განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Report on Batumi Art State University Authorization

Expert Panel Members

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Tbilisi

2025

General information on the educational institution

The Batumi State Institute of Arts was founded in 1995, consisting of three faculties and nine departments. In 1998, the Batumi State Conservatoire named after Zakaria Paliashvili was created from the Institute's Faculty of Musical Disciplines. In 2006, these two institutions merged into Shota Rustaveli State University as its Faculty of Arts. Later, in 2009, the Batumi Art Teaching University was established by a government decision.

Batumi Art State University and is the only higher art education institution in Georgia which offers academic programmes in four areas of provision: theatre, cinema, music and visual arts. As outlined in the Self-Evaluation Report, the university offers both Bachelor's and Master's programmes of study, as well as standalone 60-credit teacher training programmes. There are three faculties within the university. The Faculty of Visual, Stage and Film-TV Arts offers BA and MA programmes in Architecture, Interior Design and Fashion Design. The Faculty of Music delivers BA and MA programs in Music Performance, as well as a standalone 60-credit programme in Music Teacher Training. The Faculty of Education, Humanities and Social Sciences delivers BA and MA programmes across a range of areas of specialism, as well as a standalone 60 credit teacher training programme in Visual and Applied Arts. The university intends to develop new Master's programmes in Theatre Design (Art of Scenography), Dramaturgy (Television, Cinema, Theatre), Theatre Directing (Drama, Musical Theatre, Pantomime, Puppet Theatre) and a Bachelor's programme in Interior Design over the next three years.

The university has 512 students who are registered on BA and MA programmes. There are 44 academic staff, 100 invited specialists and 102 administrative and support personnel in the institution. As is outlined in the Self-Evaluation Report, the university is committed to training highly qualified professionals in the arts and to ensuring high employment rates and strong professional programmes of study.

The university is located in a historic building in the central area of the city, and the building has been adapted to create a contemporary learning environment, ensuring that the specific needs of each programme have been met.

The university also actively participates in the region's cultural life and is involved in a range of national and international projects. As is stated in the Self-Evaluation Report, the university also maintains a close relationship with other leading higher education institutions who specialise in the arts in Georgia and collaborates with international higher education institutions and creative organizations. The university organizes international scientific conferences and staff participate in creative and academic events both nationally and internationally.

Brief overview of the authorization site visit

Summary:

1. Batumi Art State University prepared a Self-Evaluation Report (SER) in English based on the NCEQE Authorization Standards.

2. The Review Panel, including an international chair, studied the SER and other documentation which was submitted in Georgian and English.
3. The Review Panel conducted a site visit over 3 days (22-24 September 2025) and held meetings with staff, students, alumni and employers to an agreed timetable.

In accordance with the published 'Guidelines for Expert' (National Center for Educational Quality Enhancement, Georgia), this report has been authored collaboratively with oversight by the Chair. All panel members were briefed regarding the appropriate processes, roles and responsibilities. The panel members contributed to the preparatory steps including the desk study of the Self-Evaluation Report (SER) and all associated and annexed documentation. Each panel member was assigned standards, enabling appropriate planning for the site visit. Across each standard, a lead and co-lead were assigned to allow for effective and detailed planning.

The panel met for a preparatory meeting (Guidelines for Experts) online and ensured that required topics were discussed and priorities agreed. The mapping grid of assigned standards was finalized in order to ensure that all panel members were able to prepare effectively for the site visit. A discussion around key areas of enquiry was compiled, responsibilities agreed, and the initial agenda for the site visit was confirmed.

During the site visit, the panel sought to verify, exemplify and scrutinize information, clarifying areas as required and ensuring that all required information and additional documentation was requested and collated in order to enable the panel to complete the Authorization Report accurately and thoroughly. As outlined in Guidelines for Experts, the panel sought to establish a culture of mutual trust and understanding through the following principles:

- Careful structuring of the agenda in order to ensure that views were able to be expressed freely,
- Asking open questions with appropriate explanatory introductions,
- Seeking multiple viewpoints on the common themes which were emerging,
- Planning each session while remaining responsive to the topics which arose throughout.

The panel are very grateful for the full, transparent and detailed engagements with the process from all staff, students, alumni and employers who were interviewed. The panel underwent a building tour which included the performance spaces, the teaching rooms, the library and the online resources in consultation with staff members.

Finally, the Review Panel produced the present report which is structured according to the Standards and procedures as published.

The Review Panel would like to express its sincere gratitude to the Rector and their team for the warm welcome, open engagement and the quality of the documentations submitted, and for the collegiate manner in which all students, staff, alumni and employers engaged with the process.

The Review Panel hopes that this report will be constructive and supportive to the institution, not only in relation to the requirement to meet the NCEQE Authorization Standards, but also to support ongoing development as the university continues to work towards its defined goals and strategic plan.

Overview of the HEI's compliance with standards

Summary of Recommendations

Substandard 1.2 Strategic Development

- It is recommended to develop the components of the Strategic Plan, including the variables (factors) of the SWOT analysis and the Action Plan, to ensure greater clarity, precision, and methodological rigor.

- It is recommended that stakeholders actively participate in the development of the strategic plan—including academic and administrative staff, students, employers, and other relevant parties—to enhance the plan's relevance, sense of ownership, and practical applicability.

- It is recommended that the university establish programme-specific student intake limits based on available resources, faculty-student ratios, and programme requirements.

Substandard 2.1 Organisational Structure and Management

- It is recommended that the university develop and implement mechanisms to regularly communicate the university's progress toward its strategic goals to internal and external stakeholders, including students, staff, partners, and the wider public, ensuring accountability, engagement, and informed decision-making.

- It is recommended that the Business Continuity Plan is developed to provide clarification of plan activation procedures and roles in crisis declaration.

- It is recommended that specific communication protocols and responsibilities are developed in the Business Continuity Plan.

- It is recommended that the Business Continuity Plan is further developed to define restoration targets, a recovery framework, enhanced academic continuity planning and improved technological and data protection measures.

Substandard 2.2 – Internal quality assurance mechanisms

- It is recommended that the university document and review these limits annually to ensure all students have access to high-quality education and learning outcomes.

Substandard 2.3 – Observing Principles of Ethics and Integrity

- It is recommended that the university ensure the systematic application of Turnitin as the primary plagiarism detection tool across all academic programmes.

- It is recommended that the university provides mandatory training for academic and administrative staff on Turnitin usage and interpretation of similarity reports in order to ensure that all Bachelor's and Master's theses are checked through monitoring mechanisms.

Substandard 3.1 – Design and Development of Educational Programmes

- It is recommended that the document Planning, Elaborating and Development of the Educational Programmes provide a detailed description of each stage: Educational Programme Planning, Elaboration of an Educational Programme, Educational Programme Evaluation and Development, Cancellation of the Educational Programme, Consideration of Students' Interests.

Substandard 3.3 – Assessment of Learning Outcomes

- It is recommended to refine The Rule for the Evaluation of Learning Outcomes of the Educational Programme developed by the institution so that it clearly defines the methods and criteria for assessing programme learning outcomes, as well as the stages of assessment and development.

- It is recommended that the Rule Regulating the Educational Process of Batumi Art State University be reviewed and amended, and that a distinct Master's Degree Regulation be established to ensure greater clarity.

Substandard 4.1 – Staff Management

- It is recommended to clarify the criteria for staff performance evaluations and provide specific, actionable feedback to employees to strengthen professional development and motivation.

- It is recommended to define additional target benchmarks for academic and invited staff numbers based on field specifics, current and planned student enrollment, and staff categories to ensure adequate coverage and programme quality.

- It is recommended to consider formal mechanisms to communicate evaluation results, recommendations, and recognition to staff beyond email summaries, enhancing clarity and engagement.

Substandard 4.2 – Academic/Scientific and Invited Staff Workload

- It is recommended to conduct regular workshops and information sessions to clarify workload planning, monitoring, and performance expectations for academic staff.

- It is recommended to clearly define and communicate procedures and consequences related to workload fulfillment.

- It is recommended to strengthen internal communication between administration and academic staff to enhance transparency and efficiency in workload management.

Substandard 5.2 – Student Support Services

- It is recommended that the university ensures the creation of a corporate (university) email address for all students and its use for official communication. This will significantly improve the security and efficiency of information delivery.

- It is recommended that the institution develops and implements targeted information campaigns and training (especially for Master's level students) about the scientific databases, library resources, and their effective use available at the university.

- To realize the priority of internationalization, it is recommended that the university strengthen informing about the existing opportunities (exchange programmes, projects) and implement effective mechanisms to incentivize student activity.

Substandard 6.1 – Research Activities

- It is recommended that the institution ensure the alignment of the strategy/action plan for scientific and creative activities with the institution's overall strategic and action plans, supported by a clearly defined budget and financial requirements.

- It is recommended that the relevant regulation clearly define the requirements and evaluation criteria for the research component of the master's project in the performance-oriented programmes.

Substandard 6.2 – Research Support and Internationalisation

- It is recommended to update the institution's strategy document for scientific and creative activities and align it with the Strategic Development and Action Plans.

Substandard 6.3 – Evaluation of Research Activities

- It is recommended to clearly define the functions of structural units and management bodies in coordinating, monitoring, and evaluating scientific-research/creative work, and to bring the regulatory documentation in line with the existing practice.

- It is recommended to improve the conditions for scientific-research/creative activities (including funding) within the university.

Substandard 7.1 – Material Resources

- It is recommended to equip the first aid medical cabinet with a supply of hot water to ensure that medical and sanitary procedures can be carried out under optimal conditions.

- It is recommended that the university establish a cafeteria to provide students with accessible and convenient dining facilities on campus.

Substandard 7.2 – Library Resources
- To more effectively support its academic programmes, the institution is recommended to update and broaden access to electronic resources specific to the arts.

Substandard 7.4 – Financial Resources

- It is recommended that the expenditure component for sustainable development of research and creative activities be strengthened in the budget.

Summary of Suggestions

Substandard 2.1 – Organisational Structure and Management of HEI

- It is suggested that the university develops strategies to encourage greater enrolment and sustained engagement in English language courses among students and staff.

- It is suggested that the university regularly assess the quality and impact of the English language programmes delivered in the institution through feedback, performance metrics, and mobility outcomes, and implement improvements based on findings.

- It is suggested that the university explore new potential funding options to fund a range of mobility initiatives, including short-term exchanges, internships, research stays, and collaborative projects in order to cater to different academic and professional needs.

- It is suggested that the Business Continuity Plan is developed to include scenario-based procedures.

Substandard 2.2 – Internal Quality Assurance Mechanisms

- It is suggested that it may be beneficial to develop quantitative data-driven metrics (KPIs) for continuous tracking of learning outcomes and stakeholder satisfaction.
- It is suggested to implement leadership-led quality improvement initiatives through regular workshops, mentoring sessions, and recognition programmes to enhance staff engagement and strengthen institutional commitment.
- It is suggested to establish cross-faculty collaboration platforms by organizing joint projects, interdepartmental training sessions, and reflective practice forums to encourage knowledge sharing and continuous learning across departments.

Substandard 2.3 – Observing Principles of Ethics and Integrity

- It is suggested that it would be beneficial to apply one house referencing/citation style across all university programmes in order to ensure clarity.

- It is suggested to consider the possibility of developing and delivering the module Legal Acts in the Field of Culture across other programmes of study.

- It is suggested that the university continue to develop ways to increase awareness of plagiarism and the many different forms of plagiarism across all programmes of study.

Substandard 3.2 – Structure and Content of Educational Programmes

- It is desirable that the institution review all syllabi and corrects the identified technical inaccuracies.

- It is desirable that the institution to have a clearly defined rule for choosing an elective component in the educational programme.

Substandard 4.1 – Staff Management

- It is suggested to establish a dedicated unit or personnel to assist academic and invited staff with project proposal writing and submission to improve research output and external funding opportunities.

- It is suggested to continue expanding professional development programmes, including training, workshops, projects, and ensure accessibility for all staff.

Substandard 4.2 – Academic/Scientific and Invited Staff Workload

- It is suggested to review and, if necessary, revise the hourly remuneration policy to ensure fair compensation and maintain staff motivation.

- It is suggested to ensure that workload models balance teaching responsibilities with sufficient time for research, creative, and community engagement activities.

Substandard 5.2 – Student Support Services

- It is suggested to implement activities at the university level (for example: workshops, language clubs) that promote the improvement of English language competence, which will increase the potential for students' international mobility.
- It is suggested to strengthen the involvement of BASU staff in supporting students' extracurricular activities and in scientific and research-related endeavors.

Substandard 6.2 – Research Support and Internationalisation

- It is suggested to further increase support for scientific research projects and enhance the involvement of academic staff in international research projects.

- It is suggested to plan, reflect on the action plan, and implement specific activities within the framework of the newly signed memoranda.

Substandard 6.3 – Evaluation of Research Activities

- It is suggested that the institution intensify efforts in developing individual plans for staff and ensure the planning of these processes.

- It is suggested to focus on increasing staff motivation, which will contribute to the activation of their scientific research activities.
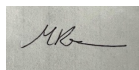
Summary of the Best Practices

Summary Table

	Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1.	**Mission and strategic development of HEI**	☒	☐	☐	☐
1.1	Mission of HEI	☒	☐	☐	☐
1.2	Strategic development	☐	☒	☐	☐
2.	**Organizational structure and management of HEI**	☐	☒	☐	☐
2.1	Organizational structure and management	☐	☒	☐	☐
2.2	Internal quality assurance mechanisms	☐	☒	☐	☐
2.3	Observing principles of ethics and integrity	☐	☒	☐	☐
3.	**Educational Programmes**	☐	☒	☐	☐
3.1	Design and development of educational programmes	☐	☒	☐	☐
3.2	Structure and content of educational programmes	☒	☐	☐	☐
3.3	Assessment of learning outcomes	☐	☒	☐	☐
4	**Staff of the HEI**	☐	☒	☐	☐
4.1	Staff management	☐	☒	☐	☐
4.2	Academic/Scientific and invited Staff workload	☐	☒	☐	☐
5	**Students and their support services**	☒	☐	☐	☐
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	☒	☐	☐	☐
5.2	Student support services	☐	☒	☐	☐
6	**Research, development and/or other creative work**	☐	☒	☐	☐
6.1	Research activities	☐	☒	☐	☐
6.2	Research support and internationalization	☐	☒	☐	☐
6.3	Evaluation of research activities	☐	☒	☐	☐
7	**Material, information and financial resources**	☐	☒	☐	☐
7.1	Material resources	☐	☒	☐	☐
7.2	Library resources	☐	☒	☐	☐
7.3	Information resources	☒	☐	☐	☐
7.4	Financial resources	☐	☒	☐	☐

Signature of expert panel members

1. Marlisa Ross (Chair)

2. Diana Mtchedlishvili, Georgia

3. Tamar Chkheidze, Georgia

4. Nino Khabeishvili, Georgia

5. Davit Sikharulidze, Georgia

6. Nino Gatchava, Georgia

Compliance of the Authorization Applicant HEI with the Authorization Standard Components

1. Mission and strategic development of HEI

Mission statement of a HEI defines its role and place within higher education area and broader society. Strategic development plan of HEI corresponds with the mission of an institution, is based on the goals of the institution and describe means for achieving these goals.

