



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

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

**Georgian Traditional Music, BA**

**Musicology (Georgian Traditional Music), MA**

**Dirigent-Performer of Georgian Traditional Music, MA**

**N(N)LE - Giorgi Mtatsmindeli University of Chants**

Site-visit days: 24-25/02/2024

Final report submitted:01/04/2024

Tbilisi

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	N(N)LE - Giorgi Mtatsmindeli University of Chants
Identification Code of Institution	404924310
Type of the Institution	Teaching University

### Expert Panel Members

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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>Name of the educational programme</b>	Georgian Traditional Music	Musicology (Georgian Traditional Music)	Dirigent-Performer of Georgian Traditional Music
<b>Level of higher education</b>	Bachelor's Studies	Master's Studies	Master's Studies
<b>Qualification to be awarded</b>	Bachelor of Music Arts in Georgian Folk and Sacred Music Conducting (Dirigent/Regent) ქართული სამუსიკო ხელოვნების ბაკალავრი ქართული ხალხური და საეკლესიო გუნდის დირიჟორობაში (ლოტბარი/რეგენტი)	1. Master of Music Arts in Ethnomusicology; 2. Master of musical arts in Sacred Music. 1. ქართული სამუსიკო ხელოვნების მაგისტრი ეთნომუსიკოლოგიაში; 2. სამუსიკო ხელოვნების მაგისტრი საეკლესიო მუსიკაში	Master of Music Arts in Georgian Folk- and Sacred Music Conducting (Dirigent/Regent) ქართული სამუსიკო ხელოვნების მაგისტრი ქართული ხალხური და საეკლესიო გუნდის დირიჟორობაში (ლოტბარი/რეგენტი)
<b>Name and code of the detailed field</b>	Music and performing art 0215 0215.1.13 ქართული ხალხური და საეკლესიო გუნდის დირიჟორობა (ლოტბარი/რეგენტი)	Music and performing art 0215 0215.1.12 საეკლესიო მუსიკა	Music and performing art 0215 0215.1.13 ქართული ხალხური და საეკლესიო გუნდის დირიჟორობა (ლოტბარი/რეგენტი)
<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>	-	-	-
<b>Language of instruction</b>	Georgian	Georgian	Georgian
<b>Number of ECTS credits</b>	240 ECTS	120 ECTS	120 ECTS
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	New; Dates of Autorization: 18.12.2024 N1730220 27. 06. 2021 N70186	New; Dates of Autorization: 18.12.2024 N1730220 27. 06. 2021 N70186	New; Dates of Autorization: 18.12.2024 N1730220 27. 06. 2021 N701862

<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>**

Following the authorization awarded in December 2023, the programmes of this small specialized institution make up the cluster: "Musicology (Georgian Traditional Music)" (120 credits for the Master's programme), "Georgian Traditional Music Dirigent-Performer" (120 credits for the Master's programme), and "Georgian Traditional Music" (240 credits for the bachelor's programme). The cluster's programmes were arranged in accordance with Georgia's Minister of Education and Science's Order N83/n of July 7, 2022 (Annex N3, Article 1.3). The requirements for grouping programmes in line with Article 2 of the Order are met.

The programmes grouped in the cluster comprise:

1. Bachelor's Programme - Georgian Traditional Music - Qualification to be awarded - Bachelor of Music Arts in Georgian Folk and Sacred Music Conductor (Dirigent/Regent);
2. Master's programme - Musicology (Georgian traditional music). Qualifications to be awarded are: Master of musical arts in Ethnomusicology; Master of musical arts in Sacred Music;
3. Master's programme - Dirigent-performer of Georgian traditional music. Qualification to be awarded - The Master of Music in Georgian Folk- and Sacred Music Conducting (Dirigent/ Regent).

The Bachelor's programme, "Georgian Traditional Music," represents a revised and updated iteration of the theological programme, "Sacred Music." Likewise, the Master's programme, "Musicology (Georgian Traditional Music)," serves as an updated version of the existing programme, "Sacred Musicology." The Master's programme, "Dirigent-Performer of Georgian Traditional Music," is a newly developed initiative. These programmes have been crafted in accordance with current legislation in the field of higher education in Georgia, internal regulations, and sectoral standards of the University. Their primary purpose is to safeguard and uphold ancient Georgian theological cultural-educational centers and schools, Christian teachings, and Georgian choral-performing traditions.

- **Overview of the Accreditation Site Visit**

The panel worked effectively and met all key stakeholders, including attending the campus tour (of the existing building). The meetings ran to time and in line with expected areas of enquiry linked to the evaluation criteria for the site-visit and subsequent analysis. The guidelines for experts was adhered to and translation was effective. The site-visit enabled the panel members to address questions to a range of stakeholders, eliciting fuller and critical reflection on both the SER and published degree documents/policy.

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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**

All the standards are in full compliance, except standard 5, which substantially complies with accreditation requirements across the whole cluster and standard 3, substantial compliance for BA programme.

- **Recommendations**

1. Consider ways to communicate effectively with students to make clear the operational and academic requirements of the programmes – for example, design and adopt a student portal (with details about their study course such as: exam dates, exam results, assessments, syllabi, timetable, consultancy hours)
2. Programme teams and teaching staff should work collaboratively with the Quality Assurance department to develop their understanding of the requirements of delivering an accredited programme, establishing a quality culture which supports the work of both students and staff.

- **Suggestions for the Programme Development**

1. Consider adopting consistency of language across all headings in the programme document (aim/objective and/or goal)
2. Clarify the difference for students between the task being assessed and the Learning Outcome this addresses
3. In the syllabi of practical courses, to revise and add teaching-learning methods.
4. E-learning platform could be added to supplement teaching methods
5. It is suggested that the syllabi provided by the study course provide for the assessment of the objectives and learning outcomes of each study course, which can be achieved using specific and measurable criteria and rubrics. In the course syllabi, the information about the evaluation system, forms, components and methods should be more specific.
6. Ensure the continual development of policy in student-facing language
7. Evaluate the effectiveness of the provision of English language to support the goals of the programmes
8. Ensure the successful implementation of plagiarism detection tool
9. It is desirable for the higher education institution to have a benchmarking document for similar programmes included in the cluster, along with an analysis, which will enable the higher education institution to more clearly discern new trends and approaches in this field.
10. Seek more comprehensive external input to critically support and benchmark the content and delivery of the programmes.
11. Develop documentation and systematic approaches to support the enhancement of your Quality Assurance culture, for example setting out a clear process for periodic review.

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

**The panel noted the following as areas of Best Practices:**

1. Understanding of the HEI and its rich cultural context. This was well expressed in documentation and further supported by testimonials by the senior staff.
2. The HEI was resolute in their ambition for internationalization and provided examples of MoU in place to extend international reach. This ambition is supported by inclusion of more English languages courses to realise this possibility.
3. The HEI adopted a robust approach to the preparation for the accreditation process including a comprehensive review of Learning Outcomes and analysis of the labour market.
4. The cluster is supported by a confident and highly specialised staff who are well connected and integrated into the labour market as well as holding the appropriate qualifications.
5. The panel observed appropriate and well-resourced financial allocations to support the overall sustainability of the HEI.

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

**The panel received further feedback constituting the Argumentative Position of the HEI. The expert panel duly considered the points made and made the following amendments to the previously shared draft which reflects and consolidates the effectiveness of the process.**

1. **The following recommendation was shared with the HEI:** *It is recommended that the syllabi provided by the study course provide for the assessment of the objectives and learning outcomes of each study course, which can be achieved using specific and measurable criteria and rubrics. In the course syllabi, the information about the evaluation system, forms, components and methods should be more specific.*

The HEI provided detailed information and evidence to demonstrate that they have awareness of ensuring this is developed and consistently applied. It was stated that: “It should be noted that the objectives and learning outcomes of each study course are assessed by the activities in the specific syllabus. This may be: Essay, report, presentation, midterm and final exam, seminar, activity.

The evaluation system of the training courses is in accordance with the legislation of Georgia, in particular, with the Order N3 of the Minister of Education and Science of Georgia of January 5, 2007 "On the rules for calculating credits for higher education programs". Evaluation methods and criteria/rubrics are broken down according to 1-2 or 1-3 point intervals, taking into account the specifics of each training course, they are detailed and consider the field topics.” The panel did note from interviews with students on the site it was confirmed that students in some subjects are not sent syllabi in advance and do not have a

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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.

complete idea of the subjects to be studied and the assessment rubrics. As for the syllabi, except in some cases, the rubrics and criteria for evaluation are written, but it is desirable to have more variety. Therefore, the panel is content to revise this recommendation, recategorizing as a suggestion in terms of achieving consistency.

***Expert panel response – we accept this argumentative position and duly acknowledge that this has been reassigned to the suggestions category***

2. The following recommendation was shared with the HEI: *Consider ways to communicate effectively with students to make clear the operational and academic requirements of the programmes – for example, design and adopt a student portal (with details about their study course such as: exam dates, exam results, assessments, syllabi, timetable, consultancy hours).*

The expert panel noted the following response: “The institution partially agrees with the presented recommendation. It should be noted that the institution has already created a student portal, where information about the student, the student's study card, educational programme, syllabi, etc. will be placed, and through it, interesting and necessary information is already available to the wider university community. In addition to the student learning portal, the institution's website is active, where the news field contains interesting information for students and academic staff, academic calendar, catalog of educational programmes, etc. In the university space, e-mail and social platform website are a tried and tested way for effective and business communication. Regardless of the above, continuous care for the activation of communication with students is a priority of the university, for this purpose, the quality assurance service has already held an informational meeting with students of bachelor’s and educational programmes” Whilst it is noted that the institution has begun work in this area, the recommendation should remain.

***Expert panel response – we note this argumentative position, our expert opinion is unchanged***

3. The following recommendation was shared with the HEI: *It is recommended to enhance the training provision for the personnel involved in the programme, which would provide them with the opportunity to better understand the activities planned to achieve the course objectives, methodologies for student evaluation, as well as trainings on teaching methods and methodologies. This ensures that the personnel are well-equipped to assess the effectiveness of the programme in achieving the goals and outcomes set by the personnel.*

Whilst the HEI stated that “The institution does not agree with the presented recommendation” the panel welcomes the statement: “nevertheless, we share the opinion and take the position that it is important to maintain and deepen active communication with the wider university community, especially with the programme implementation team.” The HEI also stated that: “It is important to note that during the reporting period of 2023, several meetings were held with the academic and invited staff of the institution (including online), which served to increase their awareness regarding the changes implemented at the institutional level, as well as to activate their participation in the development of educational programmes. Moreover, with the involvement of the academic and invited staff of the programme, the learning outcomes of the educational programmes were evaluated, based on the analysis of which a



number of changes were made in the updated programmes and training courses submitted for accreditation.” Given the information and supportive approach evidenced, the expert panel is content to remove this recommendation.

***Expert panel response – we accept this argumentative position and duly acknowledge that this has been removed.***

4. The following recommendation was shared with the HEI: *Ensure the successful implementation of plagiarism detection tool.* The HEI argued the following as part of the argumentative position, however it should be noted that the recommendation was framed as “*ensure the successful implementation...*”

“The university has purchased the plagiarism prevention and detection programme "TURNITIN", which is gradually integrated into the educational courses. It should be noted that the university has a code of ethics and the issue of plagiarism, as well as other cases of academic misconduct, is strictly regulated, especially in the case of academic staff. This is confirmed by the text of the draft report itself. In particular, the descriptive part of the component 4.2. mentions internal university documents that regulate the head's rights and duties, issues of academic ethics and integrity, including the plagiarism prevention and detection programme "TURNITIN".

The use of the mentioned programme and, in general, the care of the institution in the direction of plagiarism prevention is confirmed in another part of the draft report of accreditation experts. In particular, in the following points:

- a) In the descriptive part of the component 2.4 where it is mentioned: "The rules and conditions for the evaluation of the research component of the master's educational programme are transparent and in accordance with the law. Preparation and defense of the master's thesis is a last part of the research component. Before defense, the paper is checked for plagiarism in accordance with the anti-plagiarism rules established by the institution."
- b) In the descriptive part of the component 4.1, where it is mentioned: "During the interview, the academic staff mentioned that they have undergone training to facilitate the implementation of innovations proposed by the higher education institution to improve the educational process. In particular, the introduction and implementation of the plagiarism detection programme "Turnitin"..." and others.

Based on the above we consider that recommendation does not have a substantiation.” The expert panel understands the points raised however believes that this should be monitored and integrated as good practice and therefore can be recategorized.

