

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

##### Cluster and individual evaluation

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

On the basic information collected through cluster programmes Self-evaluation Report, relevant enclosed documents, and the site-visit, the expert panel discovered that all necessary students support services mostly are in place.

Student support services at the university are the same for all students. Mainly, the programmes grouped in the cluster have in common the “students/professional student assessment, for credit awarding, rating and other/recurring courses/components the rule of determining the payment of the amount”, and a specially devised portal “Argus” which describes the workload, functions and duties of the persons involved in the counseling service etc. Students receive appropriate consultations and support regarding the planning of the learning process, improvement of academic achievement, employment and professional development. Through “Argus” students have opportunity to be in touch with the heads of educational components throughout the year and get necessary information and feedback in order to improve their academic achievements

In the framework of the cluster programmes, students have an opportunity to participate in local and international projects, events, conferences and research fellowships that correspond to the level of education; students have experience participating in international and local festivals, performances, events and competitions, tours, workshops. The Foreign Relations Department supervises international exchange programs (e.g., Erasmus+) and ensures the establishment of international mobility for the students of the university.

The university operates a psychological counseling center for students. At the center, students are served by professionals who have graduated from the university, including a graduate program in mental health, using the latest evidence-based methods, accompanied by regular supervision.

The university has a department of Iliauni Student Affairs, which provides the information for students about university events, promotion of employment, seasonal schools, seasonal away camps, sports, student life forum for orientation of new recruits in the university space, funding of student projects, student clubs, registering learning process issues, and updating the alumni database. The university development office supports student involvement in international projects, distributes information about various international grant competitions and scientific opportunities.

The university holds the employment month named after Marie Burduli for students and graduates. UNIJOBS series includes meetings with employers, trainings and consultations for career development, etc

## Description and Analysis

### Programmes 1 and 3 (Bachelor’s Programme “Film Studies (Major and Minor)” & Master’s Programme “Film Studies”)

The university gives the opportunity to the students of Programmes 1 and 3 in foreign studies to practically use their knowledge in the contest “Write about Georgian Film” organized by the Georgian National Film Center; every summer the university organizes summer courses for programme students in collaboration with the Shota Rustaveli National Science Foundation of Georgia. Also, students have the possibility to participate in various film festivals, summer schools etc.

### Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)

The Music Center at the university in both performing (classical, pop music, jazz and folk) and acoustic and electro-acoustic composition directions works for student’s involvement in the concert and educational life of the university.

### Programme 4 (Master’s Programme “The Art of Live Theater: Directing and Acting”)

Students are involved in various activities at the university and theater. According to the regulations of Iliani Theater, the main mission of the theater is to provide a basis for professional training and development of university students in Theatre Arts. The performances of the Iliani Theatre often include students and alumni of the university programmes in the arts, providing an important training for their future professional life.

#### Evidences/Indicators

1. Programmes’ description, map of the curriculum, syllabi
2. International Relations Office Statute website <https://iliauni.edu.ge/uploads/other/62/62039.pdf>
3. Student Psychological Consultation Center website <https://bit.ly/3MoRMxu>
4. International Exchange Programs website <https://iliauni.edu.ge/ge/iliauni/units/foreignrelations/gacvliti-programebi>
5. Self-Evaluation Report
6. Interview results during the site visit
7. Iliani Theater website <https://iliaunitheatre.ge/en>

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

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

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

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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<b>Programme 1 (Film Studies (Major and Minor), Bachelor's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Music (Major and Minor), Bachelor's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Film Studies, Master's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (The Art of Live Theater Directing and Acting, Master's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

On the basis of information collected through Self-Evaluation Report, relevant enclosed documents and the site visit, the expert panel notes that the clustered programmes meet the accreditation standards regarding the Master's student supervision. Every MA student has a qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis. The university has an elaborated document, a master's project/thesis development instruction, which defines rights and obligations of the supervisor and the supervision process.

According to the results of the Programme Satisfaction Survey carried out by the QA Service of the Faculty of Arts and Sciences, the MA students consider that the MA thesis-related processes are well-administered. During the interviews, the students noted that the thesis supervisors conduct consultations with students on a regular basis. The frequency of consultations depends on the specifications of the programme and research topic.

The master's thesis supervisor can supervise a maximum of five active status master's students in the current semester; in special cases, an exception may be made.

The quantitative ratio of students admitted annually to MA programmes grouped in the cluster ("Film Studies" - 10, "The Art of Live Theater: Directing and Acting" - 20) and academic and visiting staff involved in the program ensures the effective implementation of scientific activities.

Data related to the supervision of master's/doctoral students <a href="#">Programme 3 ( Film Studies) – Master's Programme</a>	
Number of master's theses supervisors	3
//Number of doctoral thesis supervisors	
Number of master's students	18
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.16
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students <a href="#">Programme 4 (The Art of Live Theater Directing and Acting) – Master's Programme</a>	
Number of master's theses supervisors	5
//Number of doctoral thesis supervisors	
Number of master's students	10
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.5
Ratio - supervisors of doctoral theses/doctoral students	

## **Description and Analysis**

### **Programme 3 (Master’s Programme “Film Studies”)**

The Master’s thesis supervisor has to be chosen in the third semester, and the work on the thesis is implemented in the 4th semester; the student works in line with the instructions, and in a collaboration with the supervisor, using the hours for consultation. At the preparatory stage of the thesis, the student submits a research plan to the supervisor. The planning with the help of the supervisor is implemented as follows: firstly, based on the supervisor’s recommendations, the student determines the research problem / question, the need to create new knowledge, the purpose of the work, the research methodology, and then, arranges a step-by-step plan for the work implementation, leading to the thesis defense.

Before defense, the papers are checked in a plagiarism program. Defense committee is to be convened and endorsed by the order of the dean of Faculty of Arts and Sciences in no later than 5 working days after the end of study (lectures/seminars) period of the final semester. The committee consists of academic, visiting staff (at least 3 members) with relevant research experience.

