



## Accreditation Expert Group Report on Higher Education Programme

Art History and Theory, Master's Educational Programme

LEPL - Akaki Tsereteli State University

Evaluation Date(s)

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Tbilisi

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### Information about a Higher Education Institution <sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	Akaki Tsereteli State University Legal Entity of Public Law
Identification Code of Institution	212693049
Type of the Institution	University

### Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Costas Mantzalos, Frederick University, Cyprus
Member (Name, Surname, HEI/Organisation, Country)	Tamar Chkheidze, LEPL - Tbilisi State Conservatoire, Georgia
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### I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ხელოვნების ისტორია და თეორია
Name of Higher Education Programme (in English)	Art History and Theory
Level of Higher Education	Master

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

Qualification to be Awarded <sup>2</sup>	Master of Art History and Theory
Name and Code of the Detailed Field	0213 Fine Arts
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education <sup>3</sup>	-
Language of Instruction	Georgian
Number of ECTS credits	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New Programme
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

## II. Accreditation Report Executive Summary

- ✦ General Information on Education Programme<sup>4</sup>
- ✦ This is a Master's Degree level programme that is a new programme. It is a 2 year MA programme consisting of 120 ECTS, developed as a new programme after taking into account the analysis of

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

<sup>3</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

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

the academic and invited staff, student opinions, labor market research, employers, and the graduates' surveys. The syllabi were updated, the content of the study courses was improved based on the new educational and scientific literature, the topics of the training courses were expanded, and the study resource was updated.

#### ✦ Overview of the Accreditation Site Visit

The site visit took place on the 25<sup>th</sup> of March, 2024. It started with the meeting with the Rectorship, Head of Administration and Dean, and progressed throughout the day with meetings with the team responsible for preparing the SER, the Heads of the Programme, the Academic and Visiting Staff, the Students, Graduates, the Quality Assurance services, and Employers. There was also a tour of facilities including the Library, IT services and auditoriums

#### • Brief Overview of Education Programme Compliance with the Standards

All members of the faculty from top management to invited staff were found to be very supportive towards the Master's programme. A very enthusiastic and supportive student/alumni body made a positive impression, as well as very positive stakeholders. It became evident that the University is a student-centric environment which promotes quality, equality, diversity, and inclusivity.

All the paperwork submitted was studied and found satisfactory with clear aims and objectives as well as clear descriptions on the teaching and learning activity.

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

Facilities for the new programmes are in place.

Standard 1: Substantially Compliant

Standard 2: Compliant

Standard 3: Substantially Compliant

Standard 4: Compliant Standard

5: Compliant

#### ✦ Recommendations

1.4 To define prerequisites for the study courses and research component so that progression from semester 1 to semester 4 can run smoother and more efficient.

1.4 To redefine the main focus of the MA programme by elaborating on the structure and its courses and by providing a clear central research focus in Fine Arts with concentration on the contemporary visual arts and culture.

1.5 It is recommended to improve the introduction courses to develop more in-depth knowledge and skills in various fields of fine arts and architecture, as well as the teaching of world and Georgian art according to historical epochs.

2.2 It is recommended to improve the master theses to represent a study of visual art objects from the point of view of art history and theory and their specific scientific method.

3.1 It is recommended to revise the student surveys, refresh the existing questionnaire: diversify and fill it with relevant questions, taking into account the current reality;

3.1 It is recommended to strengthen the internationalization and give the students of the program the opportunity for international mobility, both in the direction of semester exchange programs and shortterm international projects.

3.2 It is recommended that each component of the master's thesis be evaluated objectively and that the final result be adequate to the quality of the thesis. In addition, supervisors should pay special attention to the introductory part of the master's degree candidate's qualification paper, the relevance of the used sources and the perfection of the scientific apparatus.

4.1 It is recommended to strengthen the program with academic personnel in the relevant field of fine arts, so that the learning outcomes of the program can be fully guaranteed.

#### ✦ Suggestions for Programme Development

1.2 To conduct more comprehensive analysis indicating the demand for the professionals and current trends.

2.1 To include some incentive and promotion mechanism that ensures the interest of bachelors of these fields in the program, because the 4 semesters of teaching provided by the master's program cannot ensure the study of the elementary level of Art History and Theory, its basics.

2.1 To develop certain requirements regarding the level of knowledge of foreign language of the applicant for the program.

3.1 It is suggested to revise the student surveys, refresh the existing questionnaire: diversify and fill it with relevant questions, taking into account the current reality.

4.3 It is suggested to encourage and foster the participation of the staff in international projects, training and seminars.

4.5 As for scientific/research facilitation in budget is defined as only 2000 Gel, so it is suggested to increasing the budget in this article.

✦ Brief Overview of the Best Practices (if applicable)<sup>5</sup>

✦ Information on Sharing or Not Sharing the Argumentative Position of the HEI

The team of experts is happy to observe that the institution has taken in consideration the recommendations and that there is nothing else to comment on the actual report.

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

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

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

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

##### 1.1 Programme Objectives

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

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

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

The objectives of the MA programme are established clearly and are realistic and achievable. The contribution of the programme's objectives to society are specified by the discipline of the field of study and result in the promotion of intellectual development of the society, and the active involvement of young people in art history and theory. The programme's objectives also allow the development of

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

graduates to form professional values, to appreciate modern social and socio-political life and the role of their own theoretical and intellectual stance in theory and history, particularly in respect for artistic, education, research, promotion and protection of cultural heritage, urban and artistic-creative directions, as well as cultural tourism. The objectives of the programme were established also taking in consideration the practice of various reputable international institutions that run similar fields. The element of the significance on locality, came strong during the site visit not only by the University but the employers and stake holders.