1.1 Mission of HEI
Mission Statement of the HEI corresponds to Georgia's and European higher education goals, defines its role and place within higher education area and society, both locally and internationally.
Descriptive summary and analysis of compliance with the standard component requirements
The mission of the university is to prepare competitive, highly qualified, free, moral, and civic-minded specialists by implementing higher artistic, academic, professional, and continuing education programmes and courses that meet the needs of society. The university aims to establish itself as an important educational center for culture and art in the region and to promote the development of creative and research activities.
The statement of the university's role at the local and international levels is fully consistent with its mission. The mission clearly defines the regional role of the institution as a significant educational center for culture and art. At the national level, the mission reflects the objective of responding to societal needs, while its international ambition is evident in the university's vision, which emphasizes the development of educational programmes incorporating both national and international experience, as well as the promotion of educational internationalization.
The mission statement also reflects the role of higher education in preparing active members of a democratic society. Among its positive aspects, it is noteworthy that the mission highlights the training of specialists with a conscious civic spirit, while the university's core values include equality, justice, humanity, and freedom.
Furthermore, the mission defines the key characteristics of the university in alignment with its profile. It explicitly identifies the institution as an art university, emphasizing the implementation of higher art, academic, professional, and continuing education programmes. It also highlights the university's role as an educational center for culture and art and underscores its commitment to fostering creative and research activities.
The mission of Batumi State University of Arts clearly reflects the core purposes of higher education in contemporary society. It establishes a dual orientation toward knowledge creation and dissemination. The university aims to become a significant educational center in the region, emphasizing knowledge sharing, while also fostering creative and research activities as distinctive forms of knowledge generation within an art institution.
The mission assigns a prominent role to students' personal development. It emphasizes the realization of individual potential and the enhancement of creative skills through high-quality academic programs. Furthermore, it highlights students' orientation toward the values of Georgian and world culture, the preservation of national traditions, and the promotion of humanistic ideals—serving the holistic formation of the individual.

The mission also demonstrates a clear focus on labor market competitiveness. It explicitly prioritizes the preparation of competitive and highly qualified specialists aligned with labor market demands and societal needs. The emphasis on nurturing professionals with a free, moral, and conscientious civic spirit reflects the university's commitment to developing not only professional competencies but also the broader personal and civic qualities essential for success in the modern labor market.

In addition, interviews conducted with stakeholders demonstrated that respondents possess only partial knowledge of the university's mission. Information concerning the mission is disseminated both by the university administration and is publicly accessible on the university's official website.

Evidences/indicators

- Mission and Goals
- Strategic Development Plan (Seven-Year Plan)
- Three-Year Action Plan
- Monitoring the Mission, Strategic
- Interview results

Recommendations:

–

Suggestions:

–

Best Practices (if applicable):

–

Evaluation

☒ **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

1.2 Strategic Development

- o HEI has a strategic development (7-year) and an action plans (3-year) in place.
- o HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning
- o HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.

Descriptive summary and analysis of compliance with the standard component requirements

The development of a strategic plan typically involves the following main stages: analysis and assessment, definition of vision and mission, formulation of strategic goals, development of strategies, implementation planning, monitoring and control, and communication and engagement.

According to the strategic plan presented by the university, the SWOT analysis of Batumi University of Arts is generally well-developed. In particular, the *Strengths* section appropriately reflects the university's internal resources and distinctive capabilities. For instance, many years of experience in higher artistic education, modern infrastructure, qualified academic staff, and a rich library collection genuinely represent the university's internal strengths. Similarly, several weaknesses accurately identify internal challenges, such as the lack of state funding, insufficient student housing, and limited progress in the internationalization of education. The *Opportunities* section also logically identifies relevant external factors, such as the potential for improving staff remuneration, support from local authorities, and the development of Batumi as a cultural center.

However, certain methodological shortcomings are observed, the most significant of which is the confusion between categories. Several items are placed under inappropriate sections. For example, "Interest of foreign citizens" is listed as a strength, although it should be classified as an opportunity, as it reflects an external rather than an internal factor. Similarly, "Interest in educational programmes" is more appropriately an external market opportunity than an internal strength.

Additionally, several items categorized as weaknesses more accurately represent external threats. For instance, "Problems with paying tuition fees" reflect the broader economic conditions of society rather than an internal institutional weakness. Moreover, some factors in the *Opportunities* and *Threats* sections contradict or overlap with each other, and in a few cases, the same issue appears in both categories with different wording.

The SWOT analysis is comprehensive in scope and successfully identifies key dimensions of the university's environment; however, it requires methodological refinement. Greater conceptual clarity is needed to delineate internal and external factors correctly and to ensure that each element is appropriately categorized. Such improvements would enhance the analytical value of the SWOT framework, supporting more effective strategic planning and enabling management to distinguish between factors within the university's control and those driven by the external environment.

Most of the strengths identified in the university's SWOT analysis accurately reflect its genuine competitive advantages. The institution's long-standing experience in providing higher artistic education constitutes a significant strength that fosters institutional memory and established traditions. The availability of modern infrastructure and state-of-the-art teaching equipment represents tangible, measurable advantages that directly improve the quality of the educational process. The university's unique position as the only higher art education institution in Western Georgia provides a stable demand base and an advantageous monopoly-like position in the regional market. Furthermore, the extensive library collection is a substantial academic resource, and the International Festival of Musical Folklore of South-West Georgia stands as a notable creative accomplishment that enhances the university's visibility and cultural impact.

However, several items identified within the *Strengths* section are methodologically misclassified. The expressed *interest in developing English-language educational programmes* should be regarded as an *opportunity* rather than a strength, as it represents a potential initiative that has not yet been implemented. Likewise, the *interest of foreign citizens in artistic educational programmes* constitutes an external opportunity rather than an existing internal strength.

The reference to *good employment outcomes* is also overly general and lacks supporting quantitative data, which undermines the validity and credibility of this claim. Furthermore, certain overlaps were observed within the *Strengths* category: for example, *business ties* and *cooperation with educational institutions* essentially describe the same phenomenon, while *competitively selected personnel* and *qualified personnel* partially overlap, indicating redundancy.

The analysis of *Opportunities* identifies several genuine external factors that can contribute to the university's development. The anticipated improvement in labor remuneration represents a concrete prospect for enhancing staff attraction and retention. Support from the Government of the Autonomous Republic of Adjara and relevant ministries constitutes a real external opportunity for financial and political backing. The development of Batumi as a cultural and tourist city reflects a positive macro-environmental trend that fosters favorable conditions for the promotion of artistic education. Participation in international projects offers a tangible pathway for internationalization and the exchange of experience.

However, a notable methodological issue was identified in the *Opportunities* category. *Information dissemination through advertising* is listed as an opportunity, while *insufficient information dissemination* appears as a weakness. This constitutes a clear overlap and logical contradiction: if limited information dissemination is an internal weakness, then improving it represents an internal corrective action rather than an external opportunity. Additionally, the item *meeting the interests of society through continuing education programmes* resembles a *strategic objective* or *development direction* rather than an external opportunity, again suggesting a categorization error.

The *Threats* section identifies several real external risks. *Unequal access to state funding* represents a systemic risk that may affect the stability of the university's operations. *Limited ability to recruit young staff due to low salaries* poses a concrete threat to the renewal of academic potential. Similarly, a *potential decline in applicant interest* resulting from unfavorable socioeconomic conditions constitutes a real risk to student recruitment and enrollment levels.

At the same time, a significant methodological inconsistency was identified within the *Threats* section. The *lack of student housing* appears in both *Weaknesses* and *Threats*, which represents a clear overlap. If a factor is an internal deficiency, it should be classified as a weakness; the corresponding *threat* would instead be that competing universities with student housing might attract potential students. A similar duplication occurs with *low foreign language proficiency*, which is listed under multiple categories, reflecting the same methodological inaccuracy.

In general, the SWOT analysis contains a substantial amount of valuable information about the university; however, it requires significant revision to eliminate overlaps, correctly categorize items, and adopt more specific and measurable formulations. It is essential to clearly distinguish between *internal factors* (strengths and weaknesses) and *external factors* (opportunities and threats), ensuring that each element is included in only one relevant category. Such refinement will enhance the analytical rigor and practical applicability of the SWOT analysis in strategic planning.

Strategic Plan Analysis

The university's strategic plan outlines six major goals that encompass the primary domains of educational, creative, and administrative activities. Overall, the structure of the strategy is coherent and aligned with the institution's mission; however, certain shortcomings are observed. Specifically, the "development of research activities" mentioned in the mission statement is relatively weakly represented under Strategic Goal 3, while the university's role as a regional cultural center is only partially reflected in specific planned activities.

The strategic goals logically derive from the mission. For example, the "training of competitive specialists" articulated in the mission is directly linked to Goal 1 (*Learning Processes*) and Goal 5 (*Work with Students*). The plan provides a clear time frame, covering the years **2026–2032**, and includes measurable performance indicators such as the *number of accredited programmes* and *number of events held*.

However, the document does not explicitly specify the methodology applied in the development of the strategic plan. Although it references the use of a SWOT analysis, other methodological aspects—such as analytical tools, evaluation criteria, or prioritization mechanisms—are not described.

Furthermore, the plan does not demonstrate that a participatory approach was employed in the planning process. Interviews conducted as part of the evaluation revealed that stakeholder engagement in developing the strategy was limited. There is no documented evidence of the active involvement of academic and administrative staff, students, employers, or other external stakeholders.

The strategic plan comprehensively covers the main functional areas of the university, including learning processes, quality assurance, research, internationalization, student services, infrastructure, and governance. Student population planning is partially addressed under Goal 5, while resource management is covered under Goal 6.

Activities, deadlines, and performance indicators are generally well-defined, and the plan identifies responsible units and potential risks. Community engagement is visible in several objectives—such as Objective 1.6 (lifelong learning), Objective 2.4 (cultural heritage), and Objective 3.2 (collaboration with local organizations). However, social, economic, and environmental initiatives are less evident, and the provision of expert and consultancy services is not explicitly indicated.

From a technical perspective, the strategic plan is well-structured, featuring a logical format, specific indicators, and realistic implementation timelines. Nevertheless, its main weaknesses lie in the absence of a defined methodology and the lack of a participatory planning process, both of which are essential requirements under contemporary higher education management standards. Additionally, greater emphasis should be placed on enhancing community engagement activities and providing more detailed descriptions of resource allocation and utilization.

Analysis of the Action Plan

The Action Plan of the university is fully aligned with the structure of the seven-year Strategic Plan and follows a clear hierarchical logic. All six strategic objectives presented in the Action Plan directly correspond to the objectives of the Strategic Plan, thereby ensuring internal consistency. However, while this alignment is commendable, the Action Plan must also include specific activities and measures that serve to achieve the goals outlined in the Strategic Plan. This level of operational detailing represents the core purpose of an Action Plan and distinguishes it from a Strategic Plan.

Although the Strategic and Action Plans are closely related and complementary, they serve distinct functions. The Strategic Plan defines the university's long-term vision, mission, and overarching directions, addressing questions such as *what* the institution seeks to achieve and *why*. It typically includes broad formulations and spans a five- to seven-year timeframe. For example, a strategic plan

may state that the university aims to modernize educational programmes in line with advancements in digital technologies; however, it does not specify the concrete steps required to realize this goal.

In contrast, the **Action Plan** should bridge this gap by translating strategic intentions into operational actions. It must be a detailed, practical document that answers the questions *how* the strategic goals will be achieved, *who* will be responsible, *when* specific actions will be implemented, and *what resources* will be required. The Action Plan generally covers a one- to three-year period and should be sufficiently detailed to ensure that every responsible staff member clearly understands their tasks and deadlines.

A detailed review of the Action Plan of Batumi University of Arts reveals that the document includes several essential components. It outlines six strategic goals, identifies sub-tasks, performance indicators, responsible structural units, potential risks, and timelines by year. These elements are integral to effective planning. However, the document lacks the most critical feature that would make it a genuine action plan—a set of clearly defined, specific, and time-bound activities.

For instance, the first strategic goal of the Strategic Plan relates to the planning and implementation of educational processes. One of its associated tasks involves *modernizing bachelor's and master's programmes* in the fields of modern art, digital technologies, and multimedia. The Action Plan specifies performance indicators (e.g., the number of updated or accredited programmes), identifies responsible units (the Quality Assurance Service and the Department of Educational Process Management), and lists potential risks (such as limited technological resources and shortage of qualified personnel).

However, to function effectively as an Action Plan, the document should describe the step-by-step process required to achieve this task. For example (illustrative scenario):

2026

- **January–March:** Review existing syllabi and identify necessary innovations.
- **April:** Establish a working group (10 members: 5 professors, 3 students, and 2 employer representatives).
- **May:** Conduct market research – 15 meetings with employers and surveys of 50 graduates.
- **June–August:** Develop three new courses in digital technologies.
- **September:** Pilot two courses with 30 students.
- **October:** Collect and analyze student and employer feedback.
- **November–December:** Finalize and update programme documentation.

2027

- **January–February:** Prepare accreditation documentation.
- **March:** Submit materials to the National Center for Educational Quality Enhancement.
- **April–June:** Prepare for the expert evaluation visit.
- *(and so forth).*

A similar issue can be observed in Strategic Goal 4, which concerns internationalization. The Strategic Plan specifies the task of *sending students selected through competitive procedures to partner universities* within international mobility frameworks. However, the Action Plan does not elaborate on the concrete steps necessary for implementation, such as selection criteria, timelines for application and nomination, partner coordination processes, funding mechanisms, or expected mobility outcomes.

In conclusion, the Action Plan of Batumi University of Arts demonstrates formal alignment and structural consistency with the Strategic Plan and includes essential planning elements such as indicators, responsibilities, and risk identification. Nonetheless, it falls short in terms of operational specificity and implementation detail. To enhance its practical value, the Action Plan should:

1. Include detailed, measurable, and time-bound activities for each strategic task;
2. Specify responsible persons or departments for each activity;
3. Define required resources and expected outcomes; and
4. Establish clear monitoring and reporting mechanisms.

Such improvements would ensure that the Action Plan functions as a true implementation roadmap, transforming strategic goals into actionable and measurable institutional progress.

Specific Activities for 2026

A detailed example of specific activities for implementing the internationalization objective in 2026 could be structured as follows:

1. **January**
   - Gather information about exchange programmes at partner universities (target: at least 5 programmes).
   - Conduct an information campaign for students (3 presentations, 2 workshops).
2. **February**
   - Approve the rules of the exchange programme competition.
   - Accept applications from students (target: 20 applications).
3. **March**
   - Evaluate applications and select 10 students.
   - Organize a preparatory seminar for selected students (covering language and cultural training).
4. **April–May**
   - Prepare visas, insurance, and financial documentation.
   - Organize student departures.
5. **June–December**
   - Support teaching activities of students at partner universities.
   - Conduct monthly monitoring through online meetings.
6. **December**
   - Facilitate student returns.
   - Evaluate programme outcomes.
   - Prepare a final report summarizing results.

Such a level of detail allows university management to clearly identify the resources required at each stage. For example, the information campaign may require 3,000 GEL for promotional materials, 5,000 GEL for preparatory seminars, 40,000 GEL for visas and insurance, and 50,000 GEL for scholarships. It also clarifies staffing needs; the international relations manager would need approximately 20 hours per week from January to May to ensure the programme's successful implementation.

The complete Action Plan should ideally be presented in a tabular format, where each strategic goal is broken down into tasks, and each task is further divided into specific activities. For every activity, the plan should indicate:

- Precise time frame: including year, quarter, month, or even specific weeks.
- Performance indicators: measurable and verifiable outcomes.
- Responsible personnel or units: clearly identified for accountability.
- Required resources: including budget and other logistical needs.

In summary, the Action Plan should include specific activities that directly serve the achievement of the tasks defined in the Strategic Plan. The current document of Batumi University of Arts provides a strong foundation, but it requires further elaboration. For each strategic task, a detailed action plan should specify activities, precise timelines, responsible persons, and realistic budgets. These detailed activities will form the basis of the university's daily operational work and constitute the practical mechanism for achieving strategic goals. While the Strategic Plan indicates the direction, only well-planned, specific activities ensure that the university reaches its intended outcomes.