During the site-visit, the alumna of the programme mentioned that during the working on the MA thesis, they had regular meetings with the supervisor, and the feedback of the supervisor was very helpful in the writing process.

### **Programme 4 (Master’s Programme “The Art of Live Theater: Directing and Acting”)**

Both supervisor and student have the right to decline the supervising / supervisor. In that case the directing supervisor / student must submit an official notice to the faculty administration for consideration with detailed explanation of declining reasons no later than 3 weeks after beginning the final semester. In case the appeal is accepted the student is granted additional time to choose a new directing supervisor.

**Specialty in acting art.** Before the start of the 4th semester, the programme coordinator in cooperation with the Faculty of Arts and Sciences appoints the supervisor (supervising director) who will stage and produce a diploma project in cooperation with MA students studying at the acting module. The supervisor can be chosen from among those involved in the programme as well as invited professional directors with at least 3 years of practical teaching experience in the field of performing arts.

**Specialty in directing art.** Two weeks before the start of the 4th semester, each student chooses a supervisor (supervising director) for the diploma project. In his/her choice, the student is allowed to consider several options. The student together with the supervisor and the group of actors selects a play for the diploma project considering the Iliani Theater repertoire needs as well as students’ artistic and professional interests, and abilities. The final decision is made according to the student’s independent initiative, as well as must be agreed with the Iliani Theater. The process is followed by setting a budget of the play that must be agreed with the Iliani Theater and then submitted to the Faculty of Arts and Sciences to be endorsed. In case the faculty endorses the play, the supervisor completes a special form, where the title of the diploma project performance as well as names of all the participant students must be included. The endorsement form must be submitted to the faculty.

After selecting a play for the diploma project, the student is required to: plan and carry out the diploma project; submit the completed version of theatrical analysis of the play and role/directing explication of the play to the directing supervisor and the faculty within the given deadlines; and present the diploma project to the committee.

#### **Evidences/Indicators**

1. Master’s educational programmes, map of the curriculum, syllabi
2. The faculty web-page [www.faculty.iliauni.edu.ge](http://www.faculty.iliauni.edu.ge)

3. MA Thesis Concepts
4. Personal files of academic staff
5. Ratio of supervisors and master's students with active status
6. Self-evaluation Report
7. Interview results during the site visit

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

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

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

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 4. Providing Teaching Resources

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

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### 4.1 Human Resources

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

#### Cluster and individual evaluation

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

As indicated in the self-assessment report, the clustered programmes are implemented by academic and invited staff with appropriate qualifications; staff qualification is in compliance with the legislation and the internal regulations of the university, possessing necessary skills to implement the programmes and achieve the learning outcomes; and the selection of the staff is done in line with the Georgian legislation and the “Rule of Contest for an Academic Position at Iliia State University and Conditions of Employment for an Academic Position”. The qualification of academic and invited staff is confirmed by their scientific works published during the last 5 years, experience and competences that are also described in their resumes and personal files. However, most of the CVs submitted include the general information, and there are no specific indications of scientific works, titles of conferences, the place of holding and other details. Therefore, it is advisable for the university to develop a CV template for academic and invited staff, providing full information on their experience and competences (education, work experience, published scientific works, participation in local and international conferences/projects, etc.).

Through reviewing of the documentations (semester workload, rule for academic staff selection, number of permanent and invited staff and ratio, etc.) and the interviewing with the heads of the programme, the expert panel confirms that the number and workload of academic and invited staff provide the proper implementation of the learning process, scientific-creative works and other duties assigned to them. In general, the number of academic and invited staff is adequate to the number of students; the ratio between academic and invited staff ensures the sustainability of the programme.

An especially welcome and motivating feature is that PhD graduates may be invited to initiate a study course based on their doctoral thesis: during the interview, it was told that PhD graduates prepare a public demonstrative lecture, and the university commission decides to launch a new course and invite the PhD graduate to teach at the university.

Based on the presented documents and interviews, the expert panel would like to note that the heads of the programme possess necessary knowledge, skills and experience required for programme elaboration, and are leading field specialists. They are directly involved in the programme implementation and also have appropriate competences in the field of programmes, as well as a clear vision over the development of the programmes.

The results of the programme satisfaction survey provided by the QA service of the Faculty of Arts and Sciences show that the students consider staff and the opportunity for obtaining

contemporary knowledge as the strengths of the clustered programmes; this was confirmed during the interviews with students as well.

The site visit has revealed that the educational programmes are implemented with the support of administrative and all other structural units; the qualification of administrative and support staff corresponds to the functions they perform, which is confirmed by their personal files and the job descriptions.

## Description and Analysis

### Programme 1 (Bachelor’s Programme “Film Studies (Major and Minor)”)

<b>Programme 1 (Bachelor’s Programme “Film Studies (Major and Minor)”)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>7</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>8</sup></b>	<b>Among them, the affiliated academic staff</b>
Total number of academic staff	6	4	4	6
- Professor	3	2	2	3
- Associate Professor	2	1	1	2
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	7	7		
Scientific Staff				

Programme 1 incorporates 13 staff members (6 academic and 7 invited), ensuring the proper implementation of the learning process and achievement of the programme objectives. 6 academic staff are involved in the programme, among them: 3 professors, 2 associate professors and 1 assistant-professor. All of them are affiliated with the University. The number of academic / invited staff is adequate to the number of students – 13/60. The balance between the academic and invited staff of the programme – 6/2, and the turnover rate is 4 (academic staff – 0, invited staff – 4), ensuring the sustainability of the programme.

### Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)

<b>Programme 2 (Bachelor’s Programme “Musi (Major and Minor)”)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>9</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>10</sup></b>	<b>Among them, the affiliated academic staff</b>
Total number of academic staff	6	6	4	6
- Professor	2	2	2	2
- Associate Professor	3	3	3	3
- Assistant-Professor	1	1	1	1
- Assistant			-	
Invited Staff	10	10	-	-
Scientific Staff	-	-	-	-

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

<sup>8</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<sup>9</sup> Staff implementing the relevant components of the main field of study

<sup>10</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

Programme 2 is implemented by 16 staff members (6 academic and 10 invited), ensuring the proper implementation of the learning process and achievement of the programme objectives. 6 academic staff are involved in the programme, among them: 2 professors, 3 associate professors and 1 assistant-professor. All of them are affiliated with the university. The number of academic / invited staff is adequate to the number of students – 16/38. The balance between the academic and invited staff of the programme – 6/10, and the rate of fluctuation is academic staff – 1/1, visiting staff – 5/4, that ensures sustainability of the programme. The international experience of the majority of the academic and visiting staff ensures that the student gets to know the modern achievements in the field, as well as the development of relevant skills for the field.

The experts would like to draw attention to two problematic issues. Firstly, despite a significant portion of the teaching staff (i.e., 6 from 10 invited specialists) being practicing professionals in the field of music performance and composition, it is important to note that they hold qualifications limited to a Bachelor’s degree, with one member possessing a vocational education background. To enhance the programme’s development, ensure the effective implementation of the learning process, and achieve programme objectives, it is suggested to increase (augment) the invited staff with individuals possessing relevant formal education in the field.

Secondly, upon reviewing the documentation, it was revealed that two members of the academic staff exhibit passivity in terms of scientific or creative activity. Additionally, the employees in classical instrument positions have shown no engagement in research or creative/artistic activities in recent years. It is recommended to enhance and increase the creative and scientific activity of the staff.

### Programme 3 (Master’s Programme “Film Studies”)

<b>Programme 3 (Master’s Programme “Film Studies”)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	Number of Programme Staff	Including the staff with sectoral expertise <sup>11</sup>	Including the staff holding PhD degree in the sectoral direction <sup>12</sup>	Among them, the affiliated academic staff
Total number of academic staff	5	4	4	5
- Professor	2	2	2	2
- Associate Professor	2	1	1	2
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	7	7		
Scientific Staff				

10 staff members are involved in the implementation of Programme 3 consisting of 5 academic and 5 invited staff, ensuring the proper implementation of the learning process and achievement of programme objectives. Among 5 academic staff there are 2 professors, 2 associate professors and 1 assistant professor. All of them are affiliated with the University. The number of academic/invited staff is adequate for the number of students – 10/18. The balance between the academic and invited staff of the programme – 5/2, and the turnover rate is 3 (academic staff – 0, invited staff – 3). Ratio of graduate students to their supervisors (18/3) is in compliance with the methodology of the MA thesis concept, and with the workload of the supervisors. The research experience and qualifications of the academic staff ensure the use of modern trends and achievements in the teaching process and the supervision of MA students.

<sup>11</sup> Staff implementing the relevant components of the main field of study

<sup>12</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

## Programme 4 (Master’s Programme “The Art of Live Theater: Directing and Acting”)

<b>Programme 4 (Master’s Programme “The Art of Live Theater: Directing and Acting”)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>13</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>14</sup></b>	<b>Among them, the affiliated academic staff</b>
Total number of academic staff	5	2	2	5
- Professor	2	0	0	2
- Associate Professor	3	3	2	3
- Assistant-Professor				
- Assistant				
Invited Staff	15	15		
Scientific Staff	0	-	-	

20 staff members are involved in the implementation of Programme 4. The number of teaching staff is adequate to the number of students (20/10). The staff consists of 5 academic and 15 invited pedagogues. Among 5 academic staff there are 2 professors and 3 associate professors. Only two of the academic staff represent the field of education. There is no position of assistant professor in the programme; but the programme involves young staff as guest teachers who have the creative / research skills and professional experience to hold an academic position in accordance with the law. In general, the ratio of academic to visiting staff (5/15) ensures the sustainability of the programme and corresponds to the methodology defined in the concept of the master’s thesis and is in accordance with the workload of the supervisors.

The experts would like to note that many of the teaching staff (invited specialists mainly) are practicing professionals in the field of theater, thus the connection and interaction between theory and practice is very tight and highly responsible to the latest trends. However, for the development of the programme and to ensure the proper implementation of the learning process and achievement of programme objectives, it is suggested to increase the number of academic (not only invited) staff with sectoral experience.

### Evidences/Indicators

1. Personal files of academic, invited, administrative and assisting personnel
2. Mechanism and methodology of planning of student contingent of Ilia State University
3. Academic personnel agreement samples
4. Administrative and support staff job description
5. Academic and invited staff ratio to the number of students enrolled in the program
6. Regulation on conducting a competition for academic positions and employment conditions for academic personnel at the University
7. Rules and procedures for developing, approving, amending and canceling the educational programme at the University
8. Rules of Academic Programme Supervisors and Working Groups
9. Workloads of academic, scientific and invited staff involved in the programme
10. Programme Satisfaction Survey Results;
11. Learning Process E-Management System “Argus” <http://argus.iliauni.edu.ge>
12. Interview results during the site visit

<sup>13</sup> Staff implementing the relevant components of the main field of study

<sup>14</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

13. Self-Evaluation Report

14. The web-page of the university <https://iliauni.edu.ge/ge>

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

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

- 1) It is advisable to develop the CV template covering full information about the experience and competence (education, working experience, published scientific works, participation in local and international conferences/projects and etc.).

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

**Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)**

**Recommendation(s):**

- 1) It is recommended to enhance and increase the creative and scientific activity of the staff, because upon reviewing the documentation, it was revealed that there is some passivity in terms of scientific or creative activity.

**Suggestion(s):**

- 1) To enhance the programme’s development, ensure the effective implementation of the learning process, and achieve programme objectives, it is suggested to increase (augment) the invited staff with individuals possessing relevant formal education in the field.