***Expert panel response – we accept this argumentative position and duly acknowledge that this has been reassigned to the suggestions category***

5. The following recommendation was presented to the HEI: *Seek more comprehensive external input to critically support and benchmark the content and delivery of the programmes.*

The HEI presented the following argumentative position, specifically that the position lacked substantiation. Furthermore, the HEI stated that: “It should be emphasized that in the report of experts,

in the components of the accreditation standards, which refer to the goals and learning outcomes of the educational programmes, the structure of the curriculum and the content of the teaching courses, not a single subject recommendation is given. According to the experts' opinion, the content of the educational programmes fully corresponds to the local subject benchmarks, the requirements of the local labor market and employers, and takes into account the experience of international best practices.” The expert panel believes this is still an appropriate enhancement however accepts the position generally.

***Expert panel response – we accept this argumentative position and duly acknowledge that this has been reassigned to the suggestions category***

6. The following recommendation was presented to the HEI in the draft report: *Develop documentation and systematic approaches to support the enhancement of your Quality Assurance culture, for example setting out a clear process for periodic review.*

The HEI stated that: “The institution cannot accept the presented recommendation due to a number of factual circumstances. Namely, the institution has developed both the university policy of quality assurance and the internal mechanisms of quality assurance, procedures for the development, evaluation and development of educational programmes, guidelines for evaluating the learning outcomes of educational programmes, etc. These documents define in detail and step by step the processes and procedures of teaching and research, as well as the evaluation and improvement of university services, as well as the opportunities and rights and obligations of interested parties to participate in the said processes.” Whilst the expert panel noted that there was an evidence base to support this, the recommendation was stated as an enhancement led approach. Therefore this can be recategorized.

***Expert panel response – we accept this argumentative position and duly acknowledge that this has been reassigned to the suggestions category***

7. The following recommendation was presented to the HEI: *Programme teams and teaching staff should work collaboratively with the Quality Assurance department to develop their understanding of the requirements of delivering an accredited programme, establishing a quality culture which supports the work of both students and staff.*

The expert panel notes the following response as part of the argumentative position presented: “The institution partially agrees with the presented recommendation. As you already know, taking care of strengthening the culture of quality is one of the priority directions and challenges for higher education institutions, including the University of Chant. In order to introduce a large-scale and comprehensive understanding of the concept of quality culture, the institution has already taken a number of steps, although we understand that there is still a lot to be done in this direction. For this purpose, the service has planned to hold several targeted working meetings both with the university administration, as well as with the staff implementing the programmes and students. Challenges related to processes of educational institution authorization and programme accreditation, areas for improvement and ways to solve them will be discussed in depth at the meetings.”

***Expert panel response – we note this argumentative position, our expert opinion is unchanged***

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

Not applicable

**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>	

<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.

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

### 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.

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

The HEI has a clearly defined and well understood mission, underpinned by a 7-year development plan to realise its vision. The mission states three perspectives all rooted in the protection, development and promotion of Georgian traditional art and culture<sup>6</sup>. This is supported by a vision which communicates the context of being an HEI and its associated responsibilities. Both the mission and vision thread through and are reflected in the programmes within the cluster. The programme aims/objectives of each programme in the cluster specifically reflects the three

<sup>6</sup> Summary of Mission statement

perspectives of the mission statement, therefore offering constructive alignment at the outset. In all cases of the programmes within the cluster, it is evaluated that the construction of the Programme Objectives and how these link to the intended Learning Outcomes is logical and appropriate to the intended level of study.

#### **Description and Analysis - Programme 1** (Georgian traditional music, Bachelor's)

Within the programme document (syllabus), the Bachelor's programme aims/objectives are clearly communicated:

1. *to train a graduate who is competitive on a labor market, as a church and folk choir member, dirigent and regent, equipped with broad and basic theoretical knowledge and practical skills in the field of Georgian traditional music (Georgian folk song and ecclesiastical chant), who will know the whole chanting repertoire of Georgian Orthodox church service, singing and instrumental performance traditions, peculiarities, forms and expressive characteristics of Georgian music.*
2. *to provide the student with a systematic and in-depth knowledge of the history and theory of the centuries-old Georgian chant/song, the artistic-aesthetic norms of Georgian traditional music.*
3. *to develop performing-practical, conducting and regency skills, so that the graduate student can freely demonstrate and perform in the manner, style, arrangement of voices of Georgian traditional folk music and ecclesiastical chant, manage and conduct the choir.<sup>7</sup>*

The aims/objectives define the set of knowledge, skills and competences within the programme and set this within the context of both the strategic vision of the institution, the unique cultural context and how their attainment of the stated knowledge, skills and competences will contribute to the field and to wider societal objectives. In particular, the programme objectives are realistic, with a clear relationship with the intended Learning Outcomes; and are contained within a consistent and clear programme document which is easily accessible.

#### **Description and Analysis - Programme 2** (Musicology (Georgian traditional music), Masters)

Within the programme document (syllabus), the Musicology Masters programme aims/objectives are clearly communicated although stated as "Goal of Master's programme"

1. *To train a graduate with deep and systematic knowledge of theory, history of Georgian Traditional Music and ethnomusicology, competitive in the labor market, equipped with sectoral skills, who will have thorough, in-depth knowledge in the field of sacred music history, theory and ethnomusicologic, based on systematic study of Georgian Traditional Music;*
2. *To ensure the training of a highly qualified researcher in the field, who is fluent in the latest research methodology in the field of Georgian Traditional Music, the principles of creative and scientific thinking and is able to conduct comparative and analytical research based on the study of chants of different Christian churches (mainly Orthodox) and musical traditions of different peoples;*

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<sup>7</sup> Programme Document (BA)

3. *To train a competitive specialist who has ability to work independently with high responsibility in a multicultural environment, systematically study, share and respect other people's chanting culture and musical folklore traditions.*<sup>8</sup>

As is consistent with the Bachelor's programme, the aims/objectives (stated as goal) define the set of knowledge, skills and competences within the programme and set this within the context of both the strategic vision of the institution, the unique cultural context and how their attainment of the stated knowledge, skills and competences will contribute to the field and to wider societal objectives. Once more, the programme objectives are realistic, with a clear relationship with the intended Learning Outcomes; and are contained within a consistent and clear programme document which is easily accessible. The programme also states the expected field of employment which provides an appropriate context for the goals for the programme and gives specific examples of future employability demonstrating alignment with the labour demands (specifically needs and skills required).

### **Description and Analysis - Programme 3** (Dirigent-Performer of Georgian Traditional Music, Masters)

Within the programme document (syllabus), the Dirigent-Performer Masters programme aims/objectives are clearly communicated although stated as "Goal"

1. *To train a graduate with deep and systematic practical-theoretical knowledge in the direction of Georgian traditional music, competitive in the labor market, equipped with field-related skills, who will have high proficiency in the performing field of ecclesiastical chanting and folk music performance, leaders' skills of folk and chanting choir, based on the systematic study of Georgian traditional music;*
2. *To ensure the training of a highly qualified musician-performer, dirigent and regent, who knows the principles of creative, improvisational thinking in the field of Georgian traditional music and is able to solve the tasks of musical interpretation while working independently.*
3. *To train a competitive specialist who can work independently with high responsibility in a multicultural environment, appreciate, share and respect other people's chanting culture and musical folklore traditions.*

The above demonstrates a deep commitment to the principles of Masters level training, specifically the understanding of level of attainment required and places this within the context of both the cultural context and field requirements underpinned by the attainment of autonomous working. Once more, the programme objectives are realistic, with a clear relationship with the intended Learning Outcomes; and are contained within a consistent and clear programme document which is easily accessible. The programme also states the expected field of employment which provides an appropriate context for the goals/objectives of the programme. The aims/objectives (stated as goal) define the set of knowledge, skills and competences within the programme and set this within the context of both the strategic vision of the institution, the unique cultural context and how their attainment of the stated knowledge, skills and competences will contribute to the field and to wider societal objectives.

### **Evidences/Indicators**

- Mission/vision statement
- SER

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<sup>8</sup> Programme Document (Masters)

- Strategic Development Plan 2023-2030
- Programme documents
- Interview results from site visit

### Recommendations

### Suggestions

**General recommendations of the cluster:**

**General suggestions of the cluster:**

### Recommendations and Suggestions according to the programmes:

**Programme 1** (Georgian traditional music, Bachelor's)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (Musicology (Georgian traditional music), Masters)

**Recommendation(s):**

**Suggestion(s):** consider adopting consistency of language across all headings in the programme document (aim/objective and/or goal)

**Programme 3** (Dirigent-performer of Georgian traditional music, Masters)

**Recommendation(s):**

**Suggestion(s):** consider adopting consistency of language across all headings in the programme document (aim/objective and/or goal)

### Evaluation <sup>9</sup>

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<sup>9</sup> Evaluation is performed for each programme separately.

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<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.

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

The Learning Outcomes as expressed in the Programme Documents for all programmes within the cluster are consistent in the approach to both benchmarking (National Qualifications Framework) and are well aligned with the overarching aims/objectives (goal) of the programmes. The level of the learning outcomes relative to the level of study were evaluated to be appropriate and consistent with the expectations and complexity of the appropriate cycle. The Learning Outcomes are expressed in tabular form mapping to the key areas of competencies comprising Knowledge & Understanding; Skills and Autonomy & Responsibility. This approach supports the level of specificity which is then expressed in the Learning Outcomes for each programme and the relevant indicator/evidence.

The Learning Outcomes design process was supported in the Interview process during the site-visit; specifically, it was reported that there was a strong collaborative approach in describing the process of designing the programme objectives and learning outcomes as part of a comprehensive review of the syllabi (programme documents) through the development and implementation of working groups. It was stated that the process had led to major changes to the stated Learning Outcomes and that all syllabi was cross-referenced with a range of measures; including resources and informed by the labour market and a range of stakeholders.

The programme learning outcomes offer an excellent level of descriptive content, clearly communicating the knowledge, skills and expected level of autonomy; and are evaluated to be measurable and realistic.

### Description and Analysis - Programme 1 (Georgian traditional music, Bachelor's)



The Learning Outcomes as expressed in the Programme Document/syllabus is rooted in, and logically connected to the programme aims/objectives and the field of employment and/or further study. This contextualization in terms of employability helps to connect the Learning Outcomes to the evidences/indicators which will assist with demonstrating attainment. They are expressed in language which is appropriate for Bachelors level study and are specific in terms of being realistically connected to the expectations of the student experience.

**Description and Analysis - Programme 2** (Musicology (Georgian traditional music), Masters)

The Learning Outcomes are logically connected to the programme aims/objectives and the field of employment. They are expressed in language which is appropriate for Masters level study and are specific in terms of being realistically connected to the expectations of the student experience. The Masters level of study is recognised in the attainment levelling of the language expressed in the Learning Outcomes and are specifically contextualized in terms of employability assisting students in both understanding and attaining the requirements of the programme.

**Description and Analysis - Programme 3** (Dirigent-Performer of Georgian Traditional Music, Masters)

The Learning Outcomes demonstrate a strong interrogation and understanding of both the field of study and the field of employment. They are expressed in language which desmontrates the HEI understands the requirements for Masters level study and are specific in terms of being realistically connected to the expectations of the field of employment.

**Evidences/Indicators**

- Programme Documents/syllabi
- Interview results: graduate destinations
- Interview results: review of learning outcomes process
- NQF

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

<b>Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes</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</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<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.

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

The Programme Documents/syllabi for the programmes within the cluster stipulate under section 10 the “Methods to achieve learning outcomes” – this is further supported by the provision of curriculum mapping documents. Section 11 is headed “Student Evaluation System” sets out the methodology of the assessment scale but not how to apply criteria or how to map evidence to the Learning Outcomes. It was not possible to evaluate the ways in which students interact with the evaluation mechanisms of the programme learning outcomes in practice however the Student Evaluation System is compliant with relevant Georgian legislation.

Under each section 10 within the syllabi, a range of teaching-learning methods is listed with detail of how the students may undertake and participate in a range of self-directed activities and/or special projects. During the site-visit students were asked if they were clear about which assessments map to which Learning Outcome. The students stated that they understood the overarching framework but cannot always align the intended Learning Outcomes with the task being assessed.

The engagement of external stakeholders in the design of assessment and the utilization of assessment results to inform future improvements in the programme: “*The evaluation process of the educational program learning results is carried out by the Program Self-Evaluation Report of the Cluster of Higher Education Programmes / 31 Evaluation Group, the composition of which is approved by the rector on the recommendation of the dean of the Faculty of Arts and Sciences.*”<sup>10</sup> It was further stated that after the completion of the 4-year programme cycle that evaluation with inform any future amendes to the programme.

The SER clearly sets out the cluster approach to assessment of learning outcomes and describes the range of methods designed in the programmes.