Evidences/indicators

- Mission and Goals
- Strategic Development Plan (Seven-Year Plan)
- Three-Year Action Plan
- Monitoring the Mission, Strategic

Recommendations:

- It is recommended to develop the components of the Strategic Plan, including the variables (factors) of the SWOT analysis and the Action Plan, to ensure greater clarity, precision, and methodological rigor.

- It is recommended that stakeholders actively participate in the development of the strategic plan—including academic and administrative staff, students, employers, and other relevant parties—to enhance the plan's relevance, sense of ownership, and practical applicability.

- It is recommended that the university establish programme-specific student intake limits based on available resources, faculty-student ratios, and programme requirements.

Suggestions:

-

Best Practices (if applicable):

-

Evaluation

☐ Complies with requirements
☒ **Substantially complies with requirements**
☐ Partially complies with requirements
☐ Does not comply with requirements

2. Organizational Structure and Management of HEI

Organizational structure and management of the HEI is based on best practices of the educational sector, meaning effective use of management and quality assurance mechanisms in the management process. This approach ensures implementation of strategic plan, integration of quality assurance function into management process, and promotes principles of integrity and ethics

2.1 Organizational Structure and Management

o Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan
o Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation
o HEI's Leadership/Management body ensures effective management of the activities of the institution
o Considering the mission and goals of HEI, leadership of the HEI supports international cooperation of the institution and the process of internationalization.

Descriptive summary and analysis of compliance with the standard component requirements

BASU's organisation structure, comprising faculties, departments and governing councils – is purposefully designed to implement the university's mission and strategic objectives. BASU's structural units have clearly defined roles and differentiation functions which are regulated by the University Charter and Statutes. The organisational structure of BASU is clear in terms of reporting lines, as is demonstrated in the overarching 'BASU-Structure' document. As is outlined in the SER, the activities of the different factions are regulated by the University Charter and the statutes of the relevant structural units. There are separate statutes for the Human Resources Management and Records Management Department of the LEPL for BASU, The Registry and Diploma Department. Student Career Support and Project Management Division. In addition, there are Regulatory documents relating to the Scientific, Creative and Publishing Department, Financial Service, Quality Assurance Office, Library and Academic Process Management Department. The supporting Provision

documents (Provision of the Continuous Education Centre, Provision of the Faculty of Education, Humanities and Social Sciences, Faculty of Music, Faculty of Visual, Stage and Film-TV Arts) clearly outlines the objectives, functions, services and personnel within each structural unit at BASU.

There are 5 key governing bodies of BASU – the Academic Council, the Representative Council, The Rector, the Head of Administration and the Quality Assurance Office. The core educational units include the three faculties, the university library and other auxiliary structural units.

The university's governing and administrative bodies collectively ensure effective academic, scientific, creative, and financial management by defining policies, overseeing quality assurance, managing resources, supporting staff and student development, and maintaining compliance with national legislation. Each unit has distinct responsibilities that contribute to the university's governance, operational efficiency, and continuous improvement.

Faculties (Visual, Stage and Film-TV Arts, Music, Education, Humanities and Social Sciences) directly deliver academic programmes aligned with BASU's mission and objectives and labour market goals. The individual departments manage academic, creative, research and practical activities, ensuring that faculty outputs correspond to strategic priorities.

The governance system of BASU ensures accountability and goal implementation. The multi-layered system of elected governing bodies (Academic, Representative and Faculty Councils) ensures participatory decision-making, transparency and accountability. The defined reporting lines across the organisational structure maintain hierarchical clarity, while fair and law-compliant elections guarantee legitimacy and engagement. These governance mechanisms work to ensure that all strategic decisions are implemented effectively across levels.

While the university effectively implements its strategic development plan and engages actively in regional and international initiatives, communication about progress toward strategic goals is largely internal and procedural. To strengthen accountability and stakeholder engagement, it is recommended that BASU develop and implement structured mechanisms for regularly communicating updates on strategic achievements, ongoing initiatives, and performance indicators to students, staff, partners, and the wider public, ensuring transparency, informed participation, and collective ownership of institutional development.

There is a focus on integrating quality assurance and continuous improvement across the university. Each faculty has a Quality Assurance Office which is linked both to the faculty itself and to the central university Quality Assurance Office, ensuring consistent monitoring of academic quality and alignment with strategic goals. This structure embeds evaluation and improvement mechanisms directly into daily operations.

BASU uses a digital infrastructure to implement strategic activities. The electronic academic and administrative management systems support automation of core educational activities which enhances efficiency, transparency and communication, enabling effectively monitoring of strategic initiatives. The institution uses an electronic document processing and circulation system, allowing for digital registration of correspondence and maintaining an structured electronic documentation workflow via the eflow platform. The implementation of these tools contributes to operational transparency, timeliness and reliability.

BASU's organisational structure, composed of clearly defined faculties, departments, governance bodies and quality assurance mechanisms – provides the framework through which the university's strategic goals are executed, monitored and sustained. The integration of transparent governance, digital systems, qualified personnel and continuous evaluation ensures that institutional activities directly support the aims of the strategic development and action plans.

BASU's election and appointment procedures are clearly outlined across the documentation, and discussion in the interviews demonstrated compliance with the outlined procedures. The procedures are transparent, fair, public and legally compliant. All governing bodies (Academic Council, Representation Council, Rector, Head of Administration, Deans, Quality Assurance Heads) are elected according to pre-established and publicly available criteria. The elections are conducted by free and equal secret ballot, ensuring equity and confidentiality. The applied procedures are consistent with the Law of Georgia on Higher Education and the internal university statutes ('Provision on Holding Elections'). The university ensures student participation in governance through an elected student

self-government body. Decision-making rules (including quorums and voting thresholds) are explicitly described, ensuring legitimacy and transparency.

In summary, BASU demonstrates clear compliance with national legislation and democratic governance principles. Transparent and fair election procedures for all management bodies reinforces institutional integrity and inclusiveness. The inclusion of students ensures participatory governance and academic freedom.

The processes for ensuring effective management of the activities of the institution are outlined in the statutes, regulations and provision documents for each structural unit. The Rector serves as the highest academic official, responsible for representing BASU nationally and internationally and overseeing the implementation of all policies. The Head of Administration manages finance and material resources, ensuring legality and efficiency of economic operations. The Academic and Representative Councils provide strategic oversight, policy formulation and accountability mechanisms. The Quality Assurance Office conducts continuous evaluation, monitoring and improvement of academic and administrative processes. The Finance Department support sustainability and financial transparency, aligning resource allocation with strategic priorities. Electronic management systems are used to streamline administration and academic process management, while the clear accountability framework defines lines of responsibility between all management levels, ensuring effective control and performance monitoring. The existence of the 'Business Continuity Plan' establishes methods of ensuring institutional resilience. The plan establishes the framework for ensuring the university's uninterrupted operation during unexpected or disruptive events. Its primary purpose is to implement unified procedures that minimize risks, reduce the impact of crises, and enable the rapid restoration of essential academic and administrative processes. The Plan covers all areas of university operations — including academic activities, communication systems, data management, human resources, and infrastructure — ensuring that services to students, faculty, and staff continue even with limited resources. The plan provides clear definition of risk, likelihood and impact, clear risk categories, a structured risk assessment matrix and classification of risks by high/medium/low likelihood and impact. There is a clear outline of designiated responsibilities which reinforces institutional readiness during disruptions. There are preventive actions, control mechanisms, delay periods and potential improvement strategies which are all presented as mitigation measures in the plan. It is a dynamic document, regularly updated in response to institutional or technological changes.

There are some ways in which the Business Continuity Plan could be further developed. The plan does not specify when and how the plan is activated and who is responsible for formally declaring a crisis situation. It would also be beneficial to develop step-by-step response procedures for each major emergency scenario and to highlight communication protocols and strategies during disruptions. It would also be beneficial to highlight the target times for restoring academic systems, communications and IT services as well as acceptable data loss thresholds (while there are references to delay periods in the plan, these are not integrated into a broader recovery framework). While the plan identifies risks, there are no structured continuity procedures for specific events such as cyberattacks or data breaches, natural disasters, long-term building inaccessibility, epidemics or extended power/internet outages. It would be useful to develop scenario-based plans for such events in order to enable immediate and coordinated action.

Other areas for development in the Business Continuity Plan include the creation of continuity strategies for academic delivery (such as online teaching strategies, alternative teaching modes, learning management system continuity and assessment continuity strategies). In addition, while technological risks are identified, there is limited detail relating to backup frequency, off-site or cloud-based backup systems, cybersecurity protocols or disaster recovery procedures for serves and databases.

In summary, the Business Continuity Plan demonstrates a strong structural and conceptual foundation and covers all major risk categories and core institutional processes, however the plan focuses on risk identification and preventive measures with insufficient detail on operational response, continuity during disruption, recovery strategies and communication protocols.

BASU's leadership structure promotes efficient management through clearly defined responsibilities, the use of digitalised processes and a strong internal quality assurance culture. The governance model combines centralised oversight with decentralised implementation, ensuring both flexibility and accountability.

The institution maintains required records and ensures complaints with legal obligations through the Registry and Diploma Office, which submits essential data to the Higher Education Management Information System in a timely manner (this is outlined in the Statute of the Registry and Diploma Department). The issuance and registration of official documents, such as diplomas and certificates, are carried out in line with legal requirements. Record-keeping practices are supported by appropriate documentation and internal processes within the administrative departments.

Internationalisation is a key strategic priority and is clearly integrated into the Strategic Plan and the Three Year Action Plan. Since 2024, a full-time International Relations Manager has been appointed to coordinate international cooperation and mobility programmes, demonstrating the commitment of the institution to international development.

The Internationalization Policy supports the mission, strategic plan and action plans, highlighting the key aims of the university being in the development of partnerships with foreign higher education institutions and professional consortia, the promotion of international mobility for students and staff, fostering collaboration with international academics, artists, and researchers, expanding access to global research databases, supporting participation in Erasmus+ and other exchange or grant-funded programmes and attracting international students to enhance the university's global visibility. Implementation plans within the policy focus on international cooperation through visits, memoranda and joint projects, hosting and participating in international conferences, summer schools and festivals, inviting foreign experts for lectures and workshops, publishing research with international scholars and joining global library networks, and developing foreign-language courses and tailored programmes for international students. In addition, there is an aim to providing advisory and support services for mobility, funding applications, and language learning.

BASU maintains partnerships and memoranda with 18 higher education institutions across 11 countries and participates in 60 international collaboration projects. The university is actively involved in Erasmus+ mobility programmes with institutions in Spain, Latvia and Turkey. There are connections with CARTES (Consortium of Art Schools of Spain), facilitating student and staff mobility. In addition, the Adjara Education Fund partnership enhances foreign language proficiency and professional development. Other international projects involve staff and student exchanges, joint creative projects, international conferences and publication initiatives. The leadership of BASU ensure financial and administrative support for international activity, aligning them with the BASU's artistic and educational mission.

Internationalization is clearly at the centre of the strategic plans for BASU, and the number of active partnerships and growing mobility programmes show leadership commitment to global engagement. Challenges such as language barriers and funding limitations remain very significant, however leadership initiatives are attempting to support ongoing progress in this important area of the strategic development of the university.

Evidences/indicators

- BASU Charter
- Statutes of BASU Structural Units
- BASU Records Management Manual
- BASU Internal Regulations
- BASU Organizational Structure
- BASU Election Procedures Regulation
- Rule for Holding Open Competitions for Academic Positions at BASU
- BASU Code of Ethics
- Scientific and Creative Projects Implemented with BASU's Participation
- BASU Business Continuity Plan
- Rule for Monitoring the Effectiveness of BASU Management
- Internationalization Policy
- Memorandum of Cooperation with the Adjara Education Fund (LEPL)
- BASU Website
- Self-Evaluation Report
- Interview Results

Recommendations:

- It is recommended that the university develop and implement mechanisms to regularly communicate the university's progress toward its strategic goals to internal and external stakeholders, including students, staff, partners, and the wider public, ensuring accountability, engagement, and informed decision-making.

- It is recommended that the Business Continuity Plan is developed to provide clarification of plan activation procedures and roles in crisis declaration.

- It is recommended that specific communication protocols and responsibilities are developed in the Business Continuity Plan.

- It is recommended that the Business Continuity Plan is further developed to define restoration targets, a recovery framework, enhanced academic continuity planning and improved technological and data protection measures.

Suggestions:

- It is suggested that the university develops strategies to encourage greater enrolment and sustained engagement in English language courses among students and staff.

- It is suggested that the university regularly assess the quality and impact of the English language programmes delivered in the institution through feedback, performance metrics, and mobility outcomes, and implement improvements based on findings.

- It is suggested that the university explore new potential funding options to fund a range of mobility initiatives, including short-term exchanges, internships, research stays, and collaborative projects in order to cater to different academic and professional needs.

- It is suggested that the Business Continuity Plan is developed to include scenario-based procedures.

Best Practices (if applicable):

-

Evaluation

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

○ ☐ Does not comply with requirements

2.2 Internal Quality Assurance Mechanisms

○ Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution.

○ HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.

Descriptive summary and analysis of compliance with the standard component requirements

BASU has a formally established Quality Assurance Office (QAO), operating under Georgian law, the University Charter, university statutes and international standards (Bologna Press, European Commission, UNESCO, Council of Europe). The roles and responsibilities of the Quality Assurance

Office are clearly outlined in the 'Regulation of the Quality Assurance Office' document. The Quality Assurance Office is responsible for the evaluation of the quality of teaching, creative activity and research activity in the university. They monitor and evaluate the professional development of staff and analyse assessments, preparing recommendations and monitoring the implementation of initiatives related to educational, creative and scientific processes, as well as resources and student support services.

In terms of supporting documentation, the Quality Assurance Policy sets clear principles which are focused on student-centred teaching, stakeholder involvement, qualified staff, internationalisation and continuous evaluation. A range of other supporting documents such as 'Mechanisms for Quality Assurance and Evaluation of their Effectiveness' and 'Procedure for Applying Quality Evaluation Results' provide detailed guidance and a coherent framework for the implementation of the quality assurance procedures.

The Academic Council approves QA policies, indicating senior-level leadership engagement in developing and monitoring quality assurance mechanisms in the university. In addition, the Quality Assurance Office collaborates with all structural units across the university, reinforcing institutional commitment to a shared quality culture. There are also separate Quality Assurance offices within each faculty, which helps to ensure delegation of responsibility and consistent monitoring of quality across all aspects of delivery. The roles and responsibilities of the separate Quality Assurance offices within the faculties are clearly outlined in the provision and decree documents ('Provision of the Faculty of Education, Humanities and Social Sciences', 'Decree of the Faculty of Visual, Stage and Film-TV Arts', 'Provision of the Faculty of Music'). They are responsible for maintaining and developing the quality of academic, research, and professional activities within the faculty, operating as part of the University's overall Quality Assurance system and following the University Statute and internal regulations.

Each Faculty Quality Assurance office is required to regularly evaluate and update educational programmes based on the overarching university standards and faculty needs. The Head of the Quality Assurance service in each faculty is elected by the Faculty Council for a four-year term and is responsible for ensuring alignment with university-wide policies, developing work plans, coordinating implementation and representing the service within university governing bodies.

The university applies the PDCA (Plan-Do-Check-Act) cycle at the centre of all approaches to quality assurance, embedding a culture of ongoing reflection, evaluation and development across all academic and administrative activities. There are regular satisfaction surveys for students, staff, graduates and employers which helps to ensure inclusivity and responsiveness. There are plans to introduce an electronic quality management system, demonstrating proactive leadership in their efforts to enhance monitoring, transparency and efficiency in quality assurance.