**Programme 4 (Master’s Programme “The Art of Live Theater: Directing and Acting”)**

**Suggestion(s):**

- 1) In order to ensure the proper implementation of the learning process and achievement of programme objectives, it is suggested to increase the number of academic staff, with sectoral experience.

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor’s)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### Cluster and individual evaluation

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

Based on the documentations submitted by the university and interview results, it's confirmed that the qualification, knowledge and experience of the academic staff involved in the implementation of MA programmes, submitted for accreditation, are in compliance with the legislation. The participation in scientific and practical activities at local and international levels also confirms their qualifications. MA students have high quality supervisors, having the respective research experience. The university has developed relevant qualification requirements for supervisors, reflected in the MA Thesis Concepts of the programmes. These requirements are transparent and take into account the level of education and the specificity of the programme.

While working on a MA thesis, a student selects a supervisor and a co-supervisor, if necessary. The programme guarantees to offer students a qualified academic or invited staff with relevant field knowledge over the topic of the thesis and respective scientific-research experience. The qualifications of supervisors of Master's theses are confirmed by their personal files.

Information about the process and management of the Master's diploma project and other management details, concerning the students' part, was commented in the substandard 3.2 of this report.

<b>Programme 3 (Master's Programme "Film Studies")</b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>15</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	3	3	3
- Professor	2	2	2
- Associate Professor	1	1	1
- Assistant-Professor			
Invited Staff			
Scientific Staff			

<b>Programme 4 (Master's Programme "The Art of Live Theater: Directing and Acting")</b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>16</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	5	-	5
- Professor	3	-	3
- Associate Professor	2	-	2
- Assistant-Professor			
Invited Staff			
Scientific Staff			

## Description and Analysis

### Programme 3 (Master's Programme "Film Studies")

The expert panel notes that Master's thesis supervisors meet the qualification requirements defined at the university, which are reflected in the concepts of the MA thesis of the Master's educational programme of "Film Studies". The qualification, knowledge and experience of

<sup>15</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

<sup>16</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Programme 3 teaching staff are in compliance with the legislation. It is also confirmed by their scientific works, namely: scientific/research index of the individuals involved in the programme (for the last 5 years) [57]; among them, the works published in the local journals – 10, works published in international journals – 9, local conference reports – 8, and international conference reports – 5. Also, getting acquainted with the list of the Master’s theses of the last 5 years submitted by the university, the experts would note that 22 theses were defended, and the key topics and directions of the theses are in compliance with the qualifications of the supervisors and their scientific experience.

The student has to choose a Master’s thesis supervisor, who firstly has to confirm his/her agreement in the appropriate form and submit it to the Faculty of Arts and Sciences at the end of the 3rd semester. A supervisor of a Master’s thesis may be selected from the: 1) academic personnel involved in the implementation of the programme and equipped with the latest knowledge based on the specifics and development of the field, have actively participated in scientific research and/or have published a scientific work that corresponds to the general topic/direction of the Master’s thesis; 2) PhD student of the relevant direction or field, who has defended a prospectus in the relevant direction or field or a publication relevant to the requirements considered by the PhD program; and 3) scholar of a relevant direction or field who has a doctoral academic degree as well as publication in journals stored in international bases in the last two years (SCOPUS, EBSCOHost, etc.). The thesis supervisor can supervise a maximum of five MA students with active status in a semester; an exception could be considered in special cases.

#### **Programme 4 (Master’s Programme “The Art of Live Theater: Directing and Acting”)**

The expert panel notes that Master’s thesis supervisors meet the qualification requirements developed at the university, they are equipped with the latest knowledge, they actively participate in the planning and implementation of theater projects. The qualifications, knowledge and experience of teaching staff implementing Programme 4 are in accordance with the requirements of the legislation, which is also confirmed by their creative and scientific activities, the total number of which (over the last 5 years) is 153; among them: creative projects – 130; works published in local magazines – 7; works published in international journals – 3; reports at the local conferences – 7; and reports at the international conferences – 6.

In the case of both acting art and directing specialties, the supervisor of diploma work can be selected from among the professional directors involved in the program or as invited staff, who has at least 3 years of practical teaching experience in theater arts. The master’s thesis concept describes in detail the qualification requirements, rights and duties, responsibilities and leadership process of the supervisor. The supervisor’s duties include individual consultations to master’s students (frequency of the consultations should be defined by the programme as well as the specifics of the master’s thesis/topic); giving a feedback on the written paper according to the requirements of research standard and academic style; and providing evaluation and conclusion about the written paper and the overall working process. Besides that, the supervisor, coordinating the MA student in the specialty in acting art, is responsible for staging a play for a group of student actors; while the supervisor, coordinating the student in the specialty in directing art, has to attend rehearsals at various stages of work.

#### **Evidences/Indicators**

1. Personal files of MA theses supervisors
2. Programme Satisfaction Survey Results
3. Concept of the MA thesis
4. A list of MA theses defended during the last 5 years
5. Interview results during the site visit (with programme heads, students, alumni)
6. Self-Evaluation Report

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

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

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

## Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster evaluation

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

Based on the self-evaluation report of the cluster of educational programmes, the attached documentation and the accreditation site visit, the expert panel confirms that in parallel to the variety of the development and supporting mechanisms towards academic and invited staff, the HEI has the mechanisms for the evaluation of academic, scientific and creative works. And, their periodic evaluation enables the HEI to plan the proper staff encouragement and motivation mechanisms.

The university conducts periodic surveys to clarify the satisfaction of the services offered by the university. The Faculty of Arts and Sciences has an evaluation mechanism for academic and invited staff, implying the evaluation of research and teaching of academic staff, and evaluation of the participation in the learning process in case of invited staff. The evaluation results are used for further staff professional development, their encouragement and promotion. The evaluation of the staff is carried out through: 1) the semester-based student surveys (focusing on the given lectures), 2) the evaluation of the research activities is based on the self-evaluation report, responding to the Rule of the Academic Staff Evaluation of the Faculty of Arts and Sciences and considers the scientific-research activities of the last 2 years.