In short the goal of the Master's program Art History and Theory as stated in the SER (p.6) is to train a highly qualified art critic by:

- Giving a deep and systematic knowledge about the stages of development of world and Georgian art history, the main characteristics and trends of artistic currents, as well as the laws, principles and concepts of artistic creativity.
- studying aspects of cultural heritage protection and management, museum and archival activities, art management;
- forming the skills of evaluating and critical analysis of the work of art, the specificity and structure of the artistic form, the signs of formability, the interdisciplinary discussion, generalization of problematic issues of various fields of art, and the drawing of parallels

#### Evidences/Indicators

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

#### Recommendations:

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

#### Suggestions for the Programme Development

○ Nonbinding suggestions  
for programme development Evaluation

Please, evaluate the compliance of the programme with the component

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

#### 1.2 Programme Learning Outcomes



- The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.
  - Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.
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#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

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

The formulation of the learning outcomes has been a thorough step by step process and has taken in consideration the particularities of the discipline of the Master programme. This step-by-step process has also involved the participation of interested persons, namely academic and visiting staff, faculty and university administration and employers/external evaluator. The learning outcomes of the Bachelor programme provide a sense of responsibility to students to ensure the ongoing teaching and learning process well after graduation. The program's Learning outcomes correspond to the aims of the programme and its content, and are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded which is the Master level degree. Additionally, these Learning outcomes are consistent and reflect to the peculiarity of the field of study and the demands that are initiated by the labour market. Despite the fact that during the meeting with the employers on the site visit, all employers came across very positive towards the programme, the consistency of labour market research provided to the team of experts was not very extensive, therefore it is advisable that the University needs to increase and strengthen survey results from employers.

The Learning Outcomes are based on the 7th level descriptor of qualifications, and are divided into 3 main sections being:

- Knowledge and Understanding
- Practical Skills
- Responsibility and Autonomy

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

#### Evidences/Indicators

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

#### Recommendations:

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

#### Suggestions for Programme Development

to conduct more comprehensive analysis indicating the demand for the professionals and current trends

## Evaluation

Please, evaluate the compliance of the programme with the component

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

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

● Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes; ● Programme learning outcomes assessment results are utilized for the improvement of the programme.

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

Evaluation of the learning outcomes of the educational program is carried out on regular basis. Evaluation of learning outcome of each study course is carried out on a semester basis. Statistical data are regularly obtained and processed for the purpose of analysis. Assessment of learning outcomes is based on the analysis of data from assessment sources. The quality assurance service monitors the learning outcomes of the educational program together with the heads of the programme. The educational process is monitored by the faculty quality assurance services in cooperation with the University quality assurance service. The process includes regular evaluation of the learning outcomes of teaching and research component.

Both direct (analysis of students' academic performance) and indirect (surveys of students, graduates, employers) assessment methods are used in the assessment of learning outcomes.

Evaluation of the learning outcomes of the educational program consists of four stages:

1. Formation of learning outcomes of the educational program;
2. Curriculum analysis, during which it is determined whether the program provides students with sufficient opportunities to achieve the learning outcomes of the program;
3. Evaluation of the learning outcomes of the educational program, which includes data collection, analysis and interpretation to determine the achievement of the desired level of learning outcomes by the students;
4. Using evaluation results to improve the program.

Feedback schemes are sufficient and well crafted. The programme has appropriate benchmarks for each learning outcome. The HEI ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. As well as the procedure involving the assessment results for the proper improvements of the program. The scheme of the evaluation includes the relationship between the

program's learning outcomes and mandatory courses of the programme and the available majors. The programme staff has developed detailed curriculum map - scheme of the relation of courses to the programme learning outcomes.

The programme staff gets assistance in the development of skills necessary for elaboration, measurement and analysis of the learning outcomes; the evaluation of the learning outcomes of the programme with the teaching course is supposed to be performed after the completion of the teaching course and the obligatory components. Therefore, consistency and periodicity, as well as the peculiarities of the programme are considered. The HEI ensures familiarization of stakeholders with the analysis of evaluation of learning outcomes.

#### Evidences/Indicators

- Self Evaluation Report
- Site visit
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- Curriculum map of program learning outcomes and training course relevance.
- Mapping program objectives and learning outcomes.
- A mechanism for evaluating the learning outcomes of the program - Program learning outcomes evaluation plan.

#### Recommendations:

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

#### Suggestions for the Programme Development o Nonbinding suggestions

for programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements	requirements complies with
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1.3	Evaluation Mechanism of the Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### 1.4. Structure and Content of Education Programme

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

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit (Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance) it was found that the 2-year cycle of the Master Degree in Art History and Theory has a clear structure that can lead to the provision of all rounded and competent professionals in the creative industry of Georgia.

According to the SER, the educational program is drawn up in accordance with the "Educational Programs Quality Assurance Policy - EP-QA" operating at Akaki Tsereteli State University (Decision No. 49 (17/18), No. 39 (20/21), 15.07. 2021, No. 8 (22/23), 16.09.2022), the purpose of which is to promote the creation and development of result-oriented educational programs with high academic standards.

In building this structure all efforts were made to comply with the regulations and legislation of the state of Georgia. Additionally, the structure of the programme complies fully with the Bologna Process and the European Transfer Credit System. The programme consist of 120 credits and the duration is 2 years or 4 semesters; The program includes 60 credits per year, 30 credits per semester, and 1 credit corresponds to 25 hours. The qualification awarded by the master's educational program is in accordance with the content of the program and the learning outcomes.

Main Structure of the MA Art History and Theory" was defined as follows:

- Compulsory courses - 105 credits
- Elective courses of the program - 15 credits

Distribution of educational components by semesters is based on the chronological principle of teaching art history. However, further reconsideration on the structure needs to be applied. The courses have no prerequisites, and this may prove to be problematic for students' progression on the 2-year cycle. The programme considers new research findings and modern scientific achievements but still needs to strengthen its efforts in establishing a more systematic and rigorous process towards implementation of the findings. The programme envisaged key issues of internationalization and programme uniqueness especially on a regional scale but still these efforts are in process and need to be exploited and developed further.

The content of the programme needs to develop its focus of research further. The main orientation of the study programme is stated as Fine Arts however it is still not strictly defined nor clear. The tendency of interdisciplinary study may come across as a strong element but may prove difficult to achieve in the current presented structure and content. It is advisable to redefine the main vision of the new MA programme and bring the interdisciplinary approach solely within the Fine Arts field. Having a broad selection of fields such as art, architecture, archeology, cinema, theatre etc at postgraduate level may prove difficult to achieve because of the duration of the study cycle. At postgraduate level since the duration is usually maximum 2 years it is advisable to be more focused, with areas related to the fine arts and concentrating in modern, contemporary art as well as fields which relate to the visual arts and the visual culture.