The Rule of Monitoring the University Management Effectiveness document establishes the systematic mechanism for evaluating how effectively BASU's management operates. The key stages of the monitoring process involve preparing questionnaires, conducting anonymous surveys amongst employees, processing the collected data, drawing analytical conclusions and developing recommendations and implementing actions. Key evaluative areas focus on employee priorities and satisfaction with university management, alignment of employee perceptions with institutional goals and administrative efficiencies and managerial assessment through questionnaires which are completed by unit heads. The evaluation tools which are included focus on employee priorities in the university environment, employee satisfaction with management functions and policies and employee performance assessment (discipline, work quality, knowledge, communication, loyalty). The key focus of the approaches are evidence-based evaluation, staff feedback and continuous improvement.

The document Mechanisms for Quality Assurance and Evaluation of Their Effectiveness highlights the three interconnected elements of the quality assurance systems, namely quality of results (educational outcomes and graduate competencies), quality of processes (teaching, learning and administrative procedures) and quality of conditions (resources, infrastructure and environment). The university employs annual checks and reporting procedures.

Self-assessment is conducted annually across all structural units, focusing on compliance with accreditation/authorization standards, identification of weaknesses, and corrective actions. The process involves surveys, interviews, and feedback from staff, students, and employers. The results

are compiled into an annual self-assessment report. Monitoring of the evaluation process employs SWOT analysis and PDCA cycle for decision-making.

While the quality assurance processes are comprehensive, it may be beneficial to consider the development of more detailed quantitative performance indicators (KPIs) in order to measure long-term impact. While there is clear strategic integration of quality assurance with the Strategic Plan, it may be beneficial to develop more visible leadership initiatives to promote innovation in quality culture (for example professional development programmes, incentives for quality improvement). In addition, a greater emphasis on leadership communication of the quality objectives could be beneficial in furthering staff and student engagement.

The documentation and interview results highlight the importance of a shared vision and awareness of quality among staff and students, emphasising the creation of a collaborative environment. Involving all stakeholders in QA processes fosters ownership and accountability. The narrative around 'quality culture' remains primarily procedural across the documentation, and in order to deepen this culture, it may be beneficial to promote reflective practices, cross-departmental learning and recognition systems of quality contributions.

In summary, BASU has implemented a robust and structured internal quality assurance system that effectively monitors and enhances educational processes. The institution's leadership has successfully embedded quality assurance into its strategic planning and achieved measurable outcomes, including programme re-accreditation and improved stakeholder satisfaction.

BASU's Rule for Determining the Student Contingent is approved by the Academic Council, showing institutional-level planning and oversight. Student body planning at BASU considers the availability of academic and support facilities, human and material resources, programme demands and trends, student status indicators (mobility and suspension), graduate employment data and labour market research. These parameters ensure that enrolment levels match institutional capacity and programme relevance. The goal of the 'Rule for Determining the Student Contingent' is to maintain optimal student numbers in order to protect and enhance the quality of education provision, which clearly supports the standard.

In addition to the application of the Rule for Determining the Student Contingent, the evaluation activities which take place through the Quality Assurance Office's processes provides data which informs adjustments to student body planning, ensuring responsiveness to performance and resources.

The rule establishes a formal, evidence-based methodology for determining student intake, and multiple bodies are involved in the process (Faculty Council, Quality Assurance Office, Academic Process Management, Registry and Head of Administration). This ensures shared governance and oversight. Annual review and recalibration allows for responsiveness to changes in resource and demand. Intake is clearly linked to physical, technical and human resources. Adjustments are based on monitoring and evaluation of teaching, learning outcomes and student engagement, as well as graduate employability and stakeholder feedback.

BASU employs a data-driven, policy-based mechanism for determining student numbers. This ensures that resource capacity, staff availability and quality standards remain balanced. The evidence-based approach to student intake ensures fairness and sustainability. However, a key area for development is in the provision of more detailed quantitative thresholds for resource utilisation, and it would be useful for maximum student numbers to be more explicitly defined across programmes. It would be beneficial to implement programme-specific student intake limits which are determined through a comprehensive assessment of programme resources, faculty-student ratios, learning infrastructure, and programme-specific requirements. The limits should be clearly documented and periodically reviewed to allow for data-driven adjustments, ensuring alignment with the University's quality assurance standards and the capacity to deliver robust academic and creative outcomes for all enrolled students.

Evidences/indicators
- BASU Charter
- Statute of the University Quality Assurance Office
- Statute of the Faculty of Music at BASU
- Statute of the Faculty of Visual, Performing, and Film & Television Arts at BASU
- Statute of the Faculty of Education, Humanities, and Social Sciences at BASU

- Quality Assurance Policy
- Rule for Evaluating the Activities of Academic and Invited Staff
- Satisfaction Survey Evaluation Procedure
- University Activity Self-Assessment Form
- Survey Forms – Questionnaire Samples
- PDCA "Continuous Improvement Cycle"
- Rule for Determining the Student Contingent at BASU
- 2025 Work Plan of the Quality Assurance Office
- Interview Results

Recommendations:

- It is recommended that the university document and review these limits annually to ensure all students have access to high-quality education and learning outcomes.

Suggestions:

- It is suggested that it may be beneficial to develop quantitative data-driven metrics (KPIs) for continuous tracking of learning outcomes and stakeholder satisfaction.
- It is suggested to implement leadership-led quality improvement initiatives through regular workshops, mentoring sessions, and recognition programmes to enhance staff engagement and strengthen institutional commitment.
- It is suggested to establish cross-faculty collaboration platforms by organizing joint projects, interdepartmental training sessions, and reflective practice forums to encourage knowledge sharing and continuous learning across departments.

Best Practices (if applicable):

-

Evaluation

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3. Observing Principles of Ethics and Integrity

- o HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible.
- o Institution has implemented mechanisms for detecting plagiarism and its prevention.
- o HEI follows the principles of academic freedom.

Descriptive summary and analysis of compliance with the standard component requirements

BASU has a transparent ethical framework which promotes institutional integrity, accountability, and inclusivity. BASU has developed a comprehensive Code of Ethics that applies to all university stakeholders — academic, administrative, and support staff, invited lecturers, and students. The code defines standards of professional conduct, integrity, fairness, and mutual respect. The Code of Ethics is publicly available on the BASU website, ensuring transparency and community awareness. The code clearly highlights the importance of inclusiveness regardless of ethnicity, gender, religion, or social background, reinforcing institutional integrity and fairness. All staff and students are required to agree to comply with the Code of Ethics, either through their contract signature or a signed agreement in the case of students.

The Code of Ethics also ensures that clear implementation and enforcement mechanisms are outlined. There is clarity around the methods of the integration of ethical obligations into employment and student agreements. Violations of the Code of Ethics trigger formal disciplinary proceedings through a Disciplinary Commission, with clear sanctions (remark, reprimand, termination/suspension). The

commission structure and procedures are clearly defined in the Code of Ethics and the university's internal regulations, ensuring fairness and due process.

BASU has a dedicated Rule on the Prevention of and Response to Plagiarism, which is integrated into the Code of Ethics and supported by disciplinary mechanisms. Multiple forms of plagiarism are defined (direct, negligent, mosaic, self-plagiarism, fabrication, copyright infringement), providing clarity for enforcement and education. Since 2019, BASU has used plagiarism detection services through the Consortium of Integrated Information Network of Georgian Libraries, and it is finalizing a contract with TURNITIN — an internationally recognized anti-plagiarism system.

The university uses a range of preventative measures in relation to plagiarism. These include approaches relating to curricular integration, where courses such as *Academic Writing* and *Legal Acts in the Field of Culture* include training on citation, copyright, and anti-plagiarism. The Academic Writing module is a mandatory course on all bachelor's programmes in the university, while the *Legal Acts in the Field of Culture* module is delivered on the bachelor's programmes in Audiovisual Arts. All bachelor's and master's theses require a signed plagiarism-free declaration. In addition, the university has outlined requirements for supervisors to instruct students on proper citation and source use. The university also delivers awareness campaigns in the form of regular informational sessions and materials being distributed to staff and students.

In terms of breaches against the Code of Ethics, the university has a formal Commission for Academic Ethics Violations which has been established to investigate cases and impose sanctions. This is established by the recommendation of the Academic Council based on the Rector's recommendation, and the procedures are clearly defined in the Code of Ethics and university's internal regulations.

While there have been significant developments in the areas of plagiarism prevention, detection and awareness, there are still ways in which the approaches to malpractice could be developed within the university. The interviews with staff and students revealed that there was a lack of a clear house referencing style for citations within the university, and it would be beneficial for one system to be adopted and applied across all faculties if possible. This will create clarity of approach which will provide more opportunity for referencing to be embedded and integrated across the university. The inclusion of the *Academic Writing* and *Legal Acts in the Field of Culture* modules is an effective way of embedding training on citation, copyright and anti-plagiarism into the programmes, and it would be beneficial to consider whether this could be adapted and included in every programme of study. Most significantly, the development and application of Turnitin across all academic submissions will be key in enhancing plagiarism detection. In order to effectively implement Turnitin, it would be beneficial to provide mandatory training for academic and administrative staff on Turnitin usage and how to interpret similarity reports. Once implemented, it would be useful to establish a monitoring mechanism to ensure that 100% of submitted written assignments are checked through Turnitin prior to final submission.

Academic freedom is explicitly identified as a core principle of governance in the BASU Charter, faculty statutes, and internal regulations. In relation to the academic freedom of staff, all academic personnel have the right to teach, research, and publish independently, choose teaching methods, content, and materials, and develop and modify course syllabi within the approved programme framework. In relation to student academic freedom, students have the right to freely express opinions and challenge ideas, evaluate teaching quality and staff performance, access equal learning and material resources and to refuse to accept ideas inconsistent with their beliefs, within the bounds of academic reasoning. The university adopts balanced regulations in relation to the reasonable limitations on academic freedom (for example schedule approval and curriculum structure), and these are clearly defined to ensure institutional coherence and educational quality. The university explicitly prohibits censorship or administrative interference that might restrict freedom of expression or research. BASU fully upholds academic freedom through clear legal, procedural and cultural safeguards which empower staff and students to engage in free inquiry, creativity and expression.

Evidences/indicators

- BASU Charter
- BASU Code of Ethics
- BASU Internal Regulations
- BASU Rule on the Prevention of and Response to Plagiarism

- BASU Rule Regulating the Academic Process
- Statute of the Faculty of Music at BASU
- Statute of the Faculty of Visual, Performing, and Film & Television Arts at BASU
- Statute of the Faculty of Education, Humanities, and Social Sciences at BASU
- BASU website
- Interview Results

Recommendations:

- It is recommended that the university ensure the systematic application of Turnitin as the primary plagiarism detection tool across all academic programmes.

- It is recommended that the university provides mandatory training for academic and administrative staff on Turnitin usage and interpretation of similarity reports in order to ensure that all Bachelor's and Master's theses are checked through monitoring mechanisms.

Suggestions:

- It is suggested that it would be beneficial to apply one house referencing/citation style across all university programmes in order to ensure clarity.

- It is suggested to consider the possibility of developing and delivering the module Legal Acts in the Field of Culture across other programmes of study.

- It is suggested that the university continue to develop ways to increase awareness of plagiarism and the many different forms of plagiarism across all programmes of study.

Best Practices (if applicable):

-

Evaluation

☐ Complies with requirements
☒ **Substantially complies with requirements**
☐ Partially complies with requirements
☐ Does not comply with requirements

3. Educational Programmes

HEI has procedures for planning, designing, approving, developing and annulling educational programmes. Programme learning outcomes are clearly defined and are in line with the National Qualifications Framework. A programme ensures achievement of its objectives and intended learning outcomes

3.1 Design and Development of Educational Programmes
HEI has a policy for planning, designing, implementing and developing educational programmes.
Descriptive summary and analysis of compliance with the standard component requirements
BASU implements undergraduate and master's degree programmes in higher education, as well as 60-credit independent educational programmes, in alignment with the university's mission, goals, and vision.   The institution has developed a document entitled Planning, Elaborating, and Development of the Educational Programmes (it should be noted that the Georgian version of the document submitted by the institution differs from its English version). According to the aforementioned document, considering the specific characteristics of Batumi State Art University (BASU) and based on the analysis of entrants and labor market demands, the necessity for the development and implementation of educational programmes is determined. The document outlines the procedures to be followed in developing an educational programme and preparing it for accreditation: Initially, upon

the decision of the Faculty Council, the Dean of the Faculty submits the composition of the working group (including the programme head) to the Rector for approval. The development of the educational programme is supervised by the programme head. The working group operates under the coordination of the Faculty Quality Assurance Service, which ensures the programme's compliance with existing standards and regulatory documents. Subsequently, upon the submission of the Faculty Quality Assurance Service or the head of the relevant department, the Faculty Council reviews the draft educational programme and decides on its feasibility. In the case of a positive decision, the educational programme is forwarded to the BASU Quality Assurance Service, which verifies the programme's compliance with Georgian legislation and its overall feasibility, and then submits it to the University's Academic Council for approval. Once approved, the programme undergoes the accreditation procedures. Following a positive decision by the Accreditation Council, student admission to the programme is announced.

To enhance the quality of its educational programmes, the institution conducts an annual evaluation which is substantiated by surveys carried out by the institution, reports assessing programme learning outcomes, and data on student and course rating scores by programme. Based on the evaluation results, modifications to the programme may be made, if necessary, in agreement with the program head. Amendments to an approved educational programme may only be introduced by a decision of the University Academic Council, based on the petition of the Faculty Dean and the positive conclusion of the University Quality Assurance Service.

According to the aforementioned document, in the event of the modification or cancellation of an educational programme, students enrolled in the respective programme are granted the opportunity to continue their studies in the revised or modified program, to select an adjacent or related educational programme, or to exercise the right of mobility to another higher education institution. Furthermore, if the modification of the programme necessitates the completion of additional training courses, students are exempted from paying the tuition fees corresponding to the credits of those courses.

Stakeholders, including relevant programme implementers, students, graduates, and employers, are involved in the processes of programme development, evaluation, and revision, as confirmed by conducted interviews. Furthermore, the fact that some employers simultaneously serve as programme implementers can be regarded as a positive aspect.

Despite the aforementioned circumstances, the document requires improvement. In this regard, it is recommended that each stage be described in detail within it:

- **Educational Programme Planning** (The basis for planning should not rely solely on the preferences of entrants and labor market demands, as indicated in the document submitted by the institution. It may also be informed by relevant decisions of higher education authorities, agreements with higher education institutions recognized under the legislation of Georgia and/or foreign countries for the implementation of joint higher education programmes, and similar considerations).

- **Elaboration of an Educational Programme** (The stages to be undertaken by the working group responsible for developing the programme project should be described in detail, during which aspects such as the level of education of the programme, the qualification to be awarded, the language of instruction, the programme structure and content, the composition of the appendices, and the human and material resources necessary for programme implementation, as well as all other stages defined by the institution, should be methodically determined and thoroughly described).

- **Educational Programme Evaluation and Development (**The document should specify the programme evaluation methodology, including the assessment of student attendance and engagement, monitoring of academic performance, programme dropout and completion rates, Alumni study on career and academic development (including employment rates aligned with graduates' qualifications), comparison with the best local and international practices, consultations with professional associations, and surveys of other relevant stakeholders. The document should also outline opportunities for programme development, detailing the basis and stages of any modifications).

- **Cancellation of the Educational Programme** (The document should clearly state the grounds and procedures for programme cancellation).

- **Consideration of Students' Interests** (The document should establish clear mechanisms for informing and supporting students in the event of programme modification or cancellation to ensure the smooth completion of their studies).