#### **Evidences/Indicators**

- SER
- Curriculum Maps
- Programme Documents
- Interview results

#### **General recommendations of the cluster:**

#### **General suggestions of the cluster:**

- Clarify the difference for students between the task being assessed and the Learning Outcome this addresses

#### **Recommendations and Suggestions according to the programmes:**

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

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<sup>10</sup> SER p30

**Suggestion(s):**

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**Evaluation**

<b>Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes</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</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<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.

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

The University offers three educational programmes, of which two programmes, 1. Georgian Traditional Music, BA and 2. Musicology (Georgian Traditional Music), MA, are functioning, although they have changed, transformed at the transitional stage of the HEI. The third programme - Dirigent-Performer of Georgian traditional music, MA, is newly created and represents a logical continuation and a new step of the BA programme.

Content and volume of three programmes presented in the cluster and the complexity corresponds to the level of education in Georgia, according to the law and the European Credit Transfer System. It is important to note that the development and formulation of the programmes was a collaborative process involving academic and visiting staff, students and employers. All stakeholders were involved in the process.

Educational programmes are presented in the form developed by the HEI. The design and structure of the programmes conform to the standard. Each programme is given in the form of a curriculum and the learning courses included in it, which are distributed as mandatory and elective. If we consider in more detail, the form

of grouping of learning courses is individual for each programme and depends on their content and specificity. In each programme will present how the mandatory and elective learning courses are classified.

The front page of each programme features a highly artistic logo, the names of the University, the Faculty and the Educational Programme. The programme heads name(s) along with their academic position at the University are listed here. Each Programme has the same structure and consists of the following paragraphs, which present relevant information in detail:

1. Title of the Programme
2. Qualification to be awarded after completion of the programme
3. Volume of Programme in ECTS credits. There are represented by the number of ECTS for the Mandatory, Faculty mandatory and Faculty elective learning courses
4. Duration of Studies, represented by the number of the academic years and semesters. There in this part of the programme is an information: “Academic year consists of 2 semesters and includes 30 weeks. The duration of learning semester is 15 weeks”.
5. Language of instruction is the same for all the three programmes – Georgian
6. Prerequisite of admission to the Programme which is given in detail in the three named documents
7. Field of employment
8. Goal of the educational programme
9. Learning outcomes, represented as: 1. Knowledge and understanding; 2. Skills; 3. Autonomy and responsibility.
10. Methods to achieve learning outcomes

The programmes use modern teaching methods, such as discussion, question-and-answer session, presentation, Problem-based learning, demonstration etc. Along with this, the list of methods and activities is enriched for MA programmes and takes into account the specifics of each one. for example, the programme - Dirigent-Performer of Georgian traditional music is focused on the development of students' performing and practical skills, for which rehearsal work, concert performances, participation in festivals and involvement in various creative projects are actively used.

11. Student Evaluation System (to be discussed under 2.4)

12. Structure of the Programme

There is presented a list of all study courses in the form of a table for each educational programme. The table indicates the status of the learning course, the number of ECTS and contact hours (weekly and semester load), as well as in which academic semester it is taught, for each study course.

13. Material-technical base of scientific research is the same for the three programmes: University auditoriums, faculty computer base, library, recording studio and inventory are used for the educational process. Latest computers connected to internet and equipped with standard programme package will allow students to search for information online and use the electronic library and recording studio.

14. About Human Resources necessary for programme implementation is noticed that “Academic and invited personnel of the relevant field are involved in the implementation of the programme, who provide achieving the learning outcomes provided by the learning course/course(s) and programme components for students. The implementation of the programme is facilitated by the Department of Learning Process Management of the Faculty of Arts and Science, other administrative and auxiliary personnel.”

#### **Description and Analysis - Programme 1** (Georgian Traditional Music, BA)

The qualification of Bachelor of Music Arts in Georgian Folk- and Sacred Music Conducting (Dirigent/Regent).

This qualification awarded to a graduate who has the appropriate level of 1. Knowledge and understanding, 2. Skills and 3. Autonomy and responsibility. For example, in the direction 1. Knowledge, the graduate should be able to

1. Describes the basic principles of music theory, musical systems, expressive means of musical works, methods, general characteristics of musical language according to eras and movements;
2. reviews the history and theory of the development of Georgian traditional music, features, genres, dialects of performing arts, traditions of chanting schools;
3. reviews the main repertoire of ecclesiastical chant and folk songs and defines their role in daily life and church service;
4. Understands the relations of ecclesiastical music with Georgian hymnography and Orthodox theological science, as well as the relations of Georgian folk song with other genres and other branches of traditional art.

The programme is taught for 4 academic years, 8 semesters (Academic year consists of 2 semesters and includes 30 weeks. The duration of semester is 15 weeks). Volume of Programme is 240 ECTS credits and it includes:

- Mandatory learning courses of Major – 172 ECTS credits
- Elective learning courses related to the major field of studies – 20 ECTS credits
- Mandatory learning courses of the faculty – 40 ECTS credits
- Elective learning courses of the faculty – 8 ECTS credits

The programme’s aims are fully consistent with its content and, in general, the mission of the University.

There as Field of Employment for graduates of the programme are indicated: the churches of the Apostolic Autocephalous Orthodox Church of Georgia, folk-music groups (members or leaders), secondary educational institutions of the relevant profile, public educational institutions and cultural centers.

There is noticed that the acquired knowledge will allow the graduate to continue studies at the Master's level.

#### **Description and Analysis - Programme 2** (Musicology Georgian Traditional Music, Masters)

The qualification of Master of musical arts in Ethnomusicology; Master of musical arts in Sacred Music awarded to a graduate who has the appropriate level of 1. Knowledge and understanding, 2. Skills and 3. Autonomy and responsibility. For example, in the direction 3. Autonomy and responsibility, the graduate should be able to

- shows a high degree of responsibility and independence in a multicultural environment, ensures preservation of other people's chanting culture and musical folklore traditions, using the example of own professional practice;
- Independently plans and directs own and others' further learning and professional development activities.

The programme is taught for 2 academic years, 4 semesters. Academic year consists of 2 semesters and includes 30 weeks. The duration of each semester is 15 weeks). Volume of Programme is 120 ECTS credits and it includes:

- Module of Major – 80 ECTS credits
- Ecclesiastical musicology - 30 ECTS credits
- Ethnomusicology - 30 ECTS credits
- University elective courses– 10 ECTS credits

The programme's goals are fully consistent with the mission of the University.

There as Field of Employment for graduates of the programme are indicated: scientific-research centers, secondary and higher educational institutions of the relevant profile, the TV-media space, scientific-publishing editorial houses, the Patriarchate of Georgia, Anzor Erkomaishvili Folklore State Centre.

The programme allows students to continue their studies at the next level of higher education, on a doctoral programme in a relevant or related field.

#### **Description and Analysis - Programme 3** (Dirigent-Performer of Georgian Traditional Music, Masters)

The qualification of Master of Music in Georgian Folk- and Sacred Music Conducting (Dirigent/Regent) awarded to a graduate who has the appropriate level of 1. Knowledge and understanding, 2. Skills and 3. Autonomy and responsibility.

The programme is taught for 2 academic years, 4 semesters. Academic year consists of 2 semesters and includes 30 weeks. The duration of each semester is 15 weeks). Volume of Programme is 120 ECTS credits and it includes:

- Mandatory courses of Major – 95 ECTS credits
- Faculty mandatory learning courses – 15 ECTS credits
- Faculty elective learning courses – 10 ECTS credits

The programme's goal is fully consistent with the mission of the University and are logically connected with the BA programmes goal.

There as field of employment for graduates of the programme are indicated: secondary and higher educational institutions of the relevant profile, the Folklore State Centre, musical-folklore collectives (leader or member), cultural centers, creative-educational institutions, the churches of the Apostolic Autocephalous Orthodox Church of Georgia, the public and private schools.

The programme allows students to continue their studies on a doctoral programme in a relevant/related field.

#### **Evidences/Indicators**

- Interviews' results
- SER
- Curricula of the educational programmes
- NNLE Giorgi Mtatsmindeli Ecclesiastical Chant University procedure of education programme approval, amendment and cancelation

**General recommendations of the cluster:**

**General suggestion of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)



**Recommendation(s):**

**Suggestion(s):**

**Programme 3** (name, level)

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<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.

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

According to the interviews during the site-visit, the self-evaluation report and the submitted documents it is evident that all programmes of the cluster are assessed in accordance with legislation in Georgia and compliant with the standards. It is important to note that the development and formulation of the programmes was a collaborative process involving academic and visiting staff, students and employers. All three programmes are in accordance with the mission of the University. The hours and related ECTS credits are in accordance with policy as mandated by the HEI. Each programme comprises core curriculum and the learning courses included in it, which are classified as

mandatory and/or elective. The structure of the learning courses is individualised for each programme, which follows from their level, content and specificity.

It should be noted here that all syllabuses are presented in the same design. Their structure, plain and pleasant visual design helps to comprehend and understand the given information. The syllabuses are well structured, each issue is laid out and presented in full: Level of education, Course status, Semester, Title, Name of author and lecturer. ECTS Credits, Contact hours, Qualification, Working position, Contact information of lecturer, Consultation hours, Learning course objective, Learning-teaching methods, Prerequisites of admission, Contents of the learning course, Evaluation, Obligatory literature, Additional literature and other study materials, Learning outcomes, Contents of learning course. The format is consistent and consistent in the application of information and the level of detail contained herein. All components of the learning courses are logically related to each other and meet the main goal of the document, programme and, in general, the University mission.

Also, regarding the implementation of training courses and the results to be achieved, it should be noted that the University provides the student with all the conditions for their learning process both in contact and non-contact hours. This comprises qualified academic and invited staff and administration supported by well-equipped spaces such as auditoriums, faculty computer base, latest computers connected to internet and equipped with standard programme package, recording studio, resources including instruments, library with its book and sheet music collection, and electronic catalogue. And most importantly, supporting creative and scientific initiatives that develops and shapes the student as an independent performer and researcher.

Learning courses of three programmes are in compliance with the mission of University. There are the following courses: East and West Georgia Mastery of performance 1, 2, 3; Song of Eastern Georgia Mastery of performance 1, 2, 3; Mastery of performance of Georgian traditional chanting (East and West Georgia) 1, 2, 3 and Mastery of performance of Georgian traditional chanting (West Georgia). All four named disciplines are represented by three courses and divided into three semesters. There are also other mandatory courses as Decryption of traditional music samples 1,2; Structural-intonational features of the Orthodox hymn; Features of Georgian traditional musical language; Folklore of the peoples of the world (theory and practice) 1, 2; Field work practice; Sound control/instrumental music; The art of chore management (theory and practice); Art of Conducting 1, 2.

Between other free-credit courses there are: Georgian orally transmitted folklore; History of Georgian hymnography; Liturgical theology; Dogmatic theology; Musical paleography; Basics of codicology; Archeochoreography; Round Dances; Computer notation; Ethnology of Georgia etc. There is a wide range of elective courses to suit the interests of students. MA programme's study courses cover three semesters.

For the performing programmes the last semester is dedicated to a creative project. For the programme Musicology the last semester is for Master thesis.

It is possible for a highly individualised curriculum. It should be noted here that the higher education institution had experience teaching students with learning disabilities several years ago and the HEI has created to him all the conditions for a comfortable study.

It is of note that modern teaching methods such as PBL, Case-study, Role play methods and others mentioned in the curricula are reflected in the many syllabi too. During the site-visit various learning processes and teaching-learning methods and forms were shared such as lecture, and practical work, using active teaching methods: demonstration, discussion, question-answer session, presentation, problem-based teaching, analysis and synthesis, explanatory

method etc. The programme is focused on the development of students' performing and practical skills, for which rehearsal work, concert performances, participation in festivals and involvement in various creative projects are actively used.

Compliance with the requirements of the sub-standard is evidenced by the HEI's activities and accompanying documents.

#### **Description and Analysis - Programme 1** (Bachelor - Georgian Traditional Music)

The programme lasts 4 years and its learning courses are divided as mandatory, elective related to the major field, mandatory faculty and elective learning courses of the faculty. Courses are divided into semesters in a logical sequence. There are 8 courses of 1) Georgian ecclesiastical chant and 2) Georgian folk song; 6 courses of conducting art; 3 - Solfeggio, 2 - Music theory, 3 - Georgian folk musical art, Fundamentals of Polyphony, 3 History and theory of Georgian ecclesiastical music, 2 Fundamentals of conducting, Introduction to liturgical science, Liturgical reading and Georgian folk instruments. Elective learning courses are closely related with the programme and promotes the acquisition of national musical and Christianity values, skills, knowledge for example courses History of Georgia, Holy Scripture, Academic music, Georgian folk instruments, Basics of Georgian folk song notation, Methodology and practice of working with children choir.