### Evidences/Indicators

- Self Evaluation Report
- Courses Syllabi
- Site visit
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER,

Heads of the Programme, Academic and Visiting Staff,

Students, Graduates, Stake holders and the Quality Assurance ○ University's website  
and other digital platforms (e learning etc)

Recommendations:

- To define prerequisites for the study courses and research component so that progression from semester 1 to semester 4 can run smoother and more efficient.
- To redefine the main focus of the MA programme by elaborating on the structure and its courses and by providing a clear central research focus in Fine Arts with concentration on the contemporary visual arts and culture.

Suggestions for the programme development ○ Non-binding suggestions

for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component requirements	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.5. Academic Course/Subject

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

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the 2-year cycle of the Master Degree in Art History and Theory and specifically the content of its courses and number of credits comply with the achievements of the learning outcomes. The syllabi are well defined and clearly describe the teaching and learning activity. All study materials such as bibliography, assessment and other materials are indicated in the syllabi.

The programme's compliance with the Bologna process also supports and justifies the relationship between content and learning outcomes. The amount of ECTS for the programme are 120 corresponding to 60 each year and take in consideration contact hours as well as students' personal time in accomplishing the objectives for each course. 1 ECTS determined to 25 study hours.

The learning outcomes of each academic course is aligned with the learning outcomes of the corresponding programme as reflected in the programme's learning outcomes. The learning outcomes defined within each course/component are assessed based on the components and criteria/rubrics defined in the assessment system. The mentioned system is detailed in the course syllabi as these are listed in the Appendix of the SER. All courses for each programme are well researched and are current taking into consideration the relevant trends and developments of Georgian and international art history. Compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and consider the latest research in the relevant field considering the specifics of the academic courses as well as the achievement of the programme's learning outcomes. The local element is also a strong input for the teaching and learning activity.

The part to be improved is the introduction of courses such as "contextual and critical studies" as well as "discourse studies" to develop more in-depth knowledge and skills in various fields of fine arts and architecture. A part to be improved is also the teaching of world and Georgian art according to historical epochs, where it is recommended to have less noticeable breaks in the chronological process (e.g. Artistic and Aesthetic Principles of the Ancient Civilization, Historical-Aesthetic Concepts of World Art (the Middle Ages - the 1<sup>st</sup> half of the 19<sup>th</sup> c. etc.).

#### Evidences/Indicators

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

#### Recommendations:

- It is recommended to improve the introduction courses to develop more in-depth knowledge and skills in various fields of fine arts and architecture, as well as the teaching of world and Georgian art according to historical epochs.

#### Suggestions for the programme development

- Non-binding suggestions for programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

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

1.5. Academic				
Course/Subject	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the Programme with the Standard

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

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

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

### 2.1 Programme Admission Preconditions

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

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

The admission preconditions to the educational program include the level of education, the specifics of the programs and demands the admission of persons with relevant knowledge, skills and competences.

Preconditions and procedures for admission to the programs are in accordance with the applicable legislation. Preconditions for admission to the program are:

1. Admission to the program without passing the master's exams is possible according to the rules established by the Ministry of Education and Science of Georgia.
2. Passing the intra-university exam in History of Art.

The examination questions and procedure of the intra-university examination (History of Art) will be published on the website [atsu.edu.ge](http://atsu.edu.ge) at least one month before the exams. Admission to the program is possible also through external and internal mobility. Admission to the program through internal and external mobility is regulated by the Order of the Minister of Education and Science of February 4, 2010 #10/N (about of the procedure and fees for transfer from one higher educational institution to

another higher educational institution) as well as by an order developed and approved by the institution itself (Academic Council 2022, July 23 Resolution No. 67 (21/22)).

The institution provides information on the preconditions for admission to the educational program and availability of information. The program is posted on the university website. Information about the program is available also of higher education programs catalogue. The program can be seen also in the up-to-date information published annually by the National Examination Center (NAEC). For interested persons information is provided at informational meetings, etc.

Preconditions for admission to the master's program are a bachelor's academic degree in any field and passing the unified national master's exam, as well as passing the intra-university exam in the specialty (History of Art). The content of the relevant exam is published in advance and known to interested persons.

The content of intra-university exam equally includes issues from the history of World Art and Georgian art. The successfully passing of the intra-university exam requires certain specific knowledge and skills from the student, held by persons with a bachelor's degree in arts and related humanities (e.g., archaeology, history, cultural studies, etc.). It is better to include some incentive and promotion mechanism that ensures the interest of bachelors of these fields in the program, because the 4 semesters of teaching provided by the master's program cannot ensure the study of the elementary level of Art History and Theory, its basics.

The requirements for the level of foreign language knowledge for the applicants needs to be further defined. Foreign language teaching in the form of optional lecture courses is provided by the program itself. It is recommended to develop certain requirements regarding the level of knowledge of foreign language of the applicant for the program, because, in the same way, the optional lecture course of a foreign language within the program cannot ensure the acquisition of the basics of a foreign language and the professional language at the same time.

#### Evidences/Indicators

- Educational program
- Program Curriculum
- Syllabi
- Self-evaluation report (SER)
- Resolution of the Academic Council No. 67 (21/22) 23/07/2022
- <https://www.atsu.edu.ge/index.php/acad-councilseparator/akadsabchodadgenilebebi/20212022/67-21-22>
- <https://www.atsu.ed>
- Interviews with academic and administrative staff, students

#### Recommendations:

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

#### Suggestions for the programme development

- It is better to include some incentive and promotion mechanism that ensures the interest of bachelors of these fields in the program, because the 4 semesters of teaching provided by the master's program cannot ensure the study of the elementary level of Art History and Theory, its basics.
- It is suggested to develop certain requirements regarding the level of knowledge of foreign language of the applicant for the program.



## Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

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

In accordance with the learning outcomes and level, the program provides students with theoretical knowledge and practical skills. The activities are described in detail in the syllabi: activity in the group, discussion, reading and analysis, performance, rehearsal, public speaking, creative project, presentation, essay, abstract, etc. All these methods are focused on creativity and on the development of transferable skills. In this direction, the external curriculum plays a big role in involvement of the students in various activities, which is also facilitated by the Decision of University Academic Council (2018-2019). According to it, one of the criteria for appointment to the scholarship is the student's extracurricular activity. Students of the master's program are actively involved in various cultural educational and creative events (e.g. events, organized by the association of cultural, artistic and educational institutions of Kutaisi Municipality City Hall, in the activities and volunteer program carried out by Kutaisi State Historical Museum, in scientific conferences of master students etc.).

The presence of training courses in museum studies, art management, and monument studies can be considered as a positive change of the updated program. These courses provide the student with knowledge in directions oriented to the needs of the region (museum work, protection and promotion of cultural heritage, administration of the art projects, etc.).

The master's theses presented by the institution do not correspond to the current scientific direction of the master's program (researches related to the fine arts, architectural monuments, study and protection the material cultural heritage etc.).

They do not present a study of visual art objects from the point of view of art history and theory and their specific scientific methods. It is recommended to improve the work in this direction as well.

#### Evidences/Indicators

- Memorandums/agreements
- Master's thesis
- Conference materials
- Program curriculum
- Syllabi
- The rule of execution and evaluation of the master's thesis
- Presented master's theses
- Self-evaluation report (SER)
- Event invitations and posters
- University website [www.atsu.edu](http://www.atsu.edu)
- Interviews with staff and students

#### Recommendations:

- It is recommended to improve the master theses to represent a study of visual art objects from the point of view of art history and theory and their specific scientific method.

Suggestions for the programme development ○ Non-binding suggestions

for the programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

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

#### 2.3. Teaching and Learning Methods

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

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

The educational program with the presented structure and content ensures the acquisition of knowledge gained in the disciplines of various fields of art, the development of transferable skills and the achievement of learning outcomes.

The teaching methods correspond to the learning objectives and contribute to the achievement of the outcomes provided by the program. The teaching-learning methods selected to achieve learning outcomes are consistent with the program goals and focused on achieving the results provided by the program. The staff of the program is actively involved in the methodical trainings.

Due to the situation caused by the coronavirus (COVID 19) together with the traditional educational process the distance learning mode has been successfully implemented (using Microsoft teams, Moodle, etc.).

Marketing, projects and event management and information technology services of the institution organized and produced video guides for students and academic stuff ([www.online.atsu.ge](http://www.online.atsu.ge); [www.online.atsu.ge/lector](http://www.online.atsu.ge/lector)).

The teaching and learning methods of the program are modern and correspond to the requirements of the educational space. The structure of the program provides the opportunity to acquire knowledge and practical, general and specialized skills. Both mandatory and selective courses provide teaching methods such as lecture, practical/group work, creative project, presentation, etc.

The teaching and learning methods are reflected in the program syllabi and in learning outcomes matrix. Within the framework of the program there are used following methods: work on the book, demonstration, expository, written work, discussion, inductive and deductive methods, mental attack, heuristic methods, individual teaching/leading system, master-classes etc.

Students receive relevant learning resources through the library and digital bases. Students' ability to work independently is also high.

#### Evidences/Indicators

- Educational program ○ Curriculum map ○ Program Objectives and Learning Outcomes Map
- Syllabi of courses of study ○ University web-site
- Interviews with academic staff and students

#### Recommendations:

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

#### Suggestions for the programme development

- Non-binding suggestions for the programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

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

#### 2.4. Student Evaluation

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

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

The evaluation of students at the master's educational program of art history and theory of Akaki Tsereteli State University is carried out by the order of the Minister of Education and Science of Georgia No. 3 (05.01.2007) and the resolution of the Academic Council of Akaki Tsereteli State University No. 5 (17/18) of 15.09.2019; No. 6, (22/23) 16.09.2022 with the specified principles.

The maximum positive evaluation of educational components in the master's educational program of art history and theory is 100 points, of which 60 points are intermediate evaluations, and 40 points - the final exam. Midterm evaluations are divided into two parts: the student's activity during the semester is evaluated with a maximum of 30 points, and the midterm exam is also 30 points. The minimum positive grade in study components is 50%+1 (51) points.

The assessment system provides five types of positive assessment, namely: A (91-100), B (81-90), C (71-80), D (61-70), E (51-60). Two components are presented as a negative assessment: FX (41-50), F

(40 or less).

In order for a master's student to be given the right to take the final exam, he must have at least 18 points in the intermediate evaluations. In addition, in the final exam, the minimum competence limit - 15 points must be passed in order to consider the educational component as passed. In case the student failed to overcome the minimum competence threshold, an additional exam is scheduled 5 days after receiving the score.

The evaluation system is transparent. Assessment components, rubrics and methods are known in advance to students. As mentioned during the interview, at the beginning of the semester, at the very first meeting, students are informed about the evaluation criteria. In addition, the evaluation system is detailed in the syllabus of all study components. Information is available to students. The evaluation methods used in the training courses take into account the specificity of the course and correspond to the learning outcomes of this course. The mechanism to check academic integrity, after the preliminary review and review of the master's thesis, it is carried out in the Moodle system using the anti-plagiarism program Turnitin

During the visit, there were no complaints from the students regarding the evaluation system, the existing system is understandable and acceptable to them. According to them, the professor always makes an appropriate explanation and feedbacks on assessments.

Assessments for students can be viewed on the electronic portal, where individual profiles have been created for them.

The faculty has an electronic learning process management system, which facilitates the administration of the learning process and the technical provision of exams.

To the question, to what extent they have the opportunity to appeal the results obtained in the exams, they answered that there is an appeal mechanism in the HEI and they are informed about it, although they did not need it.

The university has an assessment appeal system. According to the resolution No. 9 (17/18) of the Academic Council of November 10, 2017, the procedure for appealing the exams was approved. A student who does not agree with the grade obtained at the semester final exam has the right to appeal to the deputy rector, the dean of the relevant faculty with a reasoned appeal within one week after the official publication of the result and request a revision of the results. The commission will consider the appeal within 2 working days.

Thus, based on the analysis of the relevant documents and the results of the interview, it is confirmed that the evaluation system at the Master's Educational Program of Art History and Theory of Akaki Tsereteli State University is transparent and adequate.