Evidences/indicators

- Self-Assessment Report
- Planning, Elaborating and Development of the Educational programmes
- Analysis of survey results from students, graduates, and employers, as well as reports on the utilization of these results for the purpose of programme development
- Students/Study Courses Rating Score by Programmes (2024-2025)
- Programme Learning Outcomes Evaluation Report (2024-2025)
- Interview results

Recommendations:

- It is recommended that the document Planning, Elaborating and Development of the Educational Programmes provide a detailed description of each stage: Educational Programme Planning, Elaboration of an Educational Programme, Educational Programme Evaluation and Development, Cancellation of the Educational Programme, Consideration of Students' Interests.

Suggestions:
-

Best Practices (if applicable):
-

Evaluation

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

3.2 Structure and Content of Educational Programmes

o   Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted
o   With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.

Descriptive summary and analysis of compliance with the standard component requirements

In developing its programmes, Batumi Art State University takes into account the fundamental principles of the Credit Transfer and Accumulation European System (ECTS), as well as the legislation of Georgia and the regulations of the University.

BASU implements Level 6 and Level 7 higher education programmes (bachelor's and master's programmes), as well as one-year, 60-credit teacher training programmes in fine and applied arts and music (with the option of awarding a certificate).

The learning outcomes of the higher education programmes are clearly formulated and correspond to both the respective higher education level and the qualification awarded. The learning outcomes of separate programme are based on the Benchmark Statement developed in accordance with the qualification framework. For example, Bachelor's programmes: "Architecture", "Fashion Design", "Audiovisual Arts"; Master's programmes: "Clothing Design", "Musical Performance", and others.

The structure and content of the higher education programmes ensure a logical interconnection between their components and take into account the specific characteristics and requirements of each component. The structure and content of the programmes enable students with average academic

performance to achieve the learning outcomes defined by the programme within a reasonable period of time. This is confirmed by the reports on the assessment of programme learning outcomes, data on students' rating scores by programme, and the analysis of student satisfaction surveys related to the learning process (2019–2024). At the same time, during the revision of course syllabi, in some cases technical inaccuracies were identified. For example, in the syllabus of the master's programme "Art History and Theory (Art Studies)", the "Master's Thesis" contains references pertaining to the bachelor's program/thesis; in the syllabus of the master's programme "Clothing Design", the "Master's Thesis" evaluation section includes the note "the student must redo the bachelor's thesis"; in the syllabus of the master's programme "Arts Management", the "Master's Thesis" objectives section states that "it should demonstrate compliance with the learning outcomes defined by the bachelor's programme" est. Accordingly, it is desirable that the institution review all syllabi and corrects the identified technical inaccuracies.

The total volume of each undergraduate educational programme implemented by the institution is 240 credits, of which at least 120 credits are allocated to the core courses of the specialty. Within the programme, students have the opportunity to select additional specializations, elective blocks, or elective courses in accordance with their interests. The total volume of master's degree programmes is 120 credits (with the exception of one programme - the master's degree programme in Arts Management, accredited in 2024, which comprises 60 credits). The total number of credits for the master's programmes (whether comprising 120 or 60 credits) includes both core courses of the specialty and elective courses.

According to the document provided by the institution, Rule Regulating the Educational Process of Batumi Art State University, a student applies to the relevant faculty to register for an additional specialty or elective course(s). If the number of applicants for an additional programme or elective course(s) exceeds the quota specified by the programme, the faculty will establish the admission requirements for the programme. The Rector issues a legal act admitting a student to an additional specialty upon the recommendation of the Dean. The subjects/modules registered by the student within the scope of the additional specialty are also recorded in the learning agreement. If the number of students in an additional specialty is below the established minimum, the student must choose another additional specialty or elective courses. According to interviews with students, programme heads, and representatives of the institution's administration, regarding the elective component, students primarily receive consultations from the programme head and make their course selections based on mutual agreement. However, in this regard, it is desirable that the institution have a clearly defined rule for choosing components, specifying when and within what time frame a student must make their choice, the actions the institution will take if the choice is not made within the specified period, specifically what is the established number of students, in case of fewer than which the student must choose other additional specialty or elective courses, etc.

The volume of components in educational programmes is determined based on their content, learning outcomes, and field-specific requirements. Teaching and learning methods take into account the specific characteristics of the field.

The institution provides access to information about educational programmes. Through the electronic service for managing the educational process, a student can familiarize himself with his educational programme and syllabi, along with other information, on his own page. The catalog of undergraduate educational programmes is available to all interested persons, which is posted both on the website: https://www.batu.edu.ge/sub-15/program/2/index.html, and on the websites of the relevant faculties, where descriptions of master's programs are also posted. The information presented on the website is updated in accordance with changes made to the programmes.

BASU ensures that students' different requirements, special educational needs and academic preparation are taken into account, offering appropriate forms and conditions of teaching and learning, evaluation, the possibility of carrying out the learning process in an adapted environment and, if necessary, provision of appropriate human resources. In this regard, the institution has established rules for developing an individual curriculum. According to the aforementioned document, when creating an individual curriculum, the minimum credit workload is defined: in theoretical areas, 1 credit corresponds to a maximum of 5 contact hours, while in performing-creative areas (except for the Faculty of Music), 1 credit corresponds to a maximum of 6-7 hours. The document outlines the procedure for developing a student's individual study plan, the evaluation system, the implementation of the plan, and the process for making or canceling changes to it. The practice of developing individual curricula based on students' needs was also confirmed through interviews with graduates.

Evidences/indicators

- Self-Assessment Report
- Educational programmes and syllabi
- Faculty websites:
  https://www.batu.edu.ge/sub-12/news/index.html,
  https://www.batu.edu.ge/sub-13/news/index.html,
  https://www.batu.edu.ge/sub-14/news/index.html
- Benchmark Statements of the Relevant Field (Architecture; Design, Industrial Design, Fashion Design, Textile Design; Audiovisual Arts, etc.)
- Rule Regulating the Educational Process of Batumi Art State University
- Analysis of Student Satisfaction Research (2024-2025)
- Students/Study Courses Rating Score by Programmes (2024-2025)
- Programme Learning Outcomes Evaluation Report (2024-2025)
- The Rule of Individual Curriculum Development
- Interview results

Recommendations:

-

Suggestions:

- It is desirable that the institution review all syllabi and corrects the identified technical inaccuracies.

- It is desirable that the institution to have a clearly defined rule for choosing an elective component in the educational programme.

Best Practices (if applicable):

-

Evaluation

⊠ **Complies with requirements**

□ Substantially complies with requirements

□ Partially complies with requirements

   ○   □ Does not comply with requirements

3.3 Assessment of Learning Outcomes

HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.

Descriptive summary and analysis of compliance with the standard component requirements

The learning outcomes of educational programmes implemented at BASU align with the programme objectives and are both measurable and achievable. The system for assessing learning outcomes considers the specific characteristics of field and includes adequate forms, components and methods of assessment.

Achieving the learning outcomes of a separate educational programme is served by specific training courses, whose learning outcomes are detailed in the syllabi, where appropriate evaluation methods and criteria are selected for each outcome.

The institution has developed The Rule of Evaluation of Learning Outcomes of the Educational Programme, which defines the information obtained from the assessment of learning outcomes, the procedures for conducting the assessment, the target indicators of learning outcomes, the criteria for determining the results of the analysis, and the process for analyzing the results of the assessment. However, the rule does not clearly define the mechanism for evaluating the learning outcomes of the programme. In this regard, it is recommended that the aforementioned regulation clearly articulate the methods and criteria for assessing programme learning outcomes. These should include direct assessment (e.g., results of monitoring students' academic performance, attendance, and engagement) and indirect assessment (e.g., results of surveys of relevant stakeholders, including professional associations (if any); programme dropout and completion rates). The rule should also outline the stages of assessment and development, including the determination of data required for

analysis, frequency of assessment, data collection, analysis, comparison of results with target indicators, implementation of necessary improvements, and subsequent monitoring.

Student evaluation is conducted on a 100-point scale. The assessment system is multi-component, comprising a midterm assessment, which accounts for 60% of the total score (0–60 points), and a final exam, which accounts for 40% of the total score (0–40 points). In addition, minimum competence thresholds have been established for the midterm and final assessments. Students must attain at least 21 points on the midterm assessment, and the minimum required score for the final examination is 20 points. The final grade for the student is determined by the combined total of the midterm and final assessment scores. Awarding credit based exclusively on a single form of assessment, either the midterm or the final is not permitted. The midterm assessment is, in turn, also multi-component (described in the course syllabi) and is selected taking into account the specifics of the field. Consistent with the criteria defined by the educational programme, practice, bachelor's theses, and master's theses are also assessed using a 100-point grading system. Master's project/thesis, creative/performing work is evaluated only once (with a final grade). The institution has developed the "Regulations on Student Practice", which govern matters related to student practice, including educational, professional, industrial, teaching-pedagogical, and other types of practice. The institution also has the "Rule Regulating the Educational Process of Batumi Art State University", which outlines issues and procedures related to the educational process, including the procedures for defending a master's thesis/project/final project. According to Article 8 of the document, the master's thesis defense is preceded by a preliminary defense in the relevant department, during which the project's compliance with the requirements set for the final project is determined. The document, however, does not indicate how long before the final defense the preliminary defense is to take place. The same article of the document states that the department assigns a reviewer for the master's thesis, who cannot be the master's thesis supervisor. However, the document does not specify who may serve as a reviewer, nor does it clarify whether the master's student has the right to proceed to the defense in the event of a negative evaluation by the reviewer. Furthermore, it remains unclear whether the master's thesis supervisor may serve on the qualification commission, which consists of a minimum of three members. The document also does not clarify the required quorum of commission members for the defense to proceed, as well as other procedural matters. Considering the above, it is recommended that the "Rule Regulating the Educational Process of Batumi Art State University" be reviewed and amended, and that a distinct Master's Degree Regulation be established to ensure greater clarity.

When assessing learning outcomes employed methods such as: written examinations, oral surveys, photo modeling, clausure (architectural sketch), thematic tour presentation, audio-video sketches, talk show script plans, practical assignments (such as the presentation of musical material or studied dances), project work, etc. In the evaluation system, criteria are defined for each component and the corresponding gradation of points is given.

The university employs an electronic system for managing the educational process, which ensures that students are informed about their achieved results. Through this system, students have access to the educational programmes and syllabi, where information regarding the evaluation system is provided. Based on the specificity of BASU's main directions, in the framework of a number of training courses provide for practical and creative semester projects/concerts/exhibition-examinations, which are evaluated by a commission, thereby enhancing the objectivity of the assessment process.

The institution's website includes a Student Guide button, which, in addition to other useful information, provides details on student assessments and the procedure for appealing them. The interview results confirm that students are well informed about the institution's grading system and the relevant regulations, including the appeals procedure.

Evidences/indicators

- Self-Assessment Report
- Educational programmes and syllabi
- The Rule of Evaluation of Learning Outcomes of the Educational Programme
- Documentation of Learning Outcomes
- Rule Regulating the Educational Process of Batumi Art State University
- Student Guide https://batu.edu.ge/main/page/2-32/index.html
- Interview results

Recommendations:
- It is recommended to refine The Rule for the Evaluation of Learning Outcomes of the Educational Programme developed by the institution so that it clearly defines the methods and criteria for assessing programme learning outcomes, as well as the stages of assessment and development.   - It is recommended that the Rule Regulating the Educational Process of Batumi Art State University be reviewed and amended, and that a distinct Master's Degree Regulation be established to ensure greater clarity.
Suggestions: -
Best Practices (if applicable): -
Evaluation ☐ Complies with requirements ☒ **Substantially complies with requirements** ☐ Partially complies with requirements o ☐ Does not comply with requirements

4. Staff of the HEI

HEI ensures that the staff employed in the institution (academic, scientific, invited, administrative, support) are highly qualified, so that they are able to effectively manage educational, scientific and administrative processes and achieve the goals defined by the strategic plan of the institution. On its hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

4.1. Staff Management
o HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan. o HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.
Descriptive summary and analysis of compliance with the standard component requirements
The university has developed a comprehensive staff management policy that reflects a systematic approach to human resource development. This policy outlines general principles and rules for personnel management, aiming to attract and retain skilled employees and enable the university to effectively address current challenges. During administration meetings, it was noted that when recruiting academic staff, preference is given to candidates with English language proficiency; however, professional qualifications remain the primary criterion. The main academic competitions are scheduled for 2026, and so far, only three individuals have been hired under this preference. Transparent recruitment procedures exist for academic, scientific, invited, administrative, and support staff, helping to attract and retain qualified professionals. Affiliation terms and conditions are clearly defined, providing clarity for both the university and its personnel. Interviews with academic and affiliated staff indicated that the university funds research-related travel and supports participation in various projects. However, staff noted that there is no dedicated person or structural unit to assist with project proposal writing or submission. While staff performance evaluations are conducted and results are generally discussed at the Faculty Council, individual assessment results are sent via email, and staff reported that they do not always receive specific feedback or recommendations. Invited lecturers confirmed they had access to funding opportunities, such as participation in festivals, benefiting both themselves and their students.

The regulation on determining the number of academic and invited staff at Batumi State University of the Arts specifies only one target: "The academic staff of any faculty should preferably constitute one-third of the programme's implementing personnel." Additional factors to consider when determining staff numbers include: the specifics of the field and discipline, current and planned student numbers, and the number of qualified academic staff, invited specialists, and teachers. However, no further benchmarks have been defined, which is important for ensuring adequate staffing and effective planning of educational programmes. Interviews with the Quality Assurance Office revealed that staff needs are identified through surveys, but it is unclear who is responsible for monitoring these needs or verifying staffing adequacy.

BASU promotes active engagement of academic and scientific staff in educational, research, creative, and governance activities. The university also provides opportunities for professional development, including training programmes, workshops, and other initiatives to enhance staff qualifications and competencies.

The remuneration system is guided by established principles, with staff performance evaluations influencing both financial rewards and professional recognition. The university has introduced mechanisms that include both material and non-material forms of encouragement. Active participation in university activities may be recognized through expressions of gratitude, monetary bonuses, or awards. Material incentives are granted based on official orders issued by the Rector or the Head of Administration. A structured onboarding process is in place to support effective integration of new employees.

The university maintains statistical data on staff composition and uses evaluation outcomes and satisfaction survey results to inform management practices, reflecting a commitment to continuous improvement. Qualification requirements for all staff categories are defined based on job descriptions, functional responsibilities, and relevant legislation, ensuring compliance and relevance. A review of staff resumes indicates that employees' qualifications generally correspond to these requirements and the specifics of their fields, supporting the effective fulfillment of professional duties and contributing to institutional development.

Currently, the educational programmes are served by 44 academic staff members, of whom 43 are affiliated with the university, as well as 100 invited staff and 102 administrative and support personnel. The qualifications of the staff are verified through the submitted personal files and supporting qualification documents.

Evidences/indicators

- BASU Internal Regulations
- Statutes and Job Descriptions of Structural Units
- BASU Personnel Management Policy
- The self-evaluation report
- Interview results.

Recommendations:

- It is recommended to clarify the criteria for staff performance evaluations and provide specific, actionable feedback to employees to strengthen professional development and motivation.

- It is recommended to define additional target benchmarks for academic and invited staff numbers based on field specifics, current and planned student enrollment, and staff categories to ensure adequate coverage and programme quality.

- It is recommended to consider formal mechanisms to communicate evaluation results, recommendations, and recognition to staff beyond email summaries, enhancing clarity and engagement.

Suggestions:

- It is suggested to establish a dedicated unit or personnel to assist academic and invited staff with project proposal writing and submission to improve research output and external funding opportunities.