The list of the faculty courses includes Music informatics, English language, Techniques of communication, presentation and discussion, Academic writing, Dogmatic etc.

The last two semesters are dedicated to BA Thesis – creative project with 15 ECTS credits. The project is the most important activity because it summarized all the experience of student and is making by student.

#### **Description and Analysis - Programme 2** (Master programme -Musicology (Georgian Traditional Music))

The content and structure ensure the achievement of the learning outcomes of the programme. The syllabuses, such as field study-workshop 1 and 2; Peculiarities of Georgian traditional musical language; structural-intonational features of the Orthodox hymn; Ethnomusicology; Methodology of Georgian traditional music analysis, Academic writing are aimed at deepening the Master's knowledge in musicology, developing his theoretical knowledge, creative, practical and research skills, methodological skills, facilitating the completion of the Master's thesis and preparing it for future research and practical activities. After interviews during site-visit it was shown that the modern teaching methods are used in the learning process. The subjects include the activity of the independent, self-educational process of the master's student, which should be carried out by intensive familiarization and study of special literature, systematic study of archival (manuscript) materials, and gaining empirical experience with chanting worship practice. Also, the programme envisages work on manuscripts and involvement in various scientific projects.

It is very important point in the programmes goal: “To train a competitive specialist who has ability to work independently with high responsibility in a multicultural environment, systematically study, share and respect other people's chanting culture and musical folklore traditions”. This enables a student to become a global citizen through studying their native culture. The courses which specifically deliver this area are: World Folk Music 1 (without prerequisites) and World Folk Music 2. from *Mandatory Elective Module Ethnomusicology*, also Culturology with such topics as Ancient Eastern and Western culture, their dialogue, modern European culture etc. Concepts as

language and nation as cultural basis of identity, ethnocentrism, nationalism, equalities and anti-racist practice are explored to support the development of future global citizens as stated in the programme goal.

The most important final part of the programme is *Work on Master's Thesis – research plan* with 10 ECTS credits. It lasts only last semester but accumulates all knowledge becoming at BA level and former three semesters at MA programme. The weekly load of contact hours is 2 (total 32)

All study courses are aimed at forming a researcher with a unified worldview, broadly studied in the following areas: theology, Christianity, music theory, traditional Georgian music.

### **Description and Analysis - Programme 3** (Master programme - Dirigent-performer of Georgian Traditional Music)

This programme is a logical continuation of the BA programme Georgian Traditional Music. Both of them are performance programmes, in one direction, but at different levels. This is reflected in goals and learning outcomes. *For example, in the direction 2. Skills, the graduate should be able to*

- 1. In order to solve tasks of musical interpretation of traditional music examples, he plans independently and performs activities, evaluates the ability of realization of the creative-performance.*
- 2. Makes stylized of the chant taking into account the musical characteristic of the chanting schools, observing the relevant principles, demonstrates the knowledge of "laying" the tune on the liturgical text and creating a polyphonic version.*
- 3. Independently searches, transcribes and analyzes examples of Georgian chanting schools and folk songs, archival materials, manuscripts, published collections of chants.*
- 4. Plans and implements a small-scale research;*
- 5. Presents the results of creative and research activities to the academic and professional audience. Presents a small-scale research, both verbally and in writing, in accordance with the principles of academic integrity.*

By comparing the outcomes of the two programmes, it appears that the MA programme presents a different, higher quality of creative and scientific work and is based on the experience gained with BA programme, the learning outcomes of which are the followed ones:

- Leads the church and folk choir: selects the repertoire according to age groups, defines and groups voices, transcribes and transfers unknown musical samples to the notation system, follows the performance features, the rules and principles of ensemble performance of Georgian traditional music, correctly explains and gives instructions for studying the musical sample, timely discovers and overcomes defects in the process of teaching/performance of the choir, etc.;*
- performs samples of Georgian traditional music, including, with the accompaniment of Georgian folk instruments learned through the programme, with a proper demonstration of performance skills;*
- Analyzes and studies musical notation or audio sample and correctly transfers it in solo and choir performance;*
- Demonstrates the ability of critical thinking, can evaluate own and others' song and chant examples, analyze performance problems and solve them;*
- Can conduct academic communication with specialists and non-specialists on field-related issues using modern information and communication technologies, including finding field-related information (repertoire, literature) from various sources and is able to make reasoned conclusions;*

- *In the process of preparing a studio recording, demonstrates the skills of leadership and teamwork, maintains a balance between voices and demonstrates a high degree of coordination between ensemble members.*

Conformity with the aims and results of the programme is also confirmed by the list of its learning courses. For example, the mandatory study courses of MA programme **Dirigent-Performer of Georgian Traditional Music** are:

Georgian traditional chanting performance mastering courses (East and West), Georgian traditional chanting performance mastering, Characteristics of the Georgian traditional musical language Transcription of traditional music samples, World Folk Music (Theory and Practice) Sectoral English etc. Master Creative Project with 15 ECTS credits in the last semester.

All study courses are aimed at forming a musician with a unified worldview, broadly studied in the following areas: theology, Christianity, music theory, traditional Georgian music.

**Evidences/Indicators**

- Interviews' results
- SER
- Curricula of the educational programmes
- Syllabus of learning courses

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<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.

### 2.1 Programme Admission Preconditions

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

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

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

The admission requirements of the University are in full compliance with the content of the programmes and the specifics of the HEI. They are available and published on the website. The rules for admission to three different programmes are clearly defined. Common to all three programmes are the general rules for foreign citizens and applicants to other higher education institutions:

- Admission to a Bachelor's/Master's programme or transfer from a recognized higher educational institution of a foreign country is implemented based on the decision of Ministry of Education and Science;
- Enrollment in the programme on a mobility basis is possible twice a year, within the time frame established by the current legislation.

Another common element of the admission rules for all three programmes is creative tours organized by the University and vary depending on the level and programme.

### **Description and Analysis - Programme 1 (Georgian Traditional Music, BA)**

Prerequisite of admission to the BA Programme are:

1. To be admitted to the programme, a person should have a state certificate of complete general education or an equivalent, based on the results of Unified National Examinations.
2. Persons who have passed the creative competition (in specialty and music theory) and passed the Unified National Examinations will be enrolled in the programme.
3. Admission/enrollment of students to the programme without unified national exams is carried out in accordance with the current legislation.

Before passing the unified national exams, the applicant undergoes an appropriate competition according to the rules established by the university. The competition is held in the form of internal creative tour. Tour requirements are published on the University website no later than December 10th of the calendar year and the schedule is published one month before. The BA programmes creative tour includes 1. testing of performing-practical skills Georgian church music (chants) and folk songs, and 2. knowledge in music theory. In case of successful completion of creative tours, it is mandatory to pass two exams in Georgian language and literature and a foreign language at the unified national exams. The applicant can take the 3rd compulsory subject to receive a state grant.

The University provides great support to applicants for the creative tour with publishing on its website sheet music and audio recordings of requested repertoires, chants, and songs.

### **Description and Analysis - Programme 2** (Musicology (Georgian Traditional Music) Masters)

Prerequisite of admission to the Programme: In order to continue studies at Master's level, the candidate should have:

- A bachelor's qualification or an academic degree equivalent to a bachelor's degree in an artistic or humanitarian field;
- Unified Master's Examinations
- Internal university examination – creative tour
- Exam in foreign language (English B1)

For the programme - "Musicology" - master's degree candidates will be enrolled in a mixed manner, after common master's exams, based on the ranking document with coefficients. A prerequisite for admission to the programme is a bachelor's degree or an academic degree equivalent to it from an artistic or humanitarian field, an internal exam (creative tour/tours) and a B1 level of English, which is confirmed by a relevant document or an internal exam.

During the internal examination at the HEI, an audio recording is made, with the exception of the written part. Audio material is stored in the admissions office and is available as needed.

### **Description and Analysis - Programme 3** (Dirigent-Performer of Georgian Traditional Music, Masters)

Prerequisite of admission to the Programme: In order to continue studies at Master's level, the candidate should have:

- A bachelor's qualification or an academic degree equivalent to a bachelor's degree in a relevant or related field;
- Unified Master's Examinations
- Internal university examination – creative competition
- Exam in foreign language (English B1)

Admission of master's students to the educational programme **Dirigent-Performer of Georgian traditional music** is carried out on the basis of a ranked list by results of creative tours. A prerequisite for admission to the programme is a bachelor's degree or an academic degree equivalent to it from an artistic or humanitarian field, an internal exam (creative tour/tours) and a B1 level of English, which is confirmed by a relevant document or an internal exam.

### **Evidences/Indicators**

- Interview results (site visit)
- SER
- Curricula of the educational programmes
- Planning Mechanisms and Methodology of Student Contingent
- Rules for enrollment in educational programmes of the University of Chant;
- Rules governing the educational process of the University of Chant;



- Requirements for creative tours
- Web page of HEI

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

## Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<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.

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

According to the interviews during site-visit, self-evaluation report and the submitted documents it is shown that all programmes of the cluster - one BA "Georgian traditional music" and two MA programmes - "Musicology (Georgian traditional music)", "Dirigent-performer of Georgian traditional music") – are compliant with this standard. The programmes, material and technical resources available at University, as well as resources acquired by the University in other areas, academic and visiting staff, and administration representatives create a student-centered environment. The combination of targeted and relevant programmes and highly qualified staff creates motivation for students. Along with educational courses, creative and scientific projects are considered to be the implementation of the University's mission.

The programme has a prerequisite for admission, which is defined in the relevant document and it is adequate for the programme. The language of instruction is Georgian. Existing goals and outcomes are logical. The learning methods of the programme are relevant to learning. The evaluation system in the programme is reasonably and transparently presented. The programme responds to the relevant requirements and the labor market, which is confirmed by the documentation submitted by the HEI about the study. After accreditation, students will have the opportunity to participate in various exchange programmes.

As can be seen from the documentation and interviews conducted during the visit, the University supports any initiative identified by students that is related to its mission. This is evidenced by the abundance of completely different creative and scientific projects covering a large geographical area (regions of Georgia and abroad). It can be performing (leading a choir and singing in it), pedagogical (leading children's groups of folk and public schools), scientific (participating in conferences, preparing articles and annotations, working on archival material, decoding) and field (participating in expeditions) activities. It is envisaged that students will be involved in the University's recording studio, the publishing process, as well as entrusting them planning and implementing projects, solving problems and making decisions. The University is directly interested in the issue of graduates' employment and contributes to this. One of the main areas of employment for graduates are regional public schools. It should be noted that often student is professionally brought up in such a school and this relationship looks like a cycle. The environment, as well as the number of students (just over 30), contribute to the manifestation of interests, the generation of ideas and self-realization of each student. Thus, along with the formation, the skills are strengthened and used.

These circumstances contribute to the development of a whole range of motivations and skills. Thus, students' skills, along with formation, are strengthened and used. As an employer noted during a site visit: "The University provides graduates 21st century skills."

Full information about completed and ongoing projects is posted on the university website by year. The list of last year projects is truly impressive with follows events:

- Participation in the service held in Nikosi Cathedral to celebrate Georgia’s Independence Day.
- Presentation of the examples of traditional Georgian chants for the members of the European Association for Quality Assurance of Higher Education in Svetitskhovli Cathedral.
- Participation in the royal service held in Samtavisi in connection with the commemoration day of Isidore Samtavnel.
- International theoretical conference “Change of generations”, Kutaisi, Z. Paliashvili 2nd music school – with the participation of university students.
- The winning project in the competition of state scientific grants for fundamental research of the Shota Rustaveli National Science Foundation of Georgia – “Hymns of Passion Week in Georgian church music”. The head of the project is the Dean of the University of Chant, Professor Tamar Chkheidze.
- Students’ scientific conference dedicated to the memory of Professor Manana Andriadze “Issues of Christian Theology and Musicology” – with the participation of university students.
- Compilation, editing and processing of folklorist Otar Chijavadze’s digital handwritten works with the involvement of students.
- Preparation of the electronic edition of Chijavadze-Gvakharia musical dictionary.
- Project “Students for Entrants” – preparation of studio recordings of audio samples of admission requirements.
- Student expedition to Maro Zhuzhunadze, a resident of Muskhi village.
- Student project – participation in the liturgy in the village Shakshaketi (St. Trinity Church).
- A student exchange programme between the University of Chant and the University of Notre Dame (USA).
- Signing of a memorandum between the University of Chant and the National Archives of Georgia.
- Participation in the liturgy celebrated in connection with the commemoration of St. Ekvtime Kereselidze.
- Participation in the exhibition dedicated to the 150th anniversary of the birth of Dimitri Arakishvili in the National Library of the Parliament of Georgia.
- Christmas event “Alilo 2023”.