The research activities are supported by different structural units of the HEI, among them: the Research Coordination Office, Office of Development and International Relations Office, prioritizing the cooperation with international institutions, increase of students' and staffs' participation in exchange projects, enhancement of the role of the university in international networks, attraction of scientific-research projects and implementation, involvement of the staff in international projects in research directions, identification and attraction of the respective financing sources.

To support the development of academic and invited staff, the university has a personal and Professional Development Center, running the relevant training modules. 1 academic and 2 invited staff of clustered programmes participated in the cycle of the training of the Center. Also, the university financially supports the publication of the research journal KADMOS indexed in EBSCOHost.

The university has a Scientific Council with the aim of defining and advancing scientific directions, as well as overseeing the evaluation processes of research activities. Based on the recommendations of the same council, the university annually allocates institutional development grants for projects submitted by the academic staff of the university, thereby promoting research and educational work.

HEI provides the participation of students and staff in international scientific conferences that are regulated by the Rule for financing the participation in international scientific conferences and publication in international journals at the university.

The university cooperates with the international donors, such as: European Commission, Horizon 2020, Horizon Europe, Erasmus+, Tempus, Open Society Foundation Georgia, Swiss National Science Foundation (SNSF), Eurasia Foundation, International Science and Technology Center, USAID, Caucasus Swiss Academic Network (ASCN), the German Society for International Cooperation (GIZ), as well as various European and American universities and others.

During the interviewing with the academic staff it was confirmed that HEI supports the individual initiatives of staff (e.g., in 2024, the HEI plans to organize an international scientific conference dedicated to the 100th anniversary of Director Sergo Parajanovi). To increase the research potential of young researchers, there is a Pascal Prize for the field scientific publications. Also, HEI has an institutional grant for students to encourage their participation.

The academic staff of the programmes are involved in research and practical works, participate in local and international research projects, scientific conferences and publish international publications. The invited staff (in music, theater programmes) have the respective practical experience; they conduct concerts, stage plays, participate in various projects, local and international festivals and competitions, and have received professional awards.

Also, as it was mentioned during the interviews, the affiliated staff is provided with health insurance free of charge as one of the encouragement features.

In general, the expert panel agrees that teaching staff qualification is in line with the profile of the programmes and field characteristics. Especially the interviewing with the programme heads has revealed that they have respective professional knowledge, experience, skills and competence for elaboration and implementation of the programme. However, it is important that the staff of the programmes become more involved in international creative projects to get familiarized with international practice and to develop their professional skills. During the review of the documentation as well as at the site visit interviews, it was noticed that some members of the academic staff are quite passive in terms of scientific / creative activity, e.g., the employees in the "Music" programme, classical instrument positions have had no research / creation in recent years. Due to the specificity of all clustered programmes (artistic focus, performing etc.), it is necessary to pay attention to the creative activity of the staff. Therefore, it is suggested to increase the creative / scientific activity of the staff, as well as to conduct an analysis and make an assessment of such activity.

## Evidences/Indicators

1. Charter of the Development Office of Ilia State University
2. Charter of the International Relations Office of Ilia State University
3. Charter of Research Coordination Office of Ilia State University
4. Charter of Personal and Professional Development Center
5. Rule of Financing of the Scientific Articles Published in International Journals and Participation in International Scientific Conferences
6. Assessment Rule of the Activities of Academic Staff
7. Rule for Evaluation of Invited Staff of the Faculty of Arts and Sciences
8. Rule for Assessment of the Educational Programmes
9. Evaluation Report of Research Activities of Academic Staff
10. Evaluation of scientific-research activities and university funding rule
11. Personal files of the academic, invited and administrative staff
12. Pascal Prize
13. Scientific Research Platform of the University
14. Research Strategy of the University
15. Interview results during the site visit
16. Self-Evaluation Report

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

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

- 1) It is advisable to enhance the internationalization efforts, encouraging staff to actively participate in international creative and scientific projects to gain exposure to international practices and further develop their professional skills.
- 2) It is suggested to increase the creative / scientific activity of the staff, as well as to conduct an analysis and make an assessment of such activity.

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

## Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.4. Material Resources

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

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##### Cluster and individual evaluation

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

The infrastructure of the university – computer resource centers, fully equipped lecture halls, university library with diverse fund and rich electronic resources, including international electronic databases, the university network for student registration and learning process management “Argus”, the distance learning platform E-learning (including plagiarism detection Turnitin) – all of them provide the achievement of the learning outcomes, and are used for distance/electronic and auditorium studies.

**University Library.** The library has a rich selection of books. If necessary, the library provides digitization of specific books or production of a “reader” in both printed and electronic form. The library offers users a constantly updated book fund; information about new books and resources is systematically posted on the website and social networks. In order to use electronic resources even more easily and efficiently, the library has provided a unified search system Ebsco Discovery Service, providing the search of all above-mentioned resources in “one window principle”.

For library users, the wide range of electronic international academic databases is available both in the premises of the university campus and outside, and are listed at the <https://library.iliauni.edu.ge/elibrary/sametsniro-bazebi/>. The library monitors the use and analyzes the demand of electronic databases. In case the student or group of interested persons require the access to the database that is absent in the database list offered by the library, the library may subscribe to the new database for temporary use. Currently, the library provides the subscription to the following databases, providing the material in humanities, artistic fields: Scopus, JSTOR, Clarivate Analytics (Web of Sciences/Journal Citation Reports), ProQuest Dissertations and Thesis, ProQuest Research Library, Cambridge Journals, Sage Publishing, Taylor & Francis Online, ScienceDirect, Funding Institution, Project Muse, EBSCO Humanities Source, etc. However, taking into account the students’ remarks regarding more accessibility to the film, movie materials (see suggestion for Programmes 1&3) as well as having in mind the specificity of the clustered programmes, it is highly recommended to expand the list of databases with artistic focus and additionally subscribe to such databases as JSTORE Music Collection, EBRARY COLLECTION, Naxos Music Library, Music and Dance Online (ProQuest), Theatre and Drama Premium (ProQuest), Drama Texts Collection (ProQuest), Digital Theatre+, Medici TV EDU, Drama Online, Bloomsbury video library, Film & Television Literature Index with Full Text (EBSCO), International Bibliography of Theatre & Dance with Full Text (EBSCO), MGG Online, RILM or RISM.