Evidences/Indicators ○ Educational program; ○ Syllabi of  
training courses; ○ Resolutions of the Academic  
Council of the  
University; ○ Student evaluation system; ○

Resolution on examination appeal procedure; ○

Guide to Evaluation Methods and Criteria; ○ University website; ○ Electronic learning portal; ○ Results of the interview.

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard
- Suggestions for the programme development**
- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

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

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

#### 3.1 Student Consulting and Support Services

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

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

Akaki Tsereteli State University has a number of advisory and support services for students in the master's education program of art history and theory. The administrative staff advises students about the learning process, various issues related to the program, elective courses, mobility rules, teaching/learning methods and evaluation system, university space, services offered to students, etc. As mentioned during the interview, orientation and information meetings are organized at the beginning of the academic year. In addition to interpersonal communication, the administration provides all necessary information and resources remotely. Therefore, students have information about various events and important dates.

The university has adopted the rule of developing the student's individual curriculum, using which the university ensures consideration of the different requirements, needs and academic training of the students and their smooth involvement in the educational process.

The following electronic services are created and available for students at the university: university email. mail Application ATSU NEWS; Web and Facebook pages - the listed platforms provide timely and effective delivery of relevant information to students. The university also has an e-mail address. Library and science databases that students can access remotely.

The university has a student support and development service, which combines the following services: mediation and consultation service with student and university management structures, student career development service, support of the ATSU alumni network, legal and psychological support services, etc. In addition, the office of the ombudsman serves to protect the interests of students at the university. The university also has a functioning student self-government, which contributes to the diversity of student life.

Students are provided with surveys every semester that allow them to evaluate: the past semester, the course and the professor. Filling in the said questionnaire is optional for students. To the question: in such conditions (non-obligatory survey of students), to what extent is the number of students participating in the survey sufficient and to what extent do their answers allow for generalization - representatives of university answered that the numerical indicators are sufficient to draw a valid conclusion.

It should be noted that surveys are conducted in different directions, including: active students, graduates, employers, academic staff. However, the questionnaire prepared by the faculty, taking into account the modern reality, includes outdated and irrelevant issues. This refers to the effectiveness of distance learning, which was relevant during the covid-pandemic period. Today, teaching is conducted in an attended format. Accordingly, in this direction, experts had questions - how often student surveys are changed and adapted according to the situation. It would be advisable to revise the existing questionnaire and replace the irrelevant questions with relatively relevant ones and update the questionnaires regularly.

As for extracurricular activities, especially: scientific conferences, which are an important component for the student's scientific development at the master's level, the university holds a student scientific conference every year, where students of the master's education program of art history and theory can also participate. In the conference, along with other adjacent specialties, the art direction section is also involved in the work.

In terms of internationalization, it can be said that, specifically, the experience of international mobility for students of this direction is minimal. During the interview with the students/graduates, it had been asked, apart from the semester exchange programs, if they had the opportunity to participate in some kind of short-term international project, to which their answer was unsatisfactory, and their desire was high. Accordingly, experts believe that in order to get to know the international experience, it is important to activate the international mobility of students, both in the direction of semester exchange programs and short-term international projects.

Evidences/Indicators ○ Student Support and Development Service; ○ Promotion of career

development and employment of students and graduates;

- Resolution "On the approval of the rules for the development of the student's individual study plan at the university";
- Planned and implemented consulting services;
- Workload, functions and duties of persons involved in consulting services, their job descriptions;
- University website; ○ Results of the interview.

Recommendations:

- It is recommended to strengthen the internationalization and give the students of the program the opportunity for international mobility, both in the direction of semester exchange programs and short-term international projects.

Suggestions for Programme Development

- It is suggested to revise the student surveys, refresh the existing questionnaire: diversify and fill it with relevant questions, taking into account the current reality.

Evaluation

Please, evaluate the compliance of the programme with the component

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

3.1	Student Consulting and Support Services	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
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### 3.2. Master's and Doctoral Student Supervision

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

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

At Akaki Tsereteli State University of Art History and Theory master's educational program, the supervision of master's students is carried out in accordance with the established rules. There are a total of 19 academic staff on the program, of which 3 meet the necessary requirements for the supervisors. For this moment it is sufficient, however it is suggested to consider increased enrollments and adjust the number of supervisors respectively During the interview, in the corresponding session, experts raised a question as to how much such a number of supervisors of the master's thesis is sufficient.

As for the qualification of the supervisors, it fully complies with the qualification requirements. The master's student is supervised by an academic staff who has relevant knowledge and experience, has published scientific papers and actively participates in scientific research.

The supervisor actively helps the master's student in the process of preparing the qualification thesis. The fact was confirmed by the graduates who had the practice of collaborating with the scientific supervisor. They evaluated their experience positively and noted that the supervisor was always ready to advise the master's student. As the graduates recalled, often this communication went beyond the established schedule and took place remotely. The supervisor always provided them with appropriate resources.

The topic of the master's thesis is selected based on the common interests of the supervisor and the master's student. It should also be noted that one month before the defense of the master's thesis, the candidate for master's degree passes the preliminary defense, after which, in case of deficiencies, a onemonth period is given to correct them.

A person who has an academic degree or relevant education, scientific publications and work experience in the relevant field of the Master's topic/related field can be selected as a reviewer. In case of a negative evaluation, a second reviewer is appointed, if the conclusion of the latter is positive, the master's student has the right to publicly defend the thesis.

As for the mechanism to check academic integrity, after the preliminary review and review of the master's thesis, it should be carried out in the Moodle system using the anti-plagiarism program



Turnitin. The permissible percentage of correspondence in the master's thesis should not exceed 20%. If the percentage is within 20-40%, the master's student will be able to defend in one semester, and in case of more than 40% - after one year.

The defense commission evaluates the paper with 100 points. The final result is calculated by the arithmetic average of the evaluations of all members of the commission. If the master's degree candidate is not satisfied with the result, he can appeal the received grade within 5 days.

Regarding the quality of master's theses and its compliance with the evaluation system, it should be noted that the evaluation criteria are clearly written and each component of the thesis is evaluated with a corresponding point, the sum of which is 100.

All theses defended in recent years, that were submitted to experts with relevant grades have received A level evaluation.