#### Evidences/Indicators

- Interviews’ results
- SER
- Curricula of the educational programmes
- Syllabus of learning courses
- Webpage of HEI

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

.....

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 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
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme -Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<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.

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

The teaching and learning methods of the undergraduate programme "Georgian Traditional Music" and the master's programmes "Musicology (Georgian Traditional Music)" and "Dirigent-Performer of Georgian Traditional Music" are consistent with the level of academic higher education, the content of the course, learning outcomes and ensure their achievement. Programmes are implemented using student-centered teaching-learning methods. Teaching-learning methods are focused on in-depth study of theoretical and practical-creative courses in the programmes. Furthermore, it prepares students with the necessary knowledge and skills for future professional activities in the field of music.

The lecture and workshop format facilitates knowledge transfer and interactive discussions, whilst practical work (both individual and group) enhances hands-on learning and collaboration. Learning activities related to the learning methods presented in the syllabuses include problem-based, cooperative learning, heuristic methods, case studies, brainstorming, role-playing and situational activities. These pedagogical approaches develop critical thinking, creativity and active engagement, which enables a diverse learning process. As a result of interviews with students, it was determined that teaching-learning methods are flexible and take into account the individual needs of students. If necessary, an individual study programme prepared according to the student's interests and level of academic preparation is used.

Master's programmes focus on the development of research, critical and analytical skills. This emphasis aligns with higher education expectations and prepares students for advanced academic and creative pursuits. In addition, the variety of courses and components to be studied, such as coursework, graduation projects and presentations of theoretical and creative projects, reveals a diverse approach to assessment.

Emphasis on intensive seminar training and practice is important for graduate students. These methods allow them to immerse themselves in practical experience and apply theoretical knowledge to the real world. The combination of inductive and deductive teaching methods, especially in specific disciplines, offers a multifaceted approach to problem solving and research. The use of group work among students promotes collaboration and mutual learning, creating a supportive and encouraging environment for intellectual and creative growth.

The master's programme should promote international cooperation, encourage students to actively participate in international exchange programmes. During the interview, several examples of practical implementation of international cooperation were mentioned. HEI has signed memoranda with several foreign universities, which is confirmed by the presented documentation, and the "International Project Management Service" is actively working on the issue of internationalization which the institution and students successfully manage.

#### **Evidences/Indicators**

- Undergraduate and graduate programmes
- Syllabus (compulsory and optional subjects)
- Self-assessment report
- Interview with programme leaders; with academic and visiting staff; with students.

#### **General recommendations of the cluster:**

#### **General suggestions of the cluster:**

- In the syllabi of practical courses, to revise and add teaching-learning methods.
- E-learning platform could be added to supplement teaching methods

## Recommendations and suggestions according to the programmes:

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

## Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

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

Bachelor's and master's programmes provide the framework for the assessment of students' knowledge. The system of assessment of students' knowledge is in accordance with the Order of the Minister of Education and Science of Georgia dated January 5, 2007 No. 3 "On the Approval of the Rules for Calculation of Higher Education Programmes with Credits", which is confirmed by the educational programmes and study courses syllabi. In accordance with the programme, the level of achievement of the student's learning outcome is assessed using a 100-point system. In

addition, the student knowledge assessment system includes formative and final (summative) assessment, the sum of which represents the final assessment (100 points). During the intermediate, formative evaluation, the student's knowledge is assessed during the period determined for the semester's lecture-seminar and/or practical training. The final assessment includes the evaluation of the student at the end of the semester, during the examination period. In each form of assessment (intermediate and final assessment) the minimum competence threshold is defined. Credit may not be awarded using only one form of assessment (interim or final assessment). The final grade of the training course (score) is the sum of the scores obtained in the intermediate and final evaluation forms.

The study courses provided by the programme will be considered passed by the student only if the student is involved in the semester study activities and successfully passes both the mid-semester and the final exam. It is necessary to pass both types of exams (mid-semester, final). A student who does not have a total of at least 21 points according to the mid-semester activity (attendance-activity, midterm, etc.) will not be admitted to the final exam. Various forms of oral and written survey are used to assess students' knowledge (test, narration of learned material, abstract/coursework, etc.). The teacher informs the students about the form of each survey in advance during the lecture. The student is evaluated according to the activity shown during contact hours - participation in discussion, involvement during group work and other possible activities. In this case, the main evaluation criterion is the ability to clearly and logically formulate and convey the idea. In the case of receiving the final grade "FX" in the study course, the student, within the terms set by the administration, is given a one-time right to retake the corresponding final exam; if the student fails to pass the additional exam, the student will be assigned 0 points.

In accordance with the programme, the evaluation system allows five types of positive evaluations: ➤ (A) Excellent - 91-100 evaluation points; ➤ (B) very good - 81-90 points of maximum evaluation; ➤ (C) good - 71-80 points of the maximum assessment; ➤ (D) satisfactory - 61-70 points of the maximum assessment; ➤ (E) Sufficient - 51-60 points of the maximum assessment. There are two levels of negative assessment: ➤ (FX) borderline fail - 41-50 points of the maximum assessment, which means that the student needs more work to pass and is allowed to take an additional exam with independent work once; ➤ (F) Fail - 0-40 points of the maximum assessment and less, which means that the work done by the student is not enough and he has to study the subject again. In case of receiving an evaluation in the training component (FX) of the programme, an additional exam will be scheduled at least 5 days after the announcement of the results of the final exam.

In addition, the number of points obtained in the final assessment is not added to the grade obtained by the student in the additional exam. Taking into account the evaluation received at the additional exam, in case of receiving 31 points from 0-50 in the final evaluation of the study component, the student will be assigned a grade (F) - 0 points. Although assessment components, methods, and criteria are outlined in the course syllabus, it is recommended that the course syllabi provide for the assessment of each course's objectives and learning outcomes, achieved using specific and measurable criteria and rubrics, in the course syllabi, information on the assessment system, Forms, components and methods should be highly specified, specific lecture/seminar day - published and known to students in advance. With the syllabus of the study course, when evaluating the student's knowledge, it is necessary to use transparent evaluation criteria, which ensures that the student is informed in advance about the evaluation mechanisms and criteria. The rules and conditions of work on the Master's Thesis, its completion and protection are determined by the institution, by internal Legal Acts. A person who has completed all the educational components provided by the educational programme will be allowed to defend the Master's Thesis. The completed qualifying thesis is the result of the independent research work of the master's student. The rules and conditions for evaluating the research component of the master's educational programme are transparent and in accordance with the law.

Completion and defense of the Master's Thesis is the final part of the research component. The Thesis is checked for plagiarism before defense, in accordance with the anti-plagiarism rule established by the institution. The defense of the master's thesis is public and is carried out in accordance with the regulations "Rules for preparation and defense of the master's thesis" written by the internal legal acts in force in the institution. The institution has a mechanism for appealing the evaluation of the students' learning results, and the appeal of the evaluation results is provided. Within the framework of systematic evaluation of training courses, the institution provides feedback from students about the effectiveness of the evaluation system defined by the course. The results of the interviews revealed that feedback results are available to both lecturers and administration and are used to improve the course evaluation system.

### **Evidences/Indicators**

- Educational programmes
- Modules and syllabi of special disciplines of programmes
- Evaluation system and evaluation criteria for theoretical and practical courses
- Performance standards for written work
- Regulation of the educational process
- Preventing plagiarism, detecting plagiarism and dealing with it at the university
- Rules for preparation and defense of master's thesis
- Interview results with academic/visiting staff.

### **General recommendations of the cluster:**

#### **General suggestions of the cluster:**

- It is suggested that the syllabi provided by the study course provide for the assessment of the objectives and learning outcomes of each study course, which can be achieved using specific and measurable criteria and rubrics. In the course syllabi, the information about the evaluation system, forms, components and methods should be more specific.

### **Recommendations and suggestions according to the programmes:**

#### **Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**



**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<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
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<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.

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

It was observed that there is an appropriate environment for students to obtain a quality education and the university supports them in many ways. Students can ask for additional subjects/instruments to be added to their courses, for example, a student wanted to learn how to play on one of the instruments and it was added to the programme.

The HEI tries to adjust the timetable to its students' needs, especially when they get employed. One of the MA students mentioned that the timetable is fully adjusted to her convenience and she doesn't have any problems working at the same time.

Students and lecturers said that consultancy hours are agreed with students and later they have displayed this information on their information board although lecturers don't have included this information in syllabi. Students and alumni mentioned that they can communicate with their lecturers any time they need help.

After the meeting with employers, it was clear that they are satisfied with the qualifications of the graduates. They mentioned that students are really qualified and possess all the necessary skills and also skills that are important to have in the 21st century. One of the employers highlighted that not only graduates but active students can also work as interns in his organization 'Martve', but they start working with a smaller group of students first. Programme coordinators mentioned that after graduating, students usually go back to their hometowns and teach in the schools, with a further example of graduates being employed at University level being provided.

Students can participate in international conferences as well, and in case of language barrier they have the opportunity to have an interpreter with them. It was also noted at the site-visit that the students who participated did not converse freely in English, and as such, the teaching of English is an appropriate area of delivery to enhance their prospects and ways in which they can diversify their student experience. Students can also plan any kind of event and agree to some details with the faculty. Students are sent questionnaires to express their opinion about lecturers and subjects they cover. But, it should be mentioned that using questionnaires is a new practice, so far programme coordinators used to have face to face meetings with the students and have discussions about the courses and lecturers and any issue students wanted to discuss.

One thing that should be improved is having online platform for students which includes timetables, syllabus of their subjects, information about exam dates, exam results. Currently students mainly use emails to get information about the details of the courses.

**Evidences/Indicators**

- Interview with the students
- Interview with the alumni
- Interview with the lecturers
- Interview with the head of the programme
- Interview with the employers
- Self evaluation document

**General recommendations of the cluster:**

- Consider ways to communicate effectively with students to make clear the operational and academic requirements of the programmes – for example, design and adopt a student portal (with details about their study course such as: exam dates, exam results, assessments, syllabi, timetable, consultancy hours)

**General suggestions of the cluster:**

- Ensure the continual development of policy in student-facing language
- Evaluate the effectiveness of the provision of English language to support the goals of the programmes

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian traditional music, level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input type="checkbox"/>	<input checked="" 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.

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

During the MA programme students are offered list of the topics to choose for their MA thesis but they can also choose the topic which is not in the list and in this case, they should discuss the details with the lecturers to make sure that the topic chosen by them is suitable for their programme and then they can start working on their thesis. Students have an opportunity to choose the lecturers themselves that they would like to work with as their supervisor. While students work on their thesis, they have regular meetings with the lecturer to discuss the process of working on the thesis and students can get appropriate and timely feedback from their lecturers.

Students are provided with appropriate courses which are focused on developing their research skills, and general skills which are essential to work on the MA Thesis. Learners are also familiarized with the structure/standards of the MA Thesis and assessment criteria beforehand so they know what is an acceptable way to work on their thesis.

<b>Data related to the supervision of master's/doctoral students</b> <b>Programme 2 (Master programme -Musicology (Georgian traditional music)), level 7</b>	
Number of master's/doctoral theses supervisors	3
Number of master's students	9
Ratio - supervisors of master's theses/master's students	3/9

<b>Data related to the supervision of master's/doctoral students</b> <b>Programme 3 (Master programme -Choirmaster-performer of Georgian traditional music) level 7</b>	
Number of master's/doctoral theses supervisors	-
Number of master's students	-
Ratio - supervisors of master's theses/master's students	-

#### **Evidences/Indicators**

- Interview with the students
- Interview with the head of programme
- Interview with the lecturers
- Self evaluation document

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input checked="" type="checkbox"/>	<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
<b>Programme 1</b> Bachelor - Georgian traditional music, level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input checked="" type="checkbox"/>	<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.

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

The staff involved in the bachelor's programme "Georgian Traditional Music" and the two Master's programmes "Dirigent-Performer of Georgian traditional music" and "Musicology (Georgian Traditional Music)" have qualifications corresponding to the standards in both scientific and practical terms. It includes both social and artistic components. In the selection of staff, attention is paid in a complex manner to pedagogical, practical (performer), creative and scientific experience. 12 academic staff are involved in the implementation of the programme, which is 100% affiliated with HEI. The number of invited personnel is 21. Affiliation is regulated by the document "Rule of workload of affiliated and non-affiliated academic and invited personnel of Chants University named after Giorgi Mtatsmindeli".

Visiting staff employed at other higher education institutions have the status of Visiting Professor/Associate Professor, depending on which academic position they are selected for at the other higher education institution. Other invited staff have the status of visiting senior lecturer - a person with a doctor's degree or the status of visiting teacher - a person who does not have an academic degree of a doctor.