One of the priorities of the library is to interact with users through different communication instruments. E.g., the library offers the cycle of training to students and lecturers: “Use of Scientific E-bases”, “Library Resources and Services” and “E-learning Portal E-learning Training”, where users get information on how to use teaching and research resources, platforms and services. In addition, the library offers users the cycle of training and workshops with involvement of international experts and representatives of partner organizations. Such an approach supports awareness raising and effective management of academic processes.

The social network is also actively used for the purpose of communication. Through Facebook page of the ISU library, students and any other interested person get constantly updated and enjoy services, like: “Ask a Librarian”, “Reserve a book”, “Reserve a space for a group work”, “Inter-library services”, “Check overdue books”, “Printing service” and other.

**ARGUS.** For the purpose of managing and supporting the educational process, a programme software “Argus” was created and is in operation since the 2008/2009 study year. The

platform is designed as a register of all students and a wide list of courses taught at the university, which also contain syllabi and posted electronic learning materials. Through “Argus” a student can choose courses, check grades and accumulate credits. The system is also used as a communication media among academic staff, people involved in learning processes and students. Through “Argus”, students have an opportunity to be in touch with the heads of educational components throughout the year and get necessary information and feedback in order to improve their academic achievements.

**Environment.** As a result of interviews with academic and invited staff, students and graduates, as well as the observation of university facilities, it is confirmed that the clustered programmes are provided with appropriate infrastructure and modern technical equipment (auditoriums for lectures and teaching materials, computer equipment; a library equipped with information and communication technology; free access to the Internet; reading halls and conference rooms equipped with the relevant inventory; etc.). The students have free access to the university infrastructure and material-technical resources. The academic personnel have personal working spaces, which are used for individual and group consultations with the students. The internet resources available on the web page of the University and international e-databases are easily accessible for students and staff. Also, the university operates its premises in the Kazbegi region of the country and organizes various summer courses there.

It should be noted that during the interviews the students mentioned that course literature (e.g., book fragments) is chaotically provided / posted in the course platform lacking the systematization, quite often the material that was available during previous-year studies is not available to access after finishing the course, in further semesters (the access to course is locked). But in general, the experts would note that the university as well as Faculty of Arts and Sciences infrastructure infrastructure and technical facilities provide quantitative and qualitative basis to achieve the goals and learning outcomes of clustered programmes.

## **Description and Analysis**

### **Programmes 1 & 3 (Bachelor’s Programme “Film Studies (Major and Minor)” & Master’s Programme “Film Studies”)**

During the site visit at the library, a random check confirmed that Programmes 1 & 3 literature indicated in the syllabi are available in the library. However, during the interviews, the students of the programme expressed a request in a wider access to the movies (as a material studied in the course) as well as setting up a quality cinema equipment (like a small cinema hall with a large screen) where they would be able to watch and study a professional material, i.e., certain movies discussed in the courses, in high quality.

### **Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)**

The Music Center infrastructure includes specially equipped lecture halls with computers, screens, keyboard instruments and other appropriate equipment, and also makes use of the university’s public/concert spaces. Also, there is a Jazz rehearsal studio with jazz orchestra instruments and special sounding equipment. However, the availability for students of material and technical base in the direction of jazz is unsatisfactory because the rehearsal space and appropriate equipment is limited access, and is available for students only under supervision of teaching staff. It means that students do not have the opportunity to rehearse independently and it limits them from making music in the university rehearsal hall and space. This issue should be resolved and it is highly suggested to give the students the possibility to practice in a jazz room with the equipment by themselves. As well it should be noted that there is insufficient space for studying and practicing at the programme on the specialty of classical piano major.

### **Programme 4 (Master’s Programme “The Art of Live Theater: Directing and Acting”)**

One of the main advantages in Programme 4 material resources is the Iliuni Theater, which is an active repertoire theater and on the base of which the main practical courses of the programme are carried out. The theater provides to programme students the rehearsal halls, dressing rooms, decoration and prop storage; the main hall is equipped with lighting and sound equipment that was renovated during the pandemics, a wardrobe and a small decoration workshop for making the necessary decorations. The theater has its own budget and operates its own web-site [www.iliaunitheatre.ge](http://www.iliaunitheatre.ge).

#### Evidences/Indicators

1. E-management system of study process “Argus” <http://argus.iliauni.edu.ge/>
2. University library and scientific databases <http://library.iliauni.edu.ge/>
3. Electronic teaching portal <http://elearning.iliauni.edu.ge/>
4. Iliuni Theatre web-site [www.iliaunitheatre.ge](http://www.iliaunitheatre.ge)
5. Agreement on the transfer of Turnitin service license
6. Technical devices and number of students ratio
7. Documents confirming the possession of the infrastructure, technical equipment and book stock
8. Agreements concluded with international electronic databases
9. Assessment of material-technical environment
10. The analysis of the results of the survey of the students and staff involved in the programme about the current services
11. Self-Evaluation Report
12. Interview results during the site visit

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

- 1) It is recommended to ensure access to the international electronic library databases that are relevant for the programmes with artistic focus, e.g. JSTORE Music Collection, EBRARY COLLECTION, Naxos Music Library, Music and Dance Online (ProQuest), Theatre and Drama Premium (ProQuest), Drama Texts Collection (ProQuest), Digital Theatre+, Medici TV EDU, Drama Online, Bloomsbury video library, Film & Television Literature Index with Full Text (EBSCO), International Bibliography of Theatre & Dance with Full Text (EBSCO), MGG Online, RILM or RISM.