During the visit, after getting acquainted with the presented papers, we got the impression that the commission's evaluations are, one might say, loyal. The reason for this attitude is missing the standards of evaluation and performance of certain components of the master's thesis. More specifically: justification of the topicality of the topic in the work is evaluated with 20 points, description of the methodology - with 10 points. Especially in these two components, masters in their A-level papers describe the research methodology and justify the relevance of the topic in just a few sentences, which, we think, is very general and lacks the depth that, as a rule, the mentioned components should meet. In addition, there was no review of scientific literature, which usually occupies an important place in qualification papers.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	3
Number of master's/doctoral students	0
Ratio	N/A

Evidences/Indicators ○ The rule of execution and evaluation of the master's thesis; ○ Master thesis syllabus; ○ Duties of the head; ○ Personal affairs of academic staff; ○ Protected master's theses; ○ University website; ○ Results of the interview.

Recommendations:

- It is recommended that each component of the master's thesis be evaluated objectively and that the final result be adequate to the quality of the thesis. In addition, supervisors should pay special attention to the introductory part of the master's degree candidate's qualification paper, the relevance of the used sources and the perfection of the scientific apparatus.

Suggestions for the programme development

- Non-binding suggestions for the programme development

## Evaluation

Please, evaluate the compliance of the programme with the component

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

## Compliance with the programme standards

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

## 4. Providing Teaching Resources

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

### 4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The competence of the academic and invited staff involved in the programme's implementation substantially corresponds to the programme's educational, practical/scientific components and degree to be awarded. Each component of the programme is carried out by professors and invited teachers or specialists with appropriate qualifications.

Courses related to the main field of study of the program (art history and theory) are led by only two specialists in the field. One of them - an invited professor leads seven specialty courses, and the other - an assistant professor - three study courses. The academic and invited staff employed in the program are distinguished by high professionalism and competence, however, the training courses read by them often have no direct connection with the main focus of the program, which is why their qualifications can be assessed as mostly in line with the goals of the program.

During the interview with the program head, it was mentioned that the previous version of the program was interdisciplinary, due to compliance with the requirements of the qualification framework, the focus of the program changed and became oriented on issues of history and theory of art (fine arts, archeology), although the program could not be freed from its interdisciplinary nature, which is confirmed by the presence of such components, which do not have a direct connection with the main field of study (courses where the issues of literature, cinema, music and cultural studies are discussed). Consequently, the staff implementing these courses, despite they are considered recognized specialists in their field (Film studies, philology, culturology, musicology), as evidenced by their personal CVs and scientific activities, cannot meet the requirements of the standard in the context of the program, because they do not have teaching and research experience in the field of art history and theory.

Programme staff has the necessary knowledge and experience to help students achieve the course learning outcomes, which is manifested by possessing professional qualifications in the field, they work in scientific and other activities, as well as papers presented at conferences, publications, and various projects. These conditions were confirmed during the interview – the implementing staff demonstrated professional pedagogical experience, knowledge of the specifics of teaching in their own field, assessment methods and credit system, and knowledge of the student assessment system existing at the University. Therefore the pedagogical and scientific work of the staff ensures the achievement of programme learning outcomes.

The are implemented by qualified academic and invited staff, with the following ratio: 5 professors, 24 invited specialists / teachers. As of now (38 students total), the workload of professors and invited staff is within the norm: the number of academic staff's annual training and scientific-methodical loads corresponds to the "Annual training and scientific-methodical load norms of academic staff, emeritus, teachers and contract specialists" approved by the Resolution of the Academic Council No. 61 (21/22)

of July 6, 2022. In case of an increase in the number of students, the institution should increase the number of personnel in the direction of specialists in keyboards, choral conducting, string instruments, and wind instruments. The semesterly renewable workload scheme of the academic staff includes educational-contact, educational-methodical, and scientific-methodical work.

The Programme leaders possess the knowledge and experience required for programme elaboration and the appropriate competencies in the program's field of study. They are personally involved in programme implementation, confirmed during the interview. They actively participate in national and international conferences, and they have the knowledge and experience necessary for the development of the programme. A solid and qualified administrative and support staff supports programme implementation. The programme will be implemented by the Art Department, which functions in the Department of History and Archaeology.

The employed administrative staff helps students in the learning process. Their involvement and qualifications were confirmed during the interview. The activity and interdependence of specialists and support staff working in the library, computer class, student services, dean's office are aimed at fulfilling the goals of the educational process and improving the results. The main responsibilities and functions of the support staff are defined in the job descriptions, which are also attached to the Faculty Regulations.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise <sup>6</sup>	Including the staff holding PhD degree in the sectoral direction <sup>7</sup>	Among them, the affiliated staff
Total number of academic staff	14	7	6	14
- Professor	5	1	-	
- Associate Professor	8	4	4	4
- Assistant-Professor	1	1	1	1
- Assistant				
Visiting Staff	5	1	1	—

<sup>6</sup> Staff implementing the relevant components of the main field of study

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

Scientific Staff				–
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#### Evidences/Indicators

- Self-evaluation report  
The list of implementing staff with reference to educational and scientific components
- Information about the Quantitative Data of the Educational programme
- Personal data (CVs) and diplomas of the academic staff implementing the educational programme;
- Personal data (CVs) and diplomas of the head of the educational programme, Functions, and duties of the head of the programme, Resolution No. 173 (28.02.2018) of the Representative Council of the Akaki Tsereteli State University;
- About the methodology of determining the number of academic and invited staff according to the programs of Akaki Tsereteli State University Resolution No. 61 (21/22) of the Academic Council of June 6, 2022: “Norms of the annual educational and scientific-methodical workload of academic staff, emeritus, teachers and specialists invited by contract.”
- Interview results during the site visit.