The university has presented full-time staff equivalence, academic staff to total staff, teacher-to-student ratio, etc. expressed in the number of employees. It should be noted that the academic and invited staff employed for the active programmes have access to the number of active students. After the accreditation, one bachelor's and two master's programmes will be launched in the university, which will require an increase in staff, and the ratio for the next academic years has been presented to the University.

During staff interviews, the expert group met a group of qualified, enthusiastic academic and visiting staff. According to the professional resumes and additional documentation, the staff fully meets the rules for being elected to an academic position: a) a person with a doctorate or equivalent academic degree can be elected as a university professor for a period of 6 (six) years. In order to hold the position of a professor, at least 6 (six) years of scientific-pedagogical work experience in a higher educational institution is required. b) A person with a doctorate or equivalent academic degree can be elected as an associate professor of the university for a period of 6 (six) years. In order to hold the

position of associate professor, at least 4 (four) years of scientific-pedagogical work experience with the relevant profile is required. c) A person with a doctorate or equivalent academic degree can be elected as a university assistant professor for a period of 4 (four) years. d) A doctoral student or a master's student, or a person with a master's degree or equivalent academic degree for a period of 3 or 4 years, may be elected to the position of assistant.

The following qualification requirements are established for invited personnel:

a) higher education (doctorate or equivalent academic degree, master's or equivalent academic degree, in special cases, depending on the specifics of the field, bachelor's academic degree, if at the same time the person has relevant practical experience in a specific direction); b) A person with a bachelor's academic degree is additionally required to have publications/papers published in the last 5 years in the relevant field, or at least 3 years of practical experience and/or teaching experience.

During the interview, the academic staff mentioned that they have undergone trainings to facilitate the introduction of the innovations offered by the Higher Education Institution for the improvement of the educational process. In particular, the introduction and implementation of the plagiarism detection programme "Turnitin"; Library training "The role and importance of the modern library in the education system and in the context of e-learning"; Getting to know and studying the education management information system Eflow; Acquaintance with various methodological innovations, which the academic staff themselves share with their colleagues. They mentioned that the training practical and theoretical courses they lead are designed by themselves and taught in this university by all the people who are competent in the specialized field. Therefore, they have enough qualified specialists to introduce and conduct practical activities.

The interviewed academic staff confirm that the University cares about their professional development. Based on the self-evaluation report and the documents of the "Rule of evaluation of scientific and creative activities", the direction of the professional development of the personnel is determined based on the results of the personnel evaluation and includes a list of development activities. HEIS staff is informed about this process. The interviewed academic staff confirmed not only that they have information about the given document, but also described the activities that the given document obliges each teacher to do.

The number of active students of the programme is 31 bachelors, 1 master. According to the market research document, after the launch of the new programmes, an increase in the quota for the master's programmes is expected. During the review period, the programme has 32 students with active status. This ratio ensures smooth running of the programme. It should be noted that the academic staff of the programme is mainly represented by specialists in the field. Also, the programme is served by a supervisor of master's theses with appropriate qualifications. The practical component of the programme takes the form of a workshop where students are in close contact with both academic staff and visiting lecturers. The professor enjoys authority among the students, and they express satisfaction with this kind of cooperation. In addition, many professors are authors of subject-specific textbooks used by other HEIs. Academic staff is involved in scientific activities, which is reflected in articles published in local and international journals and reports made in local and international conferences. According to the data of the last five years, the scientific-research indicator is 353. Of these, the number of papers published in local journals is 76; Publishing in international journals - 18; reports made in local conferences - 53; reports made in international conferences - 72; Other research activities - 134. It is important that the institution plans to further promote the growth of scientific activities, especially the publication of international publications, and actively continue work in



this direction. Interviews with the programme leaders revealed that they have the competence to manage the programme properly and many years of experience in leading the educational programme. In addition, they also have a great experience of practical activities, which, on the one hand, is a prerequisite for connecting theoretical knowledge with practical skills, and on the other hand, is a prerequisite for ensuring the involvement of students.

The total number of administration and support staff is 21. The employee's job description document contains the subordinate authority, responsibility, communication area, etc. of each staff unit. The official list of personnel looks like this: 1. The head of the quality assurance service, who reports to him 2. The specialist of the quality assurance service. 3. Dean of the Faculty of Arts and Sciences. 4 Manager of continuing education programmes. 5 Manager of career development of students and graduates. 6. The head of the training process management service, who has under him 7. The specialist of the training process management service. 8. Head of legal service. 9. Manager of international relations. 10. Project management manager. 11. Head of Human Resources Management and Case Management Service. 12. Head of the financial service. 13. Head of Information Technology Service. 14. Communications and Social Media Manager. 15. Procurement Manager. 16. Labor safety manager. 17. Manager of order protection. 18. Cleaning manager. 19. Head of the library, who has a subordinate 20. Librarian. 21. Doctor/nurse. 22. Recording studio technical manager, who reports to 23. Recording studio technical manager assistant.

The evaluation of the employed academic, visiting, administrative and support staff is an important component of the process management, therefore, the University plans a "satisfaction survey", which aims to identify the needs that may be an obstacle on the way to the goal. Administrative and support staff "satisfaction survey" will be conducted in the following 5 directions: demographics, university culture and politics, institutional development, involvement in planning and decision-making processes, general satisfaction. As a result of the analysis, problem prevention measures will be planned: a) training courses for employees; b) development and implementation of different forms of employee activity incentives; c) Opportunity for career growth and promotion.

HEI describes the forms of staff incentives for increasing employee motivation and appreciation of work: gratitude, material reward/compensation, bonus, specific prize and others. The forms of encouragement in the direction of the academic activity of the personnel are determined by the "rule of evaluation of the academic, scientific-research/creative activity and professional development of the academic and guest personnel".

#### **Description and Analysis - Programme 1 (Georgian Traditional Music, BA)**

In accordance with the qualification awarded by the program (Bachelor of Music in Georgian Folk- and Sacred Music Conducting (Lotbari/Regent)), human resources that lead the program and the educational disciplines within its scope in theoretical and practical directions are important. The program has two supervisors, associate professors - Teona Rukhadze and Giorgi Donadze. The heads of the program have the necessary knowledge and experience for the development and implementation of the program, they are directly involved in the implementation of the program.

The number of academic and visiting personnel implementing the program ensures the smooth conduct of the educational process defined by the program. A balance between academic and visiting staff ensures the sustainability of the program (see table).

<b>Programme 1 (Georgian Traditional Music BA)<sup>11</sup></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>12</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>13</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>31</b>	<b>11</b>	<b>6</b>	<b>11</b>
- Professor	2	2	2	2
- Associate Professor	5	5	5	5
- Assistant-Professor	4	4	4	4
- Assistant	-	-	-	-
<b>Invited Staff</b>	20	14	10	-
<b>Scientific Staff</b>	51	25	16	-

#### **Description and Analysis - Programme 2 (Musicology (Georgian Traditional Music) Masters)**

The master's program "Musicology - Georgian traditional music" has two awarded qualifications in the direction of church music and ethnomusicology. The program has one supervisor, Professor Tamar Chkheidze. The material and technical base of the university is used for the educational process and scientific research: auditoriums, computer base of the faculty, library, recording studio and other necessary equipment. The implementation of the program involves the academic and invited staff of the relevant field, who ensure that the students achieve the learning outcomes envisaged by the study course/courses and program components. The implementation of the program is facilitated by the Office of Curriculum Management of the Faculty of Arts and Sciences, other administrative and support staff. (see table)

<b>Programme 2 (Musicology, Georgian Traditional Music, MA)<sup>14</sup></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>15</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>16</sup></b>	<b>Among them, the affiliated academic staff</b>

<sup>11</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

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

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

<sup>14</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>15</sup> Staff implementing the relevant components of the main field of study

<sup>16</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<b>Total number of academic staff</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>5</b>
- Professor	2	2	2	2
- Associate Professor	3	5	2	3
- Assistant-Professor	0	3	0	3
- Assistant	-	-	0	-
<b>Invited Staff</b>	<b>15</b>	<b>5</b>	<b>3</b>	<b>–</b>
<b>Scientific Staff</b>	<b>20</b>	<b>8</b>	<b>6</b>	<b>-</b>

### Description and Analysis - Programme 3 (Dirigent-Performer of Georgian Traditional Music, Masters)

The qualification awarded by the master's program "Regent-Performer of Georgian Traditional Music" is "Master of Music in Georgian Folk- and Sacred Music Conducting (Lotbar/Regent) / Master of Music in Georgian Folk- and Sacred Music Conducting". The program has two supervisors of appropriate standing and qualification.

University auditoriums, faculty computer base, library, sound recording studio and inventory are used for the educational process. The latest computer equipment connected to the Internet and equipped with a package of traditional programs will give students the opportunity to find the necessary information, use the electronic library and the recording studio. Within the framework of the memorandums signed with the creative collectives, the creative practice provided by the training courses will be implemented. The implementation of the program involves the academic and invited staff of the relevant field, who ensure that the students achieve the learning outcomes envisaged by the study course/courses and program components. The implementation of the program is facilitated by the Office of Curriculum Management of the Faculty of Arts and Sciences, other administrative and support staff. (see table)

<b>Programme 3 (Dirigent-Performer of Georgian Traditional Music, Masters)</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>17</sup>	Including the staff holding PhD degree in the sectoral direction <sup>18</sup>	Among them, the affiliated academic staff
<b>Total number of academic staff</b>	<b>10</b>	<b>8</b>	<b>4</b>	<b>10</b>
- Professor	2	1	1	2
- Associate Professor	5	4	3	5

<sup>17</sup> Staff implementing the relevant components of the main field of study

<sup>18</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant-Professor	3	3	0	3
- Assistant	-	-	-	-
Invited Staff	12	7	2	-
Scientific Staff	22	15	6	-

### Evidences/Indicators

- SER
- Regulation of structural units of Galobi University named after Giorgi Mtatsmindeli
- Regulation of Quality Assurance Service of Galobi University named after Giorgi Mtatsmindeli,
- Regulations of the Faculty of Arts and Sciences of Galobi University named after Giorgi Mtatsmindeli
- Provisions of the library/phonothèque of the Giorgi Mtatsmindeli Singing University
- Regulation of the educational process management service of Galobi University named after Giorgi Mtatsmindeli
- Personnel management policy
- Employee job descriptions
- Management effectiveness monitoring mechanisms and evaluation system
- Affiliation rules for academic staff
- Code of ethics
- How to detect plagiarism, prevent it and respond to plagiarism cases
- Selection/appointment of academic staff
- Academic and guest staff workload rules
- Rules for evaluating the academic, scientific-research/creative activities and professional development of academic and guest personnel
- Staff CVs
- Results of interviews

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian traditional music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4.2 Qualification of Supervisors of Master’s and Doctoral Students**

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

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

The higher educational institution implements the research component on two master's programs. Master's studies of the programme - musicology (Georgian traditional music) are conducted in a deeper way and include various research methods, strategies, a variety of literature to be processed. The research topic and the content of the work are diverse and voluminous. The second Master's program - Dirigent-performer of Georgian traditional music in the final period of the study course presents a work of two directions: a practical performance repertoire and a small research in the form of a report.

From the programmes presented in the cluster, the completion of a Master's Thesis is provided for the Master's programme - "Musicology (Georgian traditional music)". The programme has a suitably qualified leader. Students on the programme have the opportunity to pursue their interests through two different qualifications, depending on their choice. These qualifications are: Master of Music in Church Music/ Master of Music (MMus) in Church Music; Master of Music (MMus) in Ethnomusicology.

The evaluation questionnaire of the supervisor of the Master's Thesis is presented as a separate document, which the university will use for the improvement of the Research direction. The plagiarism-detecting *Turnitin* programme will be launched at the university, which will be regulated by the following document: Rules for plagiarism detection, prevention, and response to plagiarism cases at the Giorgi Mtatsmindeli Chants University. The functions of the supervisor of the master's thesis are clearly described in the document "Regulations of the Faculty of Church Music".

As a result of the research/creative activities carried out at the Giorgi Mtatsmindeli Higher School of Church Chanting, the following scientific and teaching-methodical resources were created: Culturology - lecture course (2015); Dictionary of hymn terms - (2015); The project was financed within the framework of the Shota Rustaveli National Science Foundation grant. "Lectures in liturgy" (2019); Series of video lectures by professors (2020) in the following courses: traditional singing, chanting, musical paleography, history and theory of chanting; Monograph "Varieties of Georgian Chants" - bilingual (Georgian-English) publication. Shota Rustaveli National Science Foundation of Georgia "About publishing state scientific grants within the 2021 grant competition, etc.