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

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

#### **Programmes 1 & 3 (Bachelor’s Programme “Film Studies (Major and Minor)” & Master’s Programme “Film Studies”)**

##### **Suggestion(s):**

- 1) It is suggested to arrange a quality cinema equipment (like a small cinema hall with a large screen) where students would be able to watch and professionally study the needed course material, i.e., certain movies discussed in the courses, in high quality.

## Programme 2 (Bachelor’s Programme “Music (Major and Minor)”)

### Suggestion(s):

- 1) It is highly suggested to provide the students with the possibility to practice in a jazz room with the installed equipment without any restrictions (e.g., supervision of the university staff).

## Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor’s)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor’s)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master’s)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master’s)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### Cluster and individual evaluation

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

Financial resources necessary for the clustered programmes implementation are considered by the unified university budget. The university budget covers certain programme needs. Information about the university budgets for current and last 10 years is available at university budgets for current and last years. University budget for the last two-three years is stable and shows a growth tendency. Budget includes permanent income sources (like students tuition fees, government program subsidies) as well as on-time income sources like local and international grants, income from commercial activities, etc.

According to the interview results with the representatives of university administration, the main income source in the budget is tuition fees. 4–5% of total university budget is state funding mainly for the research institutes, 13–14% of the total budget of the university is grants and funds raised from local and international donors, these funds are mainly for the research purpose too. Up to 10% of total budget is raised from services and commercial activities, although these services are also related to research activities.

The university budget features a sectoral scheme – the university manages the general budget, the faculties administer their own budget and the Student’s Affair office has a budget at its own disposal; the students may apply for their encouragement and promotion to different offices. However, it was noted that the Music Center hasn’t its own budget and its expenses are regulated by the faculty budget; while the Iliaini Theatre operates and is responsible for its own budget.

The university presented individual budgets developed for individual programmes. Allocation of the financial resources provided by the budget is economically achievable. The programmes' budgets are stable and include: the costs necessary for the development of the programme, the costs of financing resources, the costs of personnel and other relevant costs related to the implementation of the programme. Expenses of staff salary are included in the central budget of the university. Expenses for the library resources are also included in the central budget of the university. The necessary expenses for infrastructure renovation and maintenance are also covered in the main budget. Conferences, publications and other scientific expenses are included in the budgets of the faculty and university. Other expenses required for the programme, depending on the need, are covered from the main budget of the faculty and/or university.

## Description and Analysis

### Programme 1 (Bachelor's Programme "Film Studies (Major and Minor)")

See cluster description above.

### Programme 2 (Bachelor's Programme "Music (Major and Minor)")

See cluster description above.

### Programme 3 (Master's Programme "Film Studies")

See cluster description above.

### Programme 4 (Master's Programme "The Art of Live Theater: Directing and Acting")

See cluster description above.

## Evidences/Indicators

1. University budgets for current and last years available at <https://iliauni.edu.ge/ge/iliauni/budget>
2. Budgets for individual programs grouped in cluster
3. Results of surveys/assessments of students, graduates, employers, academic/invited and administrative staff
4. Results of interviews with students, graduates, employers, academic/invited and administrative staff
5. Self-evaluation report provided by the Ilia State University

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

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

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

## Evaluation

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

<b>Component 4.5 Programme/faculty/school budget and programme financial sustainability</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Film Studies (Major and Minor), Bachelor's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Music (Major and Minor), Bachelor's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Film Studies, Master's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (The Art of Live Theater Directing and Acting, Master's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programmes with the standards

<b>4. Providing Teaching Resources</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1 (Film Studies (Major and Minor), Bachelor's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Music (Major and Minor), Bachelor's)</b>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Film Studies, Master's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4 (The Art of Live Theater Directing and Acting, Master's)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 5. Teaching Quality Enhancement Opportunities

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

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### 5.1. Internal Quality Evaluation

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

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#### Cluster evaluation

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

Internal quality mechanism at the university is based on the regulations adopted by the university. Coordination and monitoring of educational programmes 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 programmes conducted the self-evaluations of the programs. The working process of the working groups, led by Programme Heads and facilitated by the Quality Assurance Department, was conducted both online and physically. The heads of the programmes, the Quality Assurance Service of the Faculty collaborates with the Quality Assurance Service of the University in the process of planning the evaluation of programme quality, developing the evaluation instruments and implementing the evaluation. All corresponding procedures, evaluation instruments and mechanisms are described in the concept of university internal quality assurance and the regulation of evaluation implementation of the programme.

The heads of the programmes, together with the programme working group, develop internal self-assessment reports, which include the determination of the strengths and weaknesses identified as a result of the self-assessment during the reporting period and the planning of relevant activities/interventions for the purpose of improving and developing the programme. The developed self-assessment reports are submitted to the Faculty Council for consideration. A working group of the self-evaluation was created, which included both the staff involved in the programme and the administration. The working group performed the evaluation of the programme compliance with the accreditation standards of the higher education programmes.

The monitoring of study quality, course assessment etc. is constant, the teaching staff and students have to complete the surveys each semester at the online system “Argus”.

#### **Evidences/Indicators**

1. Quality Assurance Department Statute
2. Rules related to the work of the heads of the programme
3. Concept of Internal Quality Assurance Service of the university
4. Working group meeting minutes
5. Report on the evaluation of the performance of the academic staff of the Faculty of Arts and Sciences
6. Report of student and graduate surveys

7. Reports of focus groups with employers
8. External Expert Assessment; analysis of internal and external assessment
9. Interview results during the site visit
10. Self-Evaluation Report

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

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

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

## Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

### Cluster evaluation

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

The external assessment instrument for the university is the accreditation and authorization processes conducted by the National Center for Enhancement of Education Quality in Georgia. Accreditation of the educational programmes carried out by National Center for Enhancement of Education Quality in Georgia is a programme evaluation that determines the compliance of an educational programme with accreditation standards. Recommendations and suggestions given during the previous accreditation process in 2011 and 2021 were taken into consideration.