- It is suggested to continue expanding professional development programmes, including training, workshops, projects, and ensure accessibility for all staff.

Best Practices (if applicable):
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Evaluation

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

4.2. Academic/Scientific and Invited Staff Workload

Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientific-research activities, and also other functions assigned to them

Descriptive summary and analysis of compliance with the standard component requirements

The university has established a structured system for determining the academic and hourly workload of academic staff, as well as the maximum number of students per group. A corresponding resolution is first approved by the BASU Academic Council and subsequently endorsed by the Representative Council. Based on this resolution, the mandatory annual workload for academic personnel is determined according to their categories (Professor, Associate Professor, Assistant-Professor, and Assistant). Additionally, the maximum non-contact workload limits for each category are defined and approved by the BASU Academic Council.

In accordance with the curricula of educational programmes, the distribution of workload hours is carried out by the relevant departmental units among academic staff selected through competition procedures, and, if necessary, among invited personnel. Based on the dean's report and the draft order prepared by the Academic Process Management Department, the Rector issues the final order formalizing the assignment of workload.

BASU has also implemented a clear procedure for the affiliation of academic staff. Individuals seeking academic positions are required to provide written consent to affiliate exclusively with BASU upon their election to the position and must sign an affiliation agreement upon assuming their duties. Under this agreement, each academic staff member (Professor, Associate Professor, Assistant-Professor, or Assistant) commits to affiliating solely with BASU and representing the university in educational, research, creative, and community development activities. The results of these activities are considered the intellectual property of BASU. Academic staff actively participate in decision-making processes concerning educational, research, and creative matters and provide guidance and supervision to students in their academic and creative endeavors. In case of a breach of the affiliation terms, the staff member's employment contract is subject to termination. As of the evaluation period, 43 out of 44 academic staff members holding academic positions are affiliated with BASU.

Additionally, the university allows for the engagement of emeriti based on the faculty dean's recommendation. Emeriti may perform paid work at the university without occupying an administrative or academic position. For academic staff, workload distribution within higher education programmes is determined in accordance with their qualifications, academic degree, and the courses indicated in their competition application. To cover the remaining workload hours, Category I and Category II specialists with relevant experience and qualifications may be invited by the Rector's order, based on the substantiated recommendation of the dean and the proposal of the head of the respective department. In line with institutional needs, field specialists (Category I and II) may also be invited to contribute without holding academic positions; concertmasters are considered equivalent to Category I specialists. Likewise, prominent specialists recognized in Georgia may be invited on the same basis without a competitive selection process.

During the session with academic staff, it was noted that the university has defined annual workload requirements according to staff categories, which are monitored by the administration. For example, an academic staff member with a fixed monthly salary is expected to complete 200 mandatory hours, with the option to undertake an additional 200 hours of hourly paid work. However, it was highlighted that the hourly remuneration rate is relatively low. The discussion did not yield a clear understanding of whether such dual workload arrangements could negatively affect engagement in scientific or creative activities. Likewise, there was no definitive response regarding the procedures in cases where the mandatory workload is not fully completed.

It is recommended that the university organize workshops and information sessions for academic staff to clarify workload regulations, administrative expectations, and performance monitoring mechanisms. Such initiatives would enhance staff understanding of institutional procedures, promote transparency, and improve workload planning and efficiency.

Evidences/indicators

- Procedure for Conducting Open Competitions for Academic Positions at BASU
- Procedure for Determining the Number of Academic and Invited Staff at BASU
- BASU Internal Regulations
- Procedure and Conditions for Awarding the Title of "Emeritus" at BASU
- BASU Affiliation Procedure
- The Self Evaluation report
- Interview results.

Recommendations:

- It is recommended to conduct regular workshops and information sessions to clarify workload planning, monitoring, and performance expectations for academic staff.

- It is recommended to clearly define and communicate procedures and consequences related to workload fulfillment.

- It is suggested to strengthen internal communication between administration and academic staff to enhance transparency and efficiency in workload management.

Suggestions:

- It is suggested to review and, if necessary, revise the hourly remuneration policy to ensure fair compensation and maintain staff motivation.

- It is suggested to ensure that workload models balance teaching responsibilities with sufficient time for research, creative, and community engagement activities.

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Best Practices (if applicable):

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Evaluation

☐ Complies with requirements
☒ **Substantially complies with requirements**
☐ Partially complies with requirements
☐ Does not comply with requirements

5. Students and Their Support Services

HEI ensures the development of student-centred environment, offers appropriate services, including career support mechanisms; it also ensures maximum awareness of students,

implements diverse activities and promotes student involvement in these activities. HEI utilizes student survey results to improve student support services

- o For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period.
- o HEI ensures the protection of student rights and lawful interests.

Descriptive summary and analysis of compliance with the standard component requirements

The documentation presented by the University, also the authorization site-visit conducted at **LEPL Batumi Art University** confirm that the procedures for acquiring, suspending, and terminating student status, mobility, awarding qualifications, and recognizing prior education are transparent and fair and are in full compliance with the current legislation. The expert panel's assessment clearly affirms the compliance of these regulations with the law. Furthermore, it should be noted that the aforementioned regulations and the rules operating within the University are publicly accessible on the University's website (https://batu.edu.ge/main/page/2-32/index.html).

The institution presented a sample of the agreement to be signed between the University and the student. In addition, the expert panel's interviews with students showed that the students were informed about their rights and obligations arising from the agreement signed between the HEI (Higher Education Institution) and the student, which indicates the institution's fulfillment of its duty to familiarize and explain these details to them.

Regarding the student agreement, it should be noted that the agreement is compliant with the legislation and protects the students' rights and legal interests.

A mechanism for protecting student rights and interests is approved at the institution, which details the rights of the student as well as the functions and responsibilities of various structural units involved in the learning process. The document also includes the complaint review procedure and emphasizes that informational meetings are organized at the beginning of every academic year, where the above-mentioned information is shared with the students.

It is noteworthy that during interviews with students and graduates, it was revealed that student surveys are conducted within the institution, through which students have the opportunity to share their opinions and assessments. It was also noted that in some cases, students directly approach the administration with specific needs or requests. Also, it should be underlines that HEI has a procedure for reviewing - appeals related to the work of academic and administrative bodies.

Evidences/indicators

- Regulatory Documents of the University
- Interview Result
- Web-site of the University
- Samples of Agreements Signed Between the HEI (Higher Education Institution) and the Student
- Mechanism for the Protection of Students' Rights and Legal Interests

Recommendations:

-

Suggestions:

-

Best Practices (if applicable):

-

Evaluation

☒ **Complies with requirements**
    ☐ Substantially complies with requirements
    ☐ Partially complies with requirements
    ☐ Does not comply with requirements

5.2 Student Support Services

o HEI has student consulting services in order to plan educational process and improve academic performance
   o HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development
   o HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives
   o HEI has mechanisms, including financial mechanisms to support low SES students

Descriptive summary and analysis of compliance with the standard component requirements
The authorization site visit conducted at the university and the meetings/interviews held revealed a student-oriented environment and a high level of loyalty between students and personnel. Students receive appropriate consultation and support from the academic/administrative staff, particularly due to the informal and close relationships. The institution has a Department of Student Projects and Career Support, which is responsible for supporting students with their projects and implementing employment-related activities. This department is responsible for communicating with employers, organizing relevant meetings, encouraging student projects, and supporting students in this direction. It should also be noted that the institution presented the results of a graduate survey (2019-2024), which indicates the employment rates of its graduates, specifically: 93% of graduates are employed, and 84% of them are employed in their specialty field. The employment specifics by program are as follows: • Drama and Film Acting Program: Graduates are practically employed in state theaters and private creative projects. • Film and TV Directing and TV-Radio Journalism Programs: Graduates are actively involved in media institutions. • Feature Film Directing Program: Graduates are employed in art institutions, graduates participate in various project-based creative activities. • Art History/History and Theory of Art: Graduates primarily work as teachers in general education institutions. • Music Program: 91% of graduates are employed in their specialty field. • Architecture: 100% of graduates are employed in both the public and private sectors. • Fashion Design: Graduates are practically employed in their profession, with a portion being self-employed, which includes startups and individual activities.   Interviews with students established that the university organizes meetings at the beginning of the academic year, during which important issues in the learning process are discussed. However, during the site visit, interviews with students revealed that they lacked appropriate information regarding the scientific databases available at the university and their use. Students should be informed about the scientific databases accessible at the university. Clearly, the particular importance of the aforementioned issue is highlighted at the Master's level. A discussion of the communication channels operating at the university revealed that students do not have corporate university email and, upon enrollment, they submit a personal email address for communication. It is recommended that the university ensures the creation and use of corporate (university) email for students, which will improve security and the effectiveness of delivering official information.

It should be noted that one of the university's priorities is internationalization, which was confirmed not only by the documentation presented by the institution but also by the interviews conducted with the administration. Significantly, there is low student participation in exchange programmes and projects at the university. It is necessary to strengthen support for internationalization and efforts in this direction, to inform students, and to encourage their participation. It is also worth mentioning that, according to the administration's assessment, the reason for low student activity in some cases is socio-cultural perceptions, and language competence was also cited. The desire to improve language competence was also expressed during interviews with students. Therefore, it is important to implement specific activities at the university level to improve English language competence.

A Student Self-Governance body operates at the university, which is involved in promoting additional activities and supporting student initiatives, thereby encouraging extracurricular activities. Students often turn to the self-governance body as the first point of contact for various issues.

It should be noted that the university implements financial support and incentives for students. Specifically: the university provides programmatic funding for students enrolled in Bachelor's and Master's programmes in the performing arts direction who have successfully passed the creative tour/tours (regulated by the "Rule on Programmatic Funding"). It is worth mentioning that the institution has a rule for granting named scholarships for outstanding students, which provides for 2 university (150 GEL) and 5 faculty (100 GEL) scholarships for the duration of one academic year. Furthermore, by the decision of the Representative Council, a one-time scholarship (300 GEL) may be granted for outstanding academic success and active scientific-creative activity. The university grants scholarships from its own revenues to students who meet the conditions defined by paragraph 7 of Article 81 of the Law of Georgia "On Higher Education".

Importantly, the university offers tuition fee benefits, which serve to support socially vulnerable students. According to the "Rules for the Payment of Tuition Fees," the following are exempt from paying tuition fees:

a) Students deprived of parental care (orphans);

b) Student family members who have lost their homes as a result of a natural disaster and/or fire;

c) Socially vulnerable (with low rating scores) and students who have lost a breadwinner.

Evidences/indicators

- University Regulatory Mechanisms/Rules
- Interview Results
- Self-Evaluation Report
- Student's Survey Results

Recommendations:

- It is recommended that the university ensures the creation of a corporate (university) email address for all students and its use for official communication. This will significantly improve the security and efficiency of information delivery.

- It is recommended that the institution develops and implements targeted information campaigns and training (especially for Master's level students) about the scientific databases, library resources, and their effective use available at the university.

- To realize the priority of internationalization, it is recommended that the university strengthen informing about the existing opportunities (exchange programmes, projects) and implement effective mechanisms to incentivize student activity.

Suggestions:
- It is suggested to implement activities at the university level (for example: workshops, language clubs) that promote the improvement of English language competence, which will increase the potential for students' international mobility.

• It is suggested to strengthen the involvement of BASU staff in supporting students' extracurricular activities and in scientific and research-related endeavors.

Best Practices (if applicable):
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Evaluation
☐ Complies with requirements ☒ **Substantially complies with requirements** ☐ Partially complies with requirements ☐ Does not comply with requirements

6. Research, development and/or other creative work

Higher Education Institution, considering its type and specifics of field(s), works on the strengthening of its research function, ensures proper conditions to support research activities and improve the quality of research activities

6.1 Research Activities
o HEI, based on its type and specifics of its fields, carries out research/creative activities. o Ensuring the effectiveness of doctoral research supervision o HEI has public, transparent and fair procedures for the assessment and defense of dissertations which are relevant to the specifics of the field
Descriptive summary and analysis of compliance with the standard component requirements Based on the submitted documents (Appendices 6.1.1, 6.3) and interviews, the expert panel notes that BASU has implemented, is currently implementing, and has planned a number of significant scientific and creative projects that are aligned with the university's profile. The panel members reviewed the strategic document outlining the university's scientific and creative development for the previous authorization period (2019–2025) and found that the institution has a clear vision for the implementation of research/development/creative activities. This vision is reflected in the following seven directions of scientific and research activities: • Student participation in conferences; • Translation of scientific summaries, guides, additional books, lecture courses, and foreign literature into Georgian, as well as the publication of other teaching materials; • Incorporation of research components into educational programmes, integrating teaching and research projects; • Supporting staff participation in international projects aimed at the internationalization of research; • Involvement of foreign researchers and scientists in the editorial boards of scientific publications; • Preparing the necessary conditions (human resources and material-technical base) for establishing a research laboratory dedicated to regional musical folklore at BASU; • Development of scientific activities and improvement of their quality, including efforts to gain a foothold in the international scientific arena. However, the presented documents do not clearly demonstrate the alignment of the scientific/research/creative strategy with the institution's seven-year and three-year strategic development and action plans for the upcoming seven-year period. The sub-goals of the strategic objectives, specific tasks, and concrete activities are mixed up, which will clearly complicate the process of monitoring implementation. This, in turn, will hinder the identification of progress and areas for improvement. It is recommended that the institution ensure alignment between the strategy/action plan for scientific/creative activities and the institution's strategic and action plans. This alignment should be supported by the indication of an appropriate budget and financial needs.

BASU does not offer doctoral programmes and, consequently, does not conduct intensive research. However, the development of scientific-research and creative activities, improvement of their quality, and integration into the international scientific space represent one of the priorities of the university's mission and strategic development plan. Research activities are carried out at the master's level. In the performance-oriented programmes, the master's project includes not only a performance component but also a research component.

Although the university's regulations clearly define the rules, standards, and assessment criteria for the preparation of master's theses, the requirements for the research component of performance-based master's projects are not clearly specified. It is recommended that the relevant regulation explicitly define the requirements and evaluation criteria for the research-analytical part of the performance master's thesis.

During the authorization period, the institutional support for scientific-research activities at the university has been significantly strengthened. This is evidenced by the regulations developed to effectively manage research/creative activities (e.g., the regulation on research activities, which defines the procedures for planning, implementing, and monitoring research and creative activities). In addition, a Scientific and Publishing Unit has been established to coordinate and support the research activities of academic staff. This unit is a structural subdivision of the University's Educational Process Management Department and facilitates research activities within its competence.

The unit supports:
• Coordination of scientific research and creative activities;
• Organization of scientific and creative events (conferences, summer schools, public lectures, masterclasses, seminars, etc.);
• Consulting students and staff regarding scientific research;
• Preparation of activities required for university and international scientific conferences;
• Participation of academic and invited staff in regional and international scientific conferences;
• Publication of scientific papers in both the university's and other local/international journals;
• Publication of textbooks and teaching aids by academic and invited staff;
• Student engagement in scientific-research activities and preparation for participation in regional and international conferences.

During the authorization period, the intensification of scientific-research/creative activities was evident in both internal and international university engagements. BASU's academic staff regularly presents their scientific achievements and innovations at international conferences and forums.

The institution has provided an extensive list and description of implemented projects and scientific activities carried out by its personnel and students. Academic and invited staff regularly publish papers in local and international journals, participate in regional and international conferences, research projects, and exchange programmes. In the field of performance and creative arts, educational programmes are conducted by professionals with relevant qualifications, confirmed by their professional experience, completed trainings/courses, and implemented creative/performance projects.

Academic staff is involved not only in teaching but also in student consulting, program development, and various programme-related activities. Academic and invited staff consistently participate in projects, trainings, workshops, competitions, theater and film festivals, and more.