#### **Description and Analysis - Programme 2 (Musicology (Georgian Traditional Music) Masters)**

From the programs presented in the cluster, the completion of a master's thesis is provided for the master's program - "Musicology (Georgian traditional music)". The program is headed by Professor Tamar Chkheidze. Students on the program have the opportunity to pursue their interests through two different qualifications, depending on their choice. These programs are: Master of Music in Church Music/ Master of Music (MMus) in Church Music; Master of Music (MMus) in Ethnomusicology.

The supervisors of current and potential master's students have many years of scientific/pedagogical work experience, their scientific efficiency is high, they actively participate in scientific research, forums, conferences, international scientific projects, which is confirmed by the personal affairs of the staff. The quality of the supervisors' work is also confirmed by the theses defended by the master's students of Galobi University, the problems and content of the research presented in the theses, the structure of the papers and the style of the text. Within the framework of the program, evaluation of academic, scientific and guest personnel is carried out in accordance with their teaching and research activities. The Quality Office regularly conducts surveys to evaluate academic and visiting staff. Also, the academic staff regularly submits individual reports on the scientific work performed to the Quality Service.

Ultimately, this information is analyzed by the faculty council, which makes recommendations for staff professional development and reflects the evaluation results in planning development and promotion policies. In addition to the projects and events offered by the university, HEI provides support for the professional development of staff through participation in conferences, publications and funding of other scientific-educational activities. When interviewing the academic and guest staff, it appeared that they are informed about various scientific activities and, depending on their field of activity, participate in relevant events - publish articles in publications, participate in conferences, etc.

In addition, the University provides training, remote meetings and experience sharing sessions for staff, which was confirmed by academic and visiting staff during the interview process.

<b>Musicology Georgian Traditional Music MA - Programme 2 (name, level)<sup>19</sup></b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>20</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>3</b>	<b>3</b>	<b>3</b>
- <b>Professor</b>	1	1	1
- <b>Associate Professor</b>	2	2	2
- <b>Assistant-Professor</b>	-	-	-
<b>Invited Staff</b>	-	-	-
<b>Scientific Staff</b>	-	-	-

### **Description and Analysis - Programme 3 (Dirigent-Performer of Georgian Traditional Music, Masters)**

The mentioned master's program is diverse in its content and activities to be carried out. Training courses are led by highly qualified teachers equipped with practical and theoretical knowledge. During the study period of the program, students have the opportunity to study homework, participate in concerts, make, obtain, decipher recordings. An important part is the application of the research component of the given master's program, which has the following structure: create a small thesis/dissertation around a pre-selected topic, which can be based on the student's Personal expedition experience, which he during the semester of the teacher's consultation will also conduct the analysis of the old or new field collection of Georgian traditional music. Defense of the essay is one part of the final exam. The main component is the performance-presentation of the studied performance material in the form of a concert, the experience of which the student has accumulated during four semesters. These two components are combined with each other and serve the purpose of forming a lotbar-performer who will be able to perform in educational institutions of the appropriate profile of the higher and secondary links, in the State Folklore Center of Georgia, as a leader in musical-folkloric collectives, or as a member of an ensemble, in cultural centers, in creative-educational institutions, in the Apostolic Church of Georgia. In the churches of the autocephalous Orthodox Church, in public and private schools. And this situation requires qualified personnel/pedagogues, which Galobi University really has,

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

<sup>20</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

and the presented CVs, program curricula, syllabi, academic and invited staff, their creative and conference activities testify to what was confirmed during the

<b>Regent-performer of Georgian traditional music; Master's degree)</b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>21</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>3</b>	<b>3</b>	<b>3</b>
- Professor	1	1	1
- Associate Professor	2	2	2
- Assistant-Professor	-	-	-
Invited Staff	-	-	-
Scientific Staff	-	-	-

#### Evidences/Indicators

- Instructions for the preparation, execution and defense of a master's thesis
- Regulating rule of educational process
- In various events of the academic staff of the department
- engagement data
- Annual lists of implemented educational and scientific events
- Personal affairs of staff (supervisors of master's students);
- Functions of the supervisor of the master's thesis.
- List of personnel according to programmes, programme components
- Educational Programmes Cluster Self-Assessment Report
- Interviews with academic and visiting staff, programme leaders, administration.

#### General recommendations of the cluster:

#### General suggestions of the cluster:

- Ensure the successful implementation of plagiarism detection tool

<sup>21</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.



### Recommendations and suggestions according to the programmes:

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

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### Evaluation

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
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

The research/creative and performing activities at the HEI are headed by the Dean. Programmes are periodically monitored by a special commission with the involvement of the Quality Assurance service. The institution takes care

of increasing the scientific-creative productivity of both academic and invited staff, with grant funding of projects. Currently, scientific-research and artistic-creative activities are carried out in the following directions:

1. Management of graduate studies;
2. implementation of group scientific projects;
3. preparation of scientific publications and methodical/manual literature;
4. Recording/preparation of audio albums and CDs;
5. Staff participation in scientific and methodological conferences and forums;
6. Creative activity: participation in concerts, festivals and competitions.
7. Organization of scientific conferences.

HEI has developed an institutional strategy document for the development of research/creative activities of the "Giorgi Mtatsmindeli Chants University". In recent years, in the direction of increasing the effectiveness of scientific activities, the university has carried out important works; increased research funding in the budget; It has set strategic tasks, which include:

1. activation of the research and creative potential of academic and guest personnel: a) financial support of research, in terms of publishing research results; b) mobility of academic staff, for the purpose of participating in conferences and symposiums and conducting expeditions; c) to provide support to the academic/visiting staff in obtaining grant funding, to disseminate information and advise them in the development of project proposals for the purpose of obtaining grant funding; d) to organize a scientific conference dedicated to the issues of traditional music and theology.
2. Continuous support and encouragement of student initiatives in the scientific-creative direction: a) inclusion of student groups in folklore expeditions; b) support in presenting the materials of the expedition to the public; c) support in the publication of expedition materials; d) promoting the implementation of lottery practices; e) Organization of the annual student scientific conference.
3. Attracting young staff and involving them in research/creative activities;
4. Ensuring effective administration of planning and implementation of scientific research activities.

In recent years, the following activities have been carried out in the creative and performing direction: in the municipalities of Khulo, Shuakhevi and Kedi of Adjara, the students of Galoba University participated in the scientific-musical expedition organized by the charity foundation "Georgian Chanting University" and Potsdam University in Germany; With the participation of students, the project: "Folklore of one valley - Chvana" was implemented. On February 8-18, students of Chanting University visited Chvana for the preparatory work before the concert of "Folklore of One Valley - Chvana". In December 2020, students of the workshop held a presentation-concert dedicated to the Christmas traditions of foreign countries at Galobi University (the event was repeated in

January at the State Folklore Center), etc.; The self-evaluation report describes the current and planned scientific and creative activities of 2023: preparation and publication of the "Incessant Hymn of All Saints Singers" for publication. Author: Prof. Dean Mikael Galdava; Digitization of the manuscript of the Chijavadze-Gvakharia musical dictionary preserved in the National Archives of Georgia and preparation of the electronic edition. Academic and scientific staff of Galobi University actively publish articles in scientific periodicals. The total number of publications is large. The university website includes an updated database of faculty and research institution personnel, including monographs, textbooks, auxiliary manuals, publications published in Georgia and abroad, Shota Rustaveli National Science Foundation and other types of information.

#### **Evidences/Indicators**

- Instructions for completing and defending the master's thesis
- Strategic development plan
- Action plan
- Self-assessment report
- Results of interviews

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes (if any):**

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

.....

#### **Evaluation**

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian traditional music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input checked="" type="checkbox"/>	<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.

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

The SER clearly states the range of facilities and approaches to the upkeep of appropriate infrastructure. During the site visit, the panel had the opportunity to discuss with The Administration and Financial Department how investment in infrastructure is determined and allocated. The panel was satisfied that the information provided was accurate and within the scope of compliance with the standard.

The site visit included a tour which enabled the panel to visually inspect the facilities, material resources, studio and recording software (utilising Finale which is industry standard and appropriate – they also have permissions to install on their personal laptops). The current facilities also offer relaxed spaces (with beanbags) for students as well as a library resource which was acknowledged by staff and students to adequately support their needs – both hard copy print materials and a wide range of electronic resources (supported by listening stations for accessing recorded materials). This was further supported by evidence provided in the SER.

The HEI has access to International databases and relevant materials to support the achievement of learning outcomes. This reflects the highly performative nature of study and is appropriate to support the needs of the programmes. The library also hosts a collection of Georgian Traditional Instruments available as appropriate to students.

The Planning Mechanisms and Methodology of Student Contingent states:

“3.1.2.1 The entire building of the university is equipped with internet access.

3.1.2.2 The number of computers placed in study spaces is 1 computer per 10 students.

3.1.2.3 The library resources, where mandatory literature and electronic resources provided by the educational programmes are available, ensures the achievement of the learning outcomes of the respective educational programme.

3.1.2.4 The library is equipped with facilities for printing, photocopying, and scanning.

3.1.2.5 The latest editions of academic journals are available in the library.”

This was demonstrated to be upheld in practice, evidencing compliance with the evaluation criteria of this accreditation standard.

Whilst it was explained to the panel that HEI will be moving to a purpose-built site, the current facilities are appropriate to meet the needs of the proposed programmes. Students shared that the resources were currently appropriate in supporting their learning.

**Evidences/Indicators**

- Component evidences/indicators, including the relevant documents and interview results
- Site-visit (including full tour)
- Consultation with students
- Interview results
- Demonstration of electronic and other resources.
- Planning Mechanisms and Methodology of Student Contingent

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes:**

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

**Evaluation**

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian traditional music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

The document and distribution budget are discussed with the university administration, academic, and administrative personnel, and students, to ensure that the necessary financial resources are considered in the unified university budget for each programme clustered. Financial resources allocated within the cluster budgets for programmes are economically viable. Administrators approve financial support for accredited programmes by the university. According to the administrator's statement, their main source of funding and evaluation is the Ministry of Education, Science, Culture, and Sports, the Patriarchate of Georgia, and various funds (e.g., the Georgian Chant Fund, the Shota Rustaveli Fund). According to the administration's assessment, the context of accredited programmes is unique, each depicting various aspects of Georgian traditional music, which is essential for human identity. The rector of the HEI stated: "Our music dates back to the 4th-5th centuries, and we have an invaluable heritage of ecclesiastical music. Currently, we are expanding our partnerships with numerous international universities, with our main goal being to preserve the correct orientation for the future development of our nation. Our graduates work in various fields, in collaborative teams, as well as in public schools. They are also engaged in extensive research at the Conservatoire's research center. In the decisions on national curricula, they participate in the teaching of Georgian music, and they are also employed in public schools. Together with the Ministry, we will implement a project that includes education in the project's sections beyond this main financial source. We also strive to attract funding from other sources."

In interviews, it was found that university leaders are expanding the scope of operations and international collaborations. According to the dean of the faculty, "We have established a memorandum with the music Academy of Rome, whereas previously we worked solely with religious institutions, now our operational area, previously restricted, has expanded." He added that a visit by their professor to the Vatican Academy of Pontifical Music is planned for the Masterclass, which will be financed by the university.

The implemented programmes are financially stable and are being improved with the allocated budget: funding for programme development, teaching/learning, research infrastructure, personnel salaries, and other necessary expenses related to the effective implementation of the programme. It is worth noting that revenue generated from library resources, infrastructure development and maintenance, conferences, publications, and other scholarly activities is being enhanced with the university's budget. According to the administration, "At the university, there is a practice of providing financial support for students and staff - bonuses are given to staff who have been involved in the accreditation process/fulfillment of job duties. Currently, efforts are also underway to provide scholarships for students, offering new mothers stipends (100 GEL for mothers). Furthermore, we finance students selected for participation in various types of festivals/events, such as those in Italy, with a stipend of 150 GEL".

Based on the analyzed budget and feedback from interviews, it is determined that direct expenses for programmes in the cluster amount to 467,236 GEL. Of this, 303,063 GEL is allocated for academic personnel salaries, comparable to state employees', and for remuneration of contracted individuals. Additionally, 152,673 GEL is earmarked for scientific research, investigations, and professional development of personnel in both academic and teaching roles. Financial support for students, including scholarships, organizing student expeditions, and financing student projects, accounts for 11,500 GEL. Indirect expenses amount to 152,764 GEL. For the administration and support personnel's salaries (considering expenses related to programmes), 101,764 GEL is allocated. Infrastructure improvement, inventory acquisition, access to library databases, antivirus programme licenses, and the upgrade of an integrated electronic management system constitute a budget of 40,800 GEL. Utility expenses amount to 8,200 GEL. An additional sum of 2,000 GEL is earmarked for miscellaneous expenses, including training and others.