#### Recommendations:

- It is recommended to strengthen the program with academic personnel in the relevant field of fine arts, so that the learning outcomes of the program can be fully guaranteed. Suggestions for Programme Development
  - Non-binding suggestions for programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

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

Based on the documentation presented by the university and the results of the interview, it is confirmed that the qualifications, knowledge, and experience of the academic staff involved in the implementation of the master's programs submitted for accreditation are in accordance with the legislation. Their qualifications are also confirmed by their participation in scientific and practical activities at the local and international levels. Master's students have high-quality supervisors with relevant research experience. The university has developed appropriate qualification requirements for supervisors, which are reflected in the master's thesis concepts of the programs. These requirements are transparent and take into account the level of education and the specifics of the program. When working on a master's thesis, the student chooses a supervisor and a co-supervisor, if Required. As the interviews revealed, the previous version of the program was interdisciplinary and provided for a different interdisciplinary nature of the research, where the qualifications of the academic and invited staff employed in the program would be completely compatible with the conditions of the interdisciplinary nature of the program, where the master's thesis is studied in the interdisciplinary perspective of different areas of art (music, cinema, literature, aesthetics, painting). Based on the profile of the presented program, only two persons have research and supervising experience in the field. Therefore, the university is advised to take care of attracting more supervisors with relevant field knowledge and relevant scientific-research experience (please refer to the suggestion in 3.2 component). The qualifications of potential master's thesis supervisors (one assistant professor and one visiting professor) are confirmed by their personal files. Information on the progress and management of the master's degree project and other management details related to the student body are commented on in section 3.2 of this report.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis	2	2	1
- Professor	-	-	-
- Associate Professor	-	-	-
- Assistant-Professor	1	1	1
Visiting personnel	1	1	—
Scientific Staff	-	-	—

#### Evidences/Indicators

- Self-evaluation report
- The list of implementing staff with reference to educational and scientific components
- Information about the Quantitative Data of the Educational programme  
Personal data (CVs) and diplomas of the academic staff implementing the educational programme;

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- Personal data (CVs) and diplomas of the head of the educational programme, Functions, and duties of the head of the programme, Resolution No. 173 (28.02.2018) of the Representative Council of the Akaki Tsereteli State University;
- About the methodology of determining the number of academic and invited staff according to the programs of Akaki Tsereteli State University Resolution No. 61 (21/22) of the Academic Council of June 6, 2022: "Norms of the annual educational and scientific-methodical workload of academic staff, emeritus, teachers and specialists invited by contract."
- Interview results during the site visit.

#### Recommendations:

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

#### Suggestions for the programme development

- Non-binding suggestions for programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

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

ATSU implements a staff evaluation continuously and as an integral part of the university's staff policy. The evaluation of educational and scientific-methodical activities defined by the preliminary individual teaching load within the academic year is used; the teaching-methodical work of the academic staff is checked by the dean's office of the faculty, the head of the department, the educational process management service, and the deputy rector; electronic versions of personal data (CV) of academic staff involved in the educational programme are constantly being created and updated. According to a self-evaluation report and submitted documents, the academic staff members are evaluated both through annual workload performance including teaching and scientific evaluations



(department head and faculty dean) and collegial mutual attendance policies, as well as through student surveys. The faculty regularly evaluates the staff involved in the programme through the collegial mutual attendance policy (since 2017). The Student Satisfaction Survey is conducted by the Marketing, Project and Event Management Office, as well as the Faculty Quality Assurance Office. The study of engagement and satisfaction of students of ATSU aims to increase the efficiency of the university's functioning and is aimed at improving the quality of teaching. The survey includes questions related to the evaluation of the educational process; The student evaluates the quality of lecture/practical courses, the variety of modern teaching methods, the transparency of the criteria used in evaluating the student's knowledge, etc. The analysis of the results of the survey allows us to evaluate the degree of involvement of students in the change/development of the programme, their satisfaction with the relationship with various structural units of the university and with the services offered to them.

ATSU uses the following services for the professional development of the staff: business trips to training and scientific conferences; training and working meetings planned by the quality assurance service of the ATSU; paid scientific/creative leave of the Institute of Social Sciences and Humanities; foreign language courses. According to a self-evaluation report, the academic staff of the programme "Arts History and Theory" actively participated in various trainings conducted by the Quality Assurance Service of the Faculty of Humanities, constantly published scientific works and participates in scientific conferences.

According to the submitted CVs of Programme staff, it would be suggested if University strengthens the Programme staff mobility in partner universities, and encourage and foster the participation of the staff in international projects, training, and seminars.

#### Evidences/Indicators

- Self-evaluation;
- Personal data (CV) of the academic staff implementing the educational programme;
- Information about the Quantitative Data of the Educational Programme;
- The list of implementing staff with reference to educational and scientific-research components;
- Interview results during the site visit.

#### Recommendations:

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

#### Suggestions for the programme development

It is suggested to encourage and foster the participation of the staff in international projects, training and seminars.

#### Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

The material resources are mainly in line with the needs of the educational program, which was highlighted during visits and discussions with academic and visiting staff, students and alumni, as well as employers. The program is equipped with appropriate infrastructure and technical equipment, which ensures the achievement of program goals and learning outcomes. The material and technical base of the program includes the first academic building of ATSU (address: Tamar Mefe #59), the university's central and faculty library and reading rooms, the service of Medicine, the fire department of stations, computer centers, ramps (for inclusive students) etc. The lecture and practical space of the departments, educational auditoriums are presented. The library includes mandatory literature and other educational materials determined by the syllabus, which ensure the achievement of the learning outcomes of the educational program. Since 2011, the online catalog (OPAC) service of the integrated library system has been launched in the university. Therefore, the main university library provides access to international e-library databases and allows one to get acquainted with the latest scientific data of the relevant direction/field.

The available electronic databases are listed in library's website: [http://www.atsu.edu.ge/index.php?option=com\\_content&view=article&id=508&Itemid=762&lang=en](http://www.atsu.edu.ge/index.php?option=com_content&view=article&id=508&Itemid=762&lang=en). Also, the library offers many services and training courses to interested users. The students of the "Art theory and history" programme can use the following databases of the ATSU library:

<https://www.cambridge.org/core>; <http://www.eifl.net/e-resources/oxford/journals-collection> <https://www.dukeupress.edu>; <https://us.sagepub.com/en-us/nam/IMEche>; <https://www.sciencedirect.com/science/jrnallbooks/sub/artsandhumanities>; <https://www.scopus.com/home.uri> <http://search.epnet.com>; <https://www.jstor.org>.