To support the development of academic staff, various activities are held annually at BASU, including conferences, public lectures, masterclasses, and participation in international and local projects aimed at enhancing professional skills.

Between 2019 and 2025, Batumi State University of the Arts developed its scientific-research, publishing, and international activity directions. The university undertook significant steps that enhanced its research potential, increased the number of academic publications, and expanded its international partnership network. This progress is in full alignment with the university's mission and strategic development goals and creates a solid foundation for future development. However, the institution should continue to work toward enhancing the effectiveness and quality of its research/creative activities.

Evidences/indicators

- Appendix 1.1. LEPL – Batumi Art State University Mission and Goals
- Appendix 1.2. LEPL Strategic Development Plan (Seven-Year Plan)
- Appendix 1.2. LEPL – Batumi Art State University Three-Year Action Plan
- The Regulation on the Educational Process of the LEPL Batumi Art State University.

Recommendations:
- It is recommended that the institution ensure the alignment of the strategy/action plan for scientific and creative activities with the institution's overall strategic and action plans, supported by a clearly defined budget and financial requirements.

- It is recommended that the relevant regulation clearly define the requirements and evaluation criteria for the research component of the master's project in the performance-oriented programmes.

Suggestions:

-

Best Practices (if applicable):

-

Evaluation

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

6.2. Research Support and Internationalization

- o HEI has an effective system in place for supporting research, development and creative activities
- o Attracting new staff and their involvement in research/arts-creative activities.
- o University works on internationalization of research, development and creative activities.

Descriptive summary and analysis of compliance with the standard component requirements

The Self-Evaluation Report states that "at BASU, scientific-research activities are conducted in accordance with development strategies and based on the regulatory provisions currently in force (BASU Regulation on Scientific-Research Activities; BASU Regulation on Publishing Activities)."
While the Strategic Development Plan (2026–2032) and Action Plan (2026–2028) include the continued development of scientific-research activities, the submitted documentation reveals that BASU's Scientific-Research Development Strategy—which aims to define the mechanisms for organizing, supporting, and implementing scientific research at the institution—was approved on November 14, 2020 (Decree № 04-01/14). It is important to note that this document has not been updated for the new strategic period. As a result, the current strategy for scientific/creative activities is not aligned with the institution's new Strategic Development Plan (2026–2032) and Action Plan (2026–2028).

Recommendation:

The strategy document for scientific and creative activities should be updated to ensure consistency with the institution's current strategic and action plans.

The charter of BASU's **Scientific, Creative, and Publishing Department**, as well as its activities implemented in line with the charter, confirms that the university has functioning mechanisms to support research, development, and artistic-creative activities.

BASU annually defines the budget for scientific-research activities and related academic events. These activities are primarily funded from the university's budget. Additionally, alternative sources of funding are used—for instance, grants awarded through competitive processes by the Ministry of

Education, Culture, and Sports of the Autonomous Republic of Adjara, Batumi City Hall, and the Shota Rustaveli National Science Foundation of Georgia.

The Head of the Scientific and Publishing Department provides consultations to academic and invited staff regarding funding opportunities. BASU has also developed a Rule on Financing Staff Professional Development, which provides financial support for staff to participate in academic conferences and publish scientific papers.

The **Strategic Development Plan (2026–2031)** includes initiatives to attract and involve new personnel in the university's scientific-research activities. **Strategic Goal 1: Planning and Implementation of the Educational Process** outlines activities aimed at professional development for academic staff, career advancement for young specialists, and administrative staff development.

The university supports academic staff in gaining information about and participating in various scientific-research projects, including participation in local and international conferences, publication of scientific works, and more. It also provides funding for travel expenses related to participation in international academic events.

In recent years, BASU has signed cooperation memoranda with several Georgian and international educational and cultural institutions, thereby creating an extensive network of partners that provides new opportunities for both students and staff. It is suggested the institution is encouraged to take proactive steps to fully utilize these partnerships and further develop cooperation with international higher education institutions and organizations in the field of scientific-research and creative activities.

The submitted documents confirm that during the 2019–2025 period, BASU achieved notable progress in terms of internationalization and the development of partnership relations. As part of its collaboration with partner higher education institutions, academic staff and students have participated in international conferences, and the university has hosted public lectures, masterclasses, and workshops.

However, it remains necessary to increase and strengthen the involvement of BASU personnel in scientific-research and/or discipline-specific creative activities, expand the research and international partnership network, and promote diverse student projects across all faculties—with the Faculty of Music standing out as particularly active in this regard.

Evidences/indicators

- Appendix 6.3.1 – Mechanism and system for evaluating the quality of the University's research/creative activity
- Self-Evaluation Report
- Interview results from the session (1.1, 1.5, 1.6 , 2.2, 2.3 and 3.3)
- Appendix 6.1.1 – Brief descriptions of ongoing and/or planned scientific-research projects
- Appendix 6.1–1.9 – Information on the creative/scientific activities of BASU academic staff
- Appendix 6.7 – Description of funding sources and procedures
- Appendix 6.8 – Document describing the mechanisms supporting research and creative activities at LEPL – Batumi State University of the Arts
- Appendix 6.11 – System for evaluating staff scientific productivity.

Recommendations:

- It is recommended to update the institution's strategy document for scientific and creative activities and align it with the Strategic Development and Action Plans.

Suggestions:

- It is suggested to further increase support for scientific research projects and enhance the involvement of academic staff in international research projects.

• It is suggested to plan, reflect on the action plan, and implement specific activities within the framework of the newly signed memoranda.

Best Practices (if applicable):

Evaluation
☐ Complies with requirements ☒ **Substantially complies with requirements** ☐ Partially complies with requirements ☐ Does not comply with requirements

6.3. Evaluation of Research Activities

HEI has a system for evaluating and analysing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.

Descriptive summary and analysis of compliance with the standard component requirements

The University has developed a system for evaluating and analyzing the scientific productivity of academic/research staff, as described in the self-evaluation report and confirmed by the submitted documentation (appendices).

The University does not limit itself to merely implementing activities but also regularly monitors and analyzes the scientific work carried out. This was confirmed through both attached and additionally requested documents, as well as interviews conducted with academic and invited staff, the head of the quality assurance office, faculty quality representatives, and faculty deans.
At BASU, academic staff conduct scientific-research work as an integral and mandatory part of their responsibilities, in accordance with their academic workload.

The implementation of staff's research/creative activities is reflected in individual reports, as outlined in Annex 2 of the BASU Rule for Evaluating Academic and Invited Staff Performance.
According to the self-evaluation report, at the beginning of each year, individual workload plans of academic staff include scientific-research activities such as:

- preparing scientific/educational/methodological materials;
- participating in scientific events;
- publishing scientific articles in academic journals;
- conducting events for students or preparing students for participation in such events;
- supervising student research projects.

However, interviews with staff did not confirm that such plans are actually prepared at the beginning of the year. The institution is encouraged to strengthen its efforts in this area and ensure the planning of research processes.

The Self-Evaluation Report, as well as the Statute of the Scientific, Creative, and Publishing Department, states that monitoring the fulfillment of scientific-research activities by academic staff is carried out by the head of the Scientific, Creative, and Publishing Department. However, based on the review of documents and interviews (with faculty deans and quality assurance representatives), it was revealed that evaluation of academic and invited staff's research activities is actually conducted by the Quality Assurance Office.

Recommendation: The roles and responsibilities of structural units and management bodies in coordinating, monitoring, and evaluating scientific/creative activities should be **clearly defined**, and the documentation should be **aligned with actual practice**.

Staff activities include: participation in local and international conferences; preparation and publication of monographs, textbooks (primary and supplementary), lecture courses, and other educational materials; participation in grant-based research projects/programmes; work with master's students; involvement in organizing scientific events; and participation in student conferences, among others.

Indicators of scientific productivity for BASU's academic and invited staff include:

- Participation in scientific events (regional and international conferences);
- Preparation of scientific publications;
- Preparation of scientific literature, monographs, and teaching-methodological materials;
- Membership in editorial boards of subject-related academic journals;
- Supervision of bachelor's and master's theses. (According to Article 3 of the Rule for Evaluating Academic and Invited Staff Activities)

The institution analyzes its past activities and correctly identifies areas for improvement:

- Increasing support for scientific-research projects;
- Enhancing academic staff involvement in international research projects;
- Fostering staff motivation and activity;
- Improving the effectiveness of evaluations and responsive actions;
- Improving the conditions (including funding) for conducting scientific/creative activities within the university;
- Encouraging student extracurricular activities and increasing staff involvement in scientific and research-related initiatives.

Evidences/indicators

- Appendix 6.10 – Rule for the Assessment of the Activity of Academic and Invited Personnel at Batumi Art State University
- Appendix 6.11 – System for Evaluating the Scientific Productivity of Staff
- Appendix 6.1-1.9 – Information on the Creative/Scientific Activities of the Academic Staff at BASU
- Appendix 6.3.1 – Mechanism and System for Evaluating the Quality of Research/Creative Activity of the University
- Self-Evaluation Report
- Interview Results from Sessions (1.1, 1.5, 1.6, 2.2, 2.3, and 3.3).

Additionally Requested Documents:

1. 2023 Annual Report of the Scientific and Publishing Department
2. Analysis of the Evaluation Questionnaire for Academic and Invited Staff of the Faculty of Visual, Performing, and Film-TV Arts
3. Evaluation of the Activities of Academic and Invited Staff by the Quality Assurance Office of the Faculty of Education, Humanities, and Social Sciences
4. Individual Activity Reports of Staff from Various Faculties – Completed Forms (4 files)

Recommendations:

- It is recommended to clearly define the functions of structural units and management bodies in coordinating, monitoring, and evaluating scientific-research/creative work, and to bring the regulatory documentation in line with the existing practice.

- It is recommended to improve the conditions for scientific-research/creative activities (including funding) within the university.

Suggestions:

- It is suggested that the institution intensify efforts in developing individual plans for staff and ensure the planning of these processes.

- It is suggested to focus on increasing staff motivation, which will contribute to the activation of their scientific research activities.

Best Practices (if applicable):
Evaluation
☐ Complies with requirements ☒ **Substantially complies with requirements** ☐ Partially complies with requirements ☐ Does not comply with requirements

7. Material, Information and Financial Resources

Material, information and financial resources of HEI ensure sustainable, stable, effective and efficient functioning of the institution, and the achievement of goals defined through strategic development plan.

7.1 Material Resources
o The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of educational programmes and research activities, and corresponds to the existing number of students and planned enrolment. o HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system. o Health and safety of students and staff is protected within the institution. o HEI has adapted environment for people with special needs
Descriptive summary and analysis of compliance with the standard component requirements
The University has submitted documentation confirming its right to use real estate, including an extract from the Public Registry issued on April 7, 2025, which contains information regarding property located in Batumi. The property is situated at Zurab Gorgiladze Street No. 19, also known as Vazha-Pshavela Street No. 32, in the city of Batumi. The cadastral code of the property is 05.22.29.013, encompassing both the land plot and the building situated on it. The land plot covers an area of 1,380 square meters and is designated for non-agricultural use. A four-story building with a basement occupies the plot, with a total area of 4,192.58 square meters: the basement measures 194.53 square meters, the first floor 1,000.03 square meters, the second floor 976.93 square meters, the third floor 1,007.51 square meters, and the fourth floor 1,013.58 square meters. The property is owned by the state, with ownership registered on February 11, 2020. Ownership is further substantiated by two documents: an application from the National Agency for State Property dated January 31, 2020, and an application from the Ministry of Finance and Economy of the Autonomous Republic of Adjara dated March 16, 2005. Although the property belongs to the state, the right of use has been transferred to Batumi University of Arts. This right was registered on December 1, 2016, and is valid for the duration of the university's existence, effectively granting perpetual use. The right of use covers the entire land plot as well as all buildings and structures, and is confirmed by an order from the First Public School of Batumi named after Ilia Chavchavadze dated November 25, 2016. The property is entirely free from legal encumbrances. There are no mortgages, tax liens, seizures, or prohibitions registered, and it is not listed in the debtors' register. Consequently, the university has full and unrestricted rights to utilize the property for its activities. The document also includes standard information regarding tax obligations for individuals receiving income from the transfer or donation of property. However, this is not applicable in this case, as the property in question is state-owned.

The university also provided an internal measurement drawing of the building. Based on this drawing and on-site inspection, the following observations have been made:

The building complex consists of two main sections: the new building and the old building, each with four floors. Each floor plan presents a detailed layout of rooms, areas, structural elements, and their intended functions.

New Building:

- First Floor: Includes a stage, a hall with 83 seats, and auxiliary spaces.
- Second Floor: Features a second-light area, a terrace, an acting rehearsal hall, and the Department of Performing Arts.
- Third and Fourth Floors: Contain public lecture and conference halls, as well as large and small auditoriums.

Old Building:

- First Floor: Houses administrative offices, including the Quality Assurance Service, Academic Department, Library with a large reading room, Accounting Department, and Student Services Department. The foyer of the Academic Theater includes a cloakroom and a small exhibition hall.
- Second Floor: Accommodates the Rector's Office with a reception area and conference room, the office of the Head of Administration, faculty department heads, and the Film and Television Department, which contains a recording studio, film laboratory, and editing rooms.
- Third Floor: Contains the Ethnomusicology Laboratory with the Faculty Library, the Music Theory Auditorium, the Dean's Office, the Phoniatrician's Office, a small concert hall, and numerous individual auditoriums, equipped with musical instruments. A stage for the concert hall is also included.
- Fourth Floor: Dedicated to fine arts programmes, including painting and easel graphic workshops, an auditorium-workshop for architects, the Fine Arts Department, design workshops, and a prop room.

The documentation specifies the exact area of each room in square meters, wall thicknesses, door and window placement, and materials used. Structural materials include plasterboard, small blocks, polyethylene pipe lining, and other construction elements.

A detailed analysis of the submitted architectural drawings indicates that the building includes nearly all the necessary spaces for an educational institution.

The foyer is clearly defined on the first floor, where the foyer of the teaching theater, including a wardrobe, is located. This area functions both as an entrance and as a space for meetings and organizational activities.

Theoretical teaching auditoriums are present in multiple numbers and various sizes. The second floor houses a music theory auditorium, while the third and fourth floors accommodate large and small auditoriums, public lecture and conference halls, and an auditorium-workshop for architects. This variety of spaces allows for instructional activities with groups of differing sizes.

Administrative spaces are well distributed, including the Rector's Office with reception and conference facilities, the Academic Department, Quality Assurance Service, Head of Administration's Office, Accounting Department, Dean's Office, and various departmental offices. Concentrating these offices on the first and second floors ensures both accessibility and functional efficiency.

Group work and workshop spaces include an acting rehearsal room, painting and easel graphic workshops, design workshops, and an architectural auditorium, enabling collaborative project work among students.

Sanitary facilities are available on each floor, with some equipped for individuals with disabilities, ensuring an inclusive environment.

The library spans two floors. The main library on the first floor includes a large reading room, the library director's office, and a storage room, while the third floor houses the faculty library. This arrangement provides a conducive environment for both study and research.

Laboratories are designed according to the needs of each field. The third floor contains the ethnomusicology laboratory with the faculty library, and the second floor includes a film laboratory, sound recording studio, and editing room. These specialized spaces are equipped with appropriate technology to support the development of practical skills.

A wide range of study rooms is available, including individual auditoriums and workshops for painting, design, and easel graphics, primarily located on the upper floors where natural lighting is optimal for creative activities.

In terms of recreational spaces, a lounge and terrace are located on the second floor, though large-scale recreational zones are not allocated as separate areas. Storage and archival spaces are also provided, allowing efficient management of educational and administrative resources.