The university uses the results of surveys of graduates, employers and peer evaluation as a tool of external quality assessment. University also uses developmental peer review from foreign and Georgian institutions of higher education as an external assessment tool. The external peer review of the working version of the modified programme was carried out by professors from Shota Rustaveli Theater and Film State University of Georgia as well as from foreign experts.

### Evidences/Indicators

1. Developmental peer review from foreign and Georgian institution of higher education
2. Survey results of employer, graduates, students and staff

3. Working group meeting protocols
4. Reports of previous accreditation experts
5. Interview results during the site visit
6. Self-Evaluation Report

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

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

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

## Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.3. Programme Monitoring and Periodic Review

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

### Cluster evaluation

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

Periodic evaluation of the programmes is based on the self-assessment mechanisms that are presented in quality assurance regulation of the university. The university periodically conducts different surveys and studies for the self-assessment of the programmes: analysis of students' academic performance, survey of students regarding courses/programme components conducted each semester; surveys of final semester students and graduates; assessment of the invited and academic staff involved in the programme based on the student survey; analysis of the target benchmarks of the programme; evaluations of employers and external expert/experts.

All required information and data is fully presented in the programme's periodic self-assessment report. The results of the self-assessment report in the current period are compared with the data of the previous reporting period. One reporting period of educational programme evaluation includes three semesters: Fall and Spring semesters for data collection and the following semester for data analysis/interpretation. The complete evaluation cycle in the case of the Bachelor's programme is 5 years (3 reporting periods). Programme head, academic and invited

staff, head of faculty quality assurance service, curriculum expert and other specialists are responsible for data collection and processing. Mechanisms and tools for assessing the quality of teaching and learning have been refined in recent periods. The university systematically processes and graphically displays the assessment/research data of the programmes and the academic performance of the students in the electronic portal “Argus”.

Some programmes (except BA and MA programs in Film studies) are compared with analogical programmes of foreign universities in order to bring them in compliance with the modern requirements and to apply the best international practices. It should be noted that the documents that describe the comparison should contain a more detailed analysis of how and at which extent the programmes are similar and what practice is applied from particular foreign universities.

Master students through satisfaction surveys evaluate the implementation of the scientific-research component, as well as scientific supervision. It should be noted that the satisfaction survey report does not contain the information about the MA program in “Art of Live Theater Directing and Acting”. This fact can be explained the following way: the Master’s program “Art of Live Theater: Staging and Performance” was granted accreditation on October 20, 2021, and its implementation began from the fall semester of 2022-2023, which means that by the time the programs grouped in the cluster are presented for accreditation, the Master’s program “Live Theater Arts: Staging and Acting” was completed only one semester. The survey on program satisfaction is conducted only with the participation of students in the final semester.

The university conducts the graduate surveys and produces the report of graduate surveys for each particular educational programme. Such a report for 2022 is presented among the documents provided by the university. Graduate survey report among the programmes presents the results of the BA programme in “Jazz Art” as well as the results of electroacoustic and computer music directions.

#### **Evidences/Indicators**

1. Quality Assurance Department Statute
2. Programmes’ periodic self-assessment report available at Quality Assurance Department
3. Concept of Internal Quality Assurance Service of the university
4. Rules related to the work of the heads of the programmes
5. Working group meeting minutes
6. Report on the evaluation of the performance of the academic staff of the Faculty of Arts and Sciences
7. Reports of student and graduate surveys
8. Reports of focus groups with employers
9. External Expert Assessment, analysis of internal and external assessment
10. Comparison of educational programmes with foreign analogical programmes
11. Interview results during the site visit
12. Self-Evaluation Report

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

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

- 1) Documents that describe the comparison of educational programmes with similar programmes of foreign universities should contain more detailed analysis of how and at which extent the programmes are similar and what practice is applied from particular foreign universities.

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

**Programmes 1 & 3 (Bachelor’s Programme “Film Studies (Major and Minor)” & Master’s Programme “Film Studies”)**

**Suggestion(s):**

- 1) It is recommended to periodically compare the educational programme with similar programmes of foreign universities as well as to prepare detailed comparative analysis in order to bring the programme in compliance with the modern requirements and to apply the best international practices.

**Evaluation**

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Film Studies (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Music (Major and Minor), Bachelor's)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Film Studies, Master’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (The Art of Live Theater Directing and Acting, Master’s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Attached documentation (if applicable):**

**Name of the higher education institution:**

**Name of Higher Educational Programmes, Levels:**

**Compliance of the programmes with the standards**

<b>Contents</b>  <b>Standard</b>	<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	<b>2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering</b>	<b>3. Student Achievements, Individual Work with them</b>	<b>4. Providing Teaching Resources</b>	<b>5. Teaching Quality Enhancement Opportunities</b>
<b>Programme 1 (Film Studies (Major and Minor), Bachelor's)</b>	Substantial Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
<b>Programme 2 (Music (Major and Minor), Bachelor's)</b>	Substantial Compliance with requirements	Compliance with requirements	Compliance with requirements	Substantial Compliance with requirements	Compliance with requirements
<b>Programme 3 (Film Studies, Master's)</b>	Substantial Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
<b>Programme 4 (The Art of Live Theater Directing and Acting, Master's)</b>	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements

Signatures

Chair of Accreditation Experts Panel

**Rima Povilionienė**



Of the member(s) of the Accreditation Experts Panel

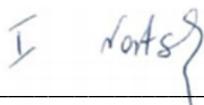
**Tamar Chkheidze**



**Sopio Tavadze**



**Ia Natsvlshvili**



**Jovana Ablotia**