ATSU library is equipped with modern standards. Along with material resources, it is worth noting the services aimed at the needs of students: 1. Office of Student Support and Development - created within the framework of the TEMPUS project in 2014, the main goal is to provide counseling and support to students and graduates. Students may contact the Office of Student Support and Development 24 hours a day for the services and/or information they require, including the following: Ombudsman, psychotherapist, ASU tutor, ATSU alumni network. 2. Foreign Relations and Development Office - The Foreign Relations and Development Office of Akaki Tsereteli State University was established in 1994. Within its competence, the office is responsible for the integration

of the university into the international community, at the same time, all services are provided to foreign students as well.

#### Evidences/Indicators

- Self-evaluation report
- ATSU website <https://www.atsu.edu.ge/en/home>
- ATSU library <http://atsu.library.ac.ge>
- Excursions during the site visit;
- Interview results during the site visit.

#### Recommendations:

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

#### Suggestions for the programme development ○ Non-binding suggestions

for programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material	X			
Resources		<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 the programme/faculty/school budget is economically feasible and corresponds to the programme needs.

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

MA programme has submitted a budget consisting of the tuition fee revenues for the optimal number of 12 students. The financial plan mainly covers the costs for the lecturers' salaries. According to the budget, the programme income constitutes 27 000 GEL, where the expenses correspond to the 25,310 GEL.

According to the data available in the documentation submitted to the accreditation experts, direct expenses equal to 19,810 GEL; Indirect expenses -5500 GEL is designated for administrative staff salaries, infrastructure and other communal or budgetary expenses. Around 100 GEL are designated for other goods and services such as university internal grants for students. The university has allocated

a proportion in the faculty budget for providing additional funds for the program development, including incentives and scholarships for staff and students, purchasing literature and other material resources required for the performing arts programme.

According to the Resolutions of the Representative Council of the ATSU No. 175, 28.02.2018, No. 82, 21.12.2021, on the approval of the budget form of the educational program of the Akaki Tsereteli State University, the cost of the educational program is calculated, which is the basis for formation of the budget of the programme.

#### Evidences/Indicators

- Resolution No. 175 of the Representative Council of the ATSU (principles of substantiation of financial support of programs);
- Resolution No. 82, 21.12.2021, of the Representative Council of the ATSU, on the approval of the budget form of the educational program of the ATSU.
- Budget of the educational program.

#### Recommendations:

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

#### Suggestions for the programme development

As for scientific/research facilitation in budget is defined as only 2000 Gel, so it is suggested to increasing the budget in this article.

#### Evaluation

Please, evaluate the compliance of the programme with the component

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

#### Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>

	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

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

### 5.1 Internal Quality Evaluation

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

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

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

Programme quality assurance is based on the PDCA - “plan –do – check - act” principle. Students, graduates, employers, academic and invited staff are involved in the internal quality assessment process. The QA office

cooperates and encourages the involvement of the programme staff to ensure the constructive evaluation process, therefore, a self-evaluation report of the programme is prepared with the involvement of academic and administrative staff. The interviews confirmed that selfassessment process and relevant task distribution among the working group has ensured to identify the areas for improvements during and after the evaluation process, as well as relevant possibilities for future development.

Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposively identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the necessities, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the programme and availability of services. Taking into consideration the specificities of the programme the QA office provides updates in the questionnaire and generally, in survey assessment process.

ATSU has implemented practice of internal inspection, when colleagues having experience as educational programme experts are evaluating the educational programmes and are engaged in trainings provided for the academic staff. The internal evaluation of the "Art History and Theory" master's programme was carried out by the head of the educational programme development department and by the quality assurance specialist at the Technical-Engineering Faculty. Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Concept
- Survey reports and forms
- Resolution of Academic Council on the Policy of the Quality Assurance Service
- Internal assessments
- Interview results

#### Recommendations:

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

#### Suggestions for the programme development

- Non-binding suggestions for the programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

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

#### 5.2 External Quality Evaluation

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

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

External quality assurance at ATSU is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University reviews recommendations and suggestions and the findings are introduced to the head of the programme for further consideration. The QA office ensures compliance of the developments with the received recommendations. The programme has gone through the latest external evaluation process in 2012, when the programme received accreditation.

The HEI also ensures peer review as a part of an external evaluation process. The programme has been positively evaluated by the local field expert, professor of Shota Rustaveli Theatre and Film Georgia State University. Expert has identified findings to be considered by the programme team to ensure full compliance with the qualification framework and requirements of the field, as well to make admission requirements more precise and accentuate transferable skills relevant to the MA level.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Concept
- Survey reports and forms
- Peer review
- Interview results

### Recommendations:

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

### Suggestions for the programme development

- Non-binding suggestions for the programme development

### Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and the evaluation results are used by the University administration to improve educational processes. At the end of each academic year, a self-evaluation report is prepared, considering the statistical indicators, results of internal evaluation, evaluation of staff, SWOT analysis and QA assessment. Based on the internal evaluation findings, the programme is improved and modified.

Programme benefits from the practice of classroom observation by peers of the same and related programmes. Mutual attendance and assessment of classroom work and environment contributes to the sharing experiences and provides platform for cooperative attitudes between the programme staff.

The HEI ensures benchmarking for the local available practices to develop a competitive and individual programme. The programme takes into consideration experiences of the Georgian and foreign universities with programmes in art history, as well as east European tendencies – Apollon Kutateladze Tbilisi State Academy of Art, Shota Rustaveli Theatre and Film Georgia State University, The University of British Columbia.

### Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Concept
- Educational Programme
- Survey reports and forms
- Evaluation procedure of educational programs
- Interview results

### Recommendations:

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

Suggestions for the programme development ◦ Non-binding suggestions for the programme development Evaluation

Please, evaluate the compliance of the programme with the component



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

#### Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution: LEPL - Akaki Tsereteli State University

Name of Higher Education Programme, Level: Art History and Theory, Master's Educational Programme

Compliance with the Programme Standards

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

Signatures:

Chair of Accreditation Expert Panel



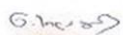
COSTAS MANTZALOS

Accreditation Expert Panel Members Tamar

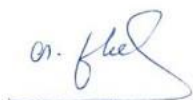
Chkheidze



Nino Silagadze



Tamta Tskhovrebadze



Soso Gazdeliani