#### **Evidences/Indicators**

- Budget of educational programmes;
- Budget for the year 2023;
- Financial statements for the years 2019-2023;
- Dynamics of financing for the last 5 years, 2019-2023;
- Interviews.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes:**

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian traditional music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian traditional music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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## 5. Teaching Quality Enhancement Opportunities

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

Discussions conducted through documented documentation and visits aim to ascertain, through consultations, the coordination of issues related to internal quality assurance with the highest authorities responsible for teaching and research quality enhancement within the university management/office. It should be noted that programme leaders within the cluster collaborate with specialists from the university's Quality Assurance service/office of university management in planning the evaluation process, developing evaluation tools, and implementing the evaluation process. The self-assessment process, initiated within the cluster, involves consultations with incoming programme students, graduates, employers, and external evaluation to ensure the enhancement of quality in educational and research activities, professional development assessment of academic personnel, and the preparation of recommendations for academic/administrative staff participation in the preparation of self-assessment for university authorization and accreditation, aimed at identifying strong and weak areas in compliance with standards, with the ultimate goal of improving compliance with recommendations. The commitment of the internal quality assurance service to work collaboratively with the stakeholders is emphasized.

It is important to note that the involvement of interested parties contributes not only to the acquisition of vital feedback but also to the dissemination of responsibility for programme improvement. The evaluation of educational programmes is a regular process, utilizing both direct and nondirect methods, including quantitative and qualitative data derived from studied documents packages and information gathered during interviews. Additionally, discussions are conducted to ensure that feedback from stakeholders is considered, encompassing their satisfaction assessment, examination of student and staff performance, material-technical bases, utilization of library funds, and so forth. Quality assurance personnel, according to the representative of the quality assurance office, actively engage in practical courses aimed at improving students' practical skills, focusing on pedagogical collaboration/information exchange. Two pedagogues are involved in each practical course, facilitating mutual learning and sharing their

experiences. This setup is crucial for ensuring the subsequent improvement of quality after receiving feedback and the enhancement of quality following the completion of learning.

Periodically, updates to the questionnaire are made. According to interviews, various types of questions are used in evaluations: questions for students, graduates, employees, and analytical questions. Interviews revealed that quality assurance personnel are actively involved in the internal quality assessment process with programme representatives, which contributes to the enhancement of the organizational culture of cooperation. Additionally, it should be noted that, according to the quality assurance personnel, the annual personnel evaluation form is revised, which personnel fill out at the end of the academic year. This form combines various types of activities, such as academic, professional development, and performance-related responsibilities. Accordingly, it is designed to align with training sessions, workshops, syllabus development, and quality enhancement objectives. The quality assurance office also conducts active consultations with academic, administrative, support staff, internal and external stakeholders, related to quality assurance, accreditation, and authorization issues. The collaboration between programme coordinators and the Quality Assurance Service continues uninterrupted in a constant mode, as a result of the ongoing feedback. This entails the continuous modification of specific courses, involvement in various types of consulting or training sessions. It is also essential to incorporate assessment tools and information obtained from regulations or internal regulations into the programme, aiming to comply with or update regulations. Thus, the internal quality mechanism forms a cycle involving planning, implementation, evaluation, and improvement, with the ultimate goal of enhancing the quality of educational programmes. From the aforementioned, it is evident that internal mechanisms for evaluating the quality of educational programmes within the cluster are established. The discussion of issues arising from the internal quality mechanisms actively involves the working group for self-assessment, as well as faculty deliberations. Actionable recommendations are developed, addressing the identified challenges, which are then implemented following the appropriate procedures. Ultimately, this ensures the continuous improvement of quality within the academic community.

In preparation for accreditation, staff members involved in the development of the evaluation criteria for educational programmes and self-assessment were actively engaged with working groups. During discussions with the self-assessment team, it was found that recommendations received from accreditation were incorporated into programme structure modifications. This ensures that the services provided by the educational institution are oriented towards and serve the improvement of the quality of learning and research for students. Additionally, efforts are consistently made to ensure high-quality delivery of educational resources and services, including through online learning and evaluation mechanisms.

The study of documents and discussion outcomes demonstrate that the internal quality assurance mechanisms of programmes within the cluster - including mechanisms for curriculum development, evaluation, and improvement, as well as tools for monitoring the employment of graduates, employer feedback, and labor market analysis - are oriented towards enhancing the quality of educational programmes, the teaching process, and the assessment and development of academic personnel, as well as fostering improvements in course completions, employer responsibilities, and the labor market database. During discussions with the evaluation group, it was found that during the pre-accreditation period, work was coordinated and actively ongoing: there was a review of the results of learning activities and engagement activities, and adjustments were made in response to certain criteria in the evaluation process to correct specific issues.

During the preparation of the programmes, attention was paid to the coordination of staff, as indicated by the testimony of professors, for example, "They took the initiative to change the format of the courses, increased the hours of English, and made it four hours. The language theory course became a one-semester course instead of two, and instead of solfeggio, the course "Art and Solfege" was developed." It was also noted that individual characteristics of students are taken into account in the work process, as stated, "We had a blind student; we taught him using Braille, and now he is employed, he is chorister." However, it is also worth noting that it was discovered in interviews that staff require more involvement in order to effectively plan activities and assessment methods for students to better achieve the goals of the course they have designed. According to the quality service representative, trainings are organized around teaching methods and methodology, ensuring that staff can effectively assess and analyze the achievement of programme-defined goals and outcomes.

The quality assurance service ensures the enhancement of educational process quality by implementing necessary tools and methods for evaluating the quality of the educational process, planning the assessment periodicity, conducting evaluations, and providing recommendations based on obtained data to improve the quality of the educational process. It should be noted that among university representatives, a significant shift has occurred towards greater involvement in public affairs, self-assessment, and the implementation of programmes in new methodologies. This, in turn, is a guarantee of quality assurance in the accreditation process.

### **Evidences/Indicators**

- Quality assurance policy;
- Evaluation of internal mechanisms and their effectiveness;
- Mechanisms and system for monitoring effectiveness of management;
- Mechanisms and methodologies for planning the student contingent;
- Accreditation of the service of quality assurance;
- Analysis of internal evaluation of the programme;

- Interviews.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes (if any):**

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

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## 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
<b>Programme 1</b> Bachelor - Georgian traditional music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input checked="" type="checkbox"/>	<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.

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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**

It was evidenced through documentation and interviews that during the preparation of the programmes presented in the cluster, for the purpose of external quality assurance, the results of the external evaluation established by the Georgian legislation (accreditation, monitoring, authorization) are fully shared. All types of information are shared regarding the conduct of an external evaluation in the HEI and consideration of possible legal consequences. It is noted that the institution was granted authorization by the Higher Education Authorization Council on December 25, 2014, and subsequently on July 12, 2021, based on the decision of the Higher Education Institutions Authorization Board. Following the external evaluation conducted on October 19-20, 2023, based on the decision of the Higher Education Institutions Authorization Board on December 4, 2023, the university was granted the status of a higher education institution. The recommendations provided by the evaluation were utilized for programme improvement.

Documentation was developed and confirmed to comply with the quality assurance mechanisms outlined by Georgian legislation following authorization. Furthermore, it is highlighted that University's quality assurance policy was established based on standards and main directives implemented in European and national education and training agencies.

This underscores that the university's quality assurance policy conforms to European and national standards and key directives, particularly emphasizing its commitment to maintaining high standards of education quality. Additionally, the results of collegial collaboration evaluations were also incorporated, from Georgian and Finnish universities.

In the evaluations conducted, there are no assessors or recommendations regarding the content of programmes clustered. There is only technical advice provided, directed towards the engagement with stakeholders. It should be noted that within the cluster, the assessment is focused on the objectives of the programmes offered outside the university's framework. There are also folklore centers in the regions, where most of the employees are graduates of this university. According to them, employers have active cooperation with the administration of the Higher Education Institution and constantly receive feedback. They are satisfied with the graduates' skills, knowledge of foreign languages, and computer programmes. However, according to their proposal, the hours of English in the foreign language courses in the programmes have been increased. According to the representatives of the higher education institution, the requirements of the labor market are also taken into account during the preparation of the programmes, qualitative data are collected.

To obtain feedback, the educational programmes presented in the cluster were sent in advance to employers and external experts, after which a focus group was held with employers and written feedback was also received from external evaluators. As for the counterparts of the programmes, according to the dean of the faculty, similar programmes to those included in the cluster presented for accreditation at the University of Eastern Finland exist. It

is worth noting that the courses in the field of church folklore are aligned with the courses of the programmes at this university.

**Evidences/Indicators**

- University internal quality assurance policy;
- internal quality assurance mechanisms and their evaluation system;
- Conducted surveys;
- Analyzes of surveys.
- external peer evaluations of programmes;
- Analysis of external evaluation of the programme.
- Market research
- Interviews

**General recommendations of the cluster:**

**General suggestions of the cluster:**

- It is desirable for the higher education institution to have a benchmarking document for similar programmes included in the cluster, along with an analysis, which will enable the higher education institution to more clearly discern new trends and approaches in this field.
- Seek more comprehensive external input to critically support and benchmark the content and delivery of the programmes.

**Recommendations and Suggestions according to the programmes (if any):**

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

## Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian traditional music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian traditional music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Choirmaster-performer of Georgian traditional music, level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.3. Programme Monitoring and Periodic Review

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

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

It was stated in an interview that the general quality culture is a challenge within the whole HEI sector in Georgia however it was clear that the involvement of stakeholders and staff was significant in preparation of this documentation and that wider international input/benchmarking would be welcomed.

The QA staff communicated that they firmly believe that the programme/teaching staff are true experts in their fields and capable and ready to deliver programmes with accreditation attached; that they are professional and ready for these changes including being ready to accept requirements and what this might mean for them.

The Quality Assurance staff recognised that the shift from authorisation to accreditation has been swift and that they are aware that trainings will be required to support staff to adopt the requirements of establishing a quality culture to reflect and meet the need of the work required when delivering degrees with accreditation. This was openly acknowledged as an area for development and that there was an appetite within the institution to deliver this.

During the site-visit, staff within one of the interviews were able to describe the upcoming changes in the overall composition of the degrees, however when challenged on how moving to delivering programmes with accreditation attached may differ from existing practices in terms of pedagogy and/or delivery there was no awareness of how the embedding of a quality culture will be a requirement of accreditation.

It was evidenced that programme monitoring and periodic review is understood and will be implemented upon accreditation. There was a clear understanding of the importance of all principles of the evaluation criteria for this

standard – that student evaluation will inform enhancement; that the programme will be modified as appropriate; that classroom observations will be implemented and that periodically, the programme will be compared with similar programmes at foreign universities. This now needs formalized into clear systematic process to support periodic review

**Evidences/Indicators**

- SER
- Statute of the Learning Process Management Service
- Quality Assurance Policy
- Interviews

**General recommendations of the cluster:**

- Programme teams and teaching staff should work collaboratively with the Quality Assurance department to develop their understanding of the requirements of delivering an accredited programme, establishing a quality culture which supports the work of both students and staff.

**General suggestions of the cluster:**

- Develop documentation and systematic approaches to support the enhancement of your Quality Assurance culture, for example setting out a clear process for periodic review.

**Recommendations and Suggestions according to the programmes (if any):**

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

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## 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
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	<input checked="" type="checkbox"/>	<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

<div style="text-align: center;">Contents</div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: center;">Standard</div>	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
<b>Programme 1</b> Bachelor - Georgian Traditional Music, level 6	Complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements
<b>Programme 2</b> Master programme - Musicology (Georgian Traditional Music), level 7	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
<b>Programme 3</b> Master programme - Dirigent-performer of Georgian Traditional Music level 7	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

Helen McVey



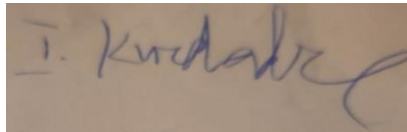
Of the member(s) of the Accreditation Experts Panel

Tamar Dzvelaia. Batumi Art Teaching University

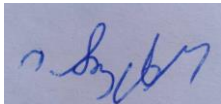
თ. ტყეშელაშვილი

Rusudan Takaishvili, Tbilisi State Conservatoire, Georgia

Irma Kurdadze, SJSU, Georgia

A rectangular image showing a handwritten signature in dark ink on a light-colored background. The signature appears to be 'I. Kurdadze'.

Ia Butskhrikidze, IBSU, Georgia

A rectangular image showing a handwritten signature in dark ink on a light-colored background. The signature is stylized and appears to be 'Ia Butskhrikidze'.A handwritten signature in dark ink, appearing to be 'Ia Butskhrikidze'.