Overall, the spatial layout is logical and functional: administrative offices are concentrated on the lower floors for accessibility; concert and theater spaces occupy the middle floors; and workshops and practical work areas are located on the upper floors to benefit from optimal natural lighting, supporting creative and academic activities effectively.

The institution is equipped with adequate information technology resources and has established agreements with relevant organizations, enabling effective use of these external resources. In addition, the university possesses appropriate supplies, educational materials, and other necessary inventory, collectively ensuring the successful achievement of the goals and learning outcomes of its educational programmes.

The building is equipped with separate sanitary facilities that are continuously supplied with water and maintained in proper condition. These facilities fully comply with sanitary and hygiene standards and are provided with continuous lighting and ventilation. All classrooms benefit from both natural and artificial lighting. The building is equipped with a central heating system.

The institution has established mechanisms to ensure fire safety, medical assistance, and general order. Appropriate inventory and equipment are available to support these measures. Fire-fighting equipment is installed in visible locations on all floors, accompanied by detailed usage instructions, and approved evacuation plans are clearly posted throughout the building.

The building is equipped with an evacuation exit, with doors that open outward for safe egress. To provide first aid, the institution has designated a responsible person with appropriate medical qualifications. Additionally, the university maintains a medical room equipped with the necessary supplies for first aid. The medical room has both natural and artificial lighting, is naturally ventilated, and is continuously supplied with cold water; however, hot water is not available.

The institution effectively ensures the maintenance of order throughout the entire perimeter of the building. To implement security measures, security officers have been assigned to respond promptly and effectively to any violations and to protect the institution's material assets. Security cameras are installed throughout both the internal and external perimeter of the buildings, with video recording capabilities to support monitoring and review.

The location and design of the institution's facilities provide a safe and appropriate learning environment for students, academic staff, and administrative personnel. The building is accessible for individuals with special needs, with features such as ramps and an elevator allowing free orientation and movement throughout the premises.

As a result of the inspection, it was determined that the university does not have its own parking facilities. This is attributable to the university's location in the city center, a densely populated area that does not allow for the allocation of on-site parking. Additionally, the university does not have a cafeteria.

Evidences/indicators

- Documents certifying the possession of fixed assets, extract from the Public Registry
- Internal measurement drawings of buildings
- Documents certifying possession of liquid assets
- Student and staff survey results
- Receipts certifying payment of electricity, water and natural gas utilities
- Document certifying orderly operation of heating and ventilation systems, and timeframe for their validity
- Document certifying compliance with sanitary norm
- Fire prevention and safety, First Aid, and Order mechanisms
- Documents certifying the approval of evacuation plans
- Documents certifying the possession of fire prevention and medical inventory as well as security cameras
- Employment agreements made with staff responsible for security and provision of medical assistance
- Educational and rehearsal spaces equipped with programme-specific infrastructure and facilities, including machinery, equipment, and musical instruments necessary for the educational programme
- Interview results.

Recommendations:

- It is recommended to equip the first aid medical cabinet with a supply of hot water to ensure that medical and sanitary procedures can be carried out under optimal conditions.

- It is recommended that the university establish a cafeteria to provide students with accessible and convenient dining facilities on campus.

Suggestions:

-

Best Practices (if applicable):

-

Evaluation

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

7.2. Library Resources

Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.

Descriptive summary and analysis of compliance with the standard component requirements

The architectural drawings submitted by the University of Arts, along with on-site inspection, indicate that the library is located on the first floor of Batumi University of Arts and is equipped with a large reading room. The library comprises several functional spaces, including a book depository, reading area, workspace for library staff, meeting and group workspace, and an information and technology equipment area.

The library operates under a well-developed library use policy and provides clear information and instructions for users. The reading room is fully equipped with modern technology, including computers with Internet access, a printer, a copier, and a scanner. Wireless Internet access is available throughout the library, allowing users to utilize their own devices.

The library maintains a diverse collection of print and electronic resources, which is regularly updated. The collection sufficiently supports the learning outcomes of the educational programmes and contributes to scientific and research activities. Basic literature specified in course syllabi is available

in adequate quantities. Library materials are cataloged and organized in accordance with standard library rules and a systematized classification system.

The Statute of the Batumi University of Arts Library defines the library as a structural unit of the university that operates in accordance with Georgian legislation and the university charter and is accountable to both the Academic Council and the Rector.

The primary goals of the library are to promptly provide users with the necessary information, deliver high-quality services, and support the educational and scientific research activities of the university. Its functions include developing and maintaining the library collection, providing subscription and reading room services, enhancing staff qualifications, and managing and preserving library resources.

The library is headed by a director, who is elected by the Academic Council for a four-year term. The library structure comprises a book depository, reading rooms, and computer rooms. The staff includes the Director, senior librarian, and librarians, with their respective rights and responsibilities clearly defined. Amendments to the Statute are made by decision of the Representative Council.

The **Rules for Using the Library** of Batumi University of Arts, approved in 2018, regulate library usage procedures and are based on Georgian legislation, the University Charter, and the Code of Ethics.

To register, users must present an identity document and, in the case of subscription services, one photograph. Users are required to provide contact information, familiarize themselves with the library rules, and confirm compliance with a signature.

Library resources include a book depository, reading and computer rooms, multilingual collections, an electronic library, and access to the EBSCO Publishing database. The library collection can be searched online through the OPEN BIBLIO system. A maximum of five items may be borrowed per user for seven days, with the option to extend the borrowing period.

Computers are available for text work, Internet access, and use of electronic resources. The library operates Monday to Friday from 10:00 to 18:00, and on Saturdays from 10:00 to 16:00. Violations of library rules are subject to liability under Georgian legislation.

The library budget for 2019–2025 was allocated across three main categories. Funding for the purchase of literature varied over the years: 2,000 GEL in 2019–2020, 4,900 GEL in 2021–2023, 3,500 GEL in 2024, and 5,200 GEL in 2025. Funding for periodicals, magazines, and newspapers fluctuated: 980.60 GEL in 2019, peaking at 1,073.50 GEL in 2022, and planned at 906.80 GEL for 2025. Funding for electronic databases remained stable throughout this period.

The total library budget over the years was as follows: 2019–2020 – approximately 4,500 GEL; 2021–2023 – between 7,350 and 7,470 GEL; in 2024, it decreased to 5,845 GEL; and in 2025, it is planned to be 7,607 GEL.

In February 2017, Batumi University of Arts signed an agreement with the Georgian Libraries Integrated Information Network Consortium to participate in the electronic information libraries project. This agreement grants the university access to ten electronic resources: ACM Digital Library, Cambridge Journals Online, Duke Journals, Edward Elgar Publishing, European Respiratory Journal, Mathematical Sciences Publishers, OpenEdition Journals, Royal Society Journals, SAGE Journals, and The Company of Biologists' Journals. Additionally, the university can publish its own research in eight publishing houses free of charge and at a discount in five additional publishing houses. However, the library maintains a relatively small number of sector-specific electronic databases due to the diversity of specialized fields at the university. Updating arts-related electronic databases would significantly benefit the institution's academic profile.

Under the agreement, the consortium is responsible for providing access to resources, technical support, consultations, and training but is not liable for the content of the resources. The university must not transfer materials to third parties and must comply with supplier restrictions. Usage rights apply to all university employees, students, and readers.

The service fee for 2025 is 1,500 GEL, payable within 30 days of the contract. In the event of significant changes to the content of the resources, the contract must be updated; otherwise, it may be terminated with a proportional refund of the fee. The service is provided until December 31, 2025, and the contract is valid until January 31, 2026. The document is executed with electronic signatures.

Evidences/indicators

- Documentation certifying the possession of library resources
- Electronic catalogue published on the web-site
- Documents certifying possession of equipment of the library
- Mechanisms for the development and renewal of library resources and services
- Student survey results
- Regulations and instructions for using library
- Dynamic of funding allocated for provision and development of library resources during last 5 years
- Interview results.

Recommendations:

- To more effectively support its academic programmes, the institution is recommended to update and broaden access to electronic resources specific to the arts.

Suggestions:
-

Best Practices (if applicable):
-

Evaluation

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

7.3 Information Resources

o HEI has created infrastructure for information technologies and its administration and accessibility are ensured
o Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place
o HEI ensures business continuity
o HEI has a functional web-page in Georgian and English languages.

Descriptive summary and analysis of compliance with the standard component requirements

Batumi State University of Arts has developed a Business Continuity Plan for 2025–2031, which was approved on December 26, 2024. The purpose of the document is to ensure the uninterrupted functioning of the university during crisis situations and to minimize potential risks. The plan defines risk as the probability of an event that may negatively affect the achievement of the university's objectives.

Risk assessment is conducted based on two main parameters: probability of occurrence and impact. Risk management is a continuous process that involves the participation of all university employees. The process includes risk identification, analysis, measurement, and the planning and implementation of response measures.

The document identifies six main categories of risks:

- Operational risks include the interruption of utility services, staff layoffs, and infrastructure damage. The reduction of academic staff is assessed as a high-impact risk for students, with a recovery period of approximately ten days.

- Technological risks involve the interruption of internet services, shortage of equipment, and data loss or destruction.

- Financial risks include reduced tuition fee revenues and challenges related to grant funding.

- Legal risks cover legislative changes and breaches of contractual obligations.

- Social risks relate to the deterioration of students' social conditions.

- Strategic and reputational risks encompass declining student enrollment, accreditation challenges, and erosion of institutional trust.

The Head of Administration is responsible for ensuring business process continuity in cooperation with the heads of structural units. The Rector exercises overall supervision, while Deans, the Commandant, and the Financial and Quality Assurance Services oversee specific domains. Based on monitoring results, the Rector approves appropriate improvement measures.

The plan is dynamic and requires regular updates, with amendments made by the resolution of the Representative Council. The document establishes a foundation for ensuring the uninterrupted provision of services to students, faculty, and staff during crises and supports the rapid restoration of normal operations.

Additionally, BSU has developed Regulations for Information Technology Management and Website Administration, approved on May 7, 2018, and last updated on May 19, 2025. The regulation defines the information technology management policy of Batumi State University of Arts and the administrative procedures for the official website.

According to the document, the IT Manager and Information Technology Specialist are responsible for administering IT systems and maintaining related documentation, including domain, hosting, and security certificate management. The official website is administered in Georgian and English by the relevant structural units.

The university's information infrastructure comprises physical servers, an internal network, computer software, and related equipment. The software resources include *Microsoft Windows, Microsoft Office, Adobe Photoshop, Adobe Premiere, SketchUp, AutoCAD*, and other specialized programmes. The infrastructure is accessible to both academic and administrative staff, as well as to students, through computer laboratories, the library, and designated workspaces. Wireless internet access is available throughout the campus at all times.

The university operates several electronic systems to support academic and administrative functions. These include a learning process management system, a case management system, the Codex database for normative acts, the OPENBIBLIO library catalog management programme, an electronic library, a plagiarism detection service, and the ORIS accounting software. The IT Manager, Coordinator, Faculty Administration, Programme Heads, and the Financial Service are jointly responsible for managing the educational systems. In the event of a system malfunction, users are required to submit a written notification within one week.

Furthermore, the university has developed a Rule for Electronic Services and Registry Maintenance, which was approved by the Academic Council on November 22, 2023, and last updated on March 26, 2025. The rule defines the procedures, conditions, and responsible persons for maintaining information within the internal electronic systems, the electronic learning management system, and the Higher Education Management Information System of Batumi State University of Arts.

The primary objective of this rule is to identify electronic services, ensure adherence to procedures for maintaining internal and external registers, and provide effective administration of these systems. The university ensures the transparency of the rule, and all staff members and individuals involved in the relevant processes are required to familiarize themselves with and comply with its provisions.

BSU enters extensive information into the Higher Education Management Information System, which encompasses several data categories. The system includes information about the university leadership and authorized representatives, such as names and surnames in both Georgian and English, scanned signatures, personal identification numbers, and contact details. It also contains information on acting heads and scanned document forms verifying academic qualifications, including their validity periods.

The system contains detailed information about the personnel involved in the implementation of educational programmes, including personal data, position, affiliation, types of workload, and educational background. Similarly, it stores data on other university employees, managers, and heads of administrative units.

The system also includes extensive information about individuals entitled to enroll in educational programmes, such as personal details, enrollment data, information about the educational programme, tuition fees, suspension or termination of student status, the name of the previous educational institution, enrollment form, and the qualification document number. It also reflects the examination number and results.

Batumi State University of Arts (BSU) operates an internal electronic system composed of several integrated modules: the Educational Process Module, Library Module, Finance Module, and Human Resources (HR) Module, along with an internal communication function. The system is managed by the relevant faculty staff and coordinator, while monitoring and oversight are provided by the Quality Assurance Service.

An electronic journal is integrated into the Educational Process Module. The Library Module facilitates the management of reader questionnaires, accounting, and monitoring of the use of library resources, both physical and digital. The Finance Module enables the administration and control of financial operations, including student fee schedules, tuition payments, grant management, and other transactions. Students can access up-to-date information on their financial obligations and payment schedules. The HR Module maintains records of all administrative, academic, and visiting personnel of the university.

Responsibilities for data entry into the internal electronic system are distributed by module:
- Educational Process Module: Faculty Secretary
- Electronic Journal: Programme Implementation Staff
- Library Module: Library Staff
- Finance Module: Financial Service
- HR Module: Human Resources Management and Records Service

Each structural unit and responsible employee of the university is accountable for the accurate and complete entry of data into both the Higher Education Management Information System and the internal electronic system, as well as for updating information and promptly correcting any errors. Amendments and additions to the rules are made upon the submission of the Quality Assurance Service and with the approval of the Legal Office. Any issues not specified in the rule are regulated by the legislation of Georgia. The university ensures data protection, including the safeguarding of personal information.

The official website of the university serves both communication and informational functions, providing content in Georgian and English. The website contains all essential information related to the university's activities, and its content is regularly updated to ensure accuracy and relevance.

Evidences/indicators

- Business Process Continuity Plan (2025–2031)
- Rules for Information Technology Management and Official Website Administration
- Rules for Electronic Services and Registry Maintenance
- Documentation Confirming the Procurement of Servers and Internet Services

Evaluation

Please mark the checkbox which mostly describes your position related to the HEI's compliance with this specific component of the standard

☒ **Fully complies with requirements**
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

Recommendations:
-

Suggestions:
-

Best Practices (if applicable):
-

7.4 Financial Resources

- o Allocation of financial resources described in the budget of HEI is economically achievable
- o Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans
- o HEI financial resources are focused on effective implementation of core activities of the institution
- o HEI budget provides funding for scientific research and library functioning and development
- o HEI has an effective system of accountability, financial management and control

Descriptive summary and analysis of compliance with the standard component requirements

The Budget Process Management Rules of Batumi State University of Arts define the comprehensive system for budget formation, management, execution, and control.

The university's budget process is guided by five key principles: comprehensiveness, transparency, accountability, universality, and consolidation. The budget encompasses the finances of the general university, faculties, and structural units and is managed by the Finance Service.

The budget draft is prepared based on the university's medium-term action plan. Structural units are required to submit their information no later than September 30. The consolidated draft is then submitted to the Academic and Representative Councils by November 1, and the final approval is completed no later than December 31.

Budget implementation is carried out according to the approved plan and through the State Treasury system. Appropriations cease on December 31. The Chancellor may authorize budgetary changes of up to 10%, while changes exceeding this threshold require approval by the Representative Council.

Accounting and reporting are conducted in accordance with international standards and the relevant normative acts of the Ministry of Finance of Georgia. No later than April 1 following the end of the budget year, the Chancellor submits a budget performance report to the Representative Council. Budget control is ensured through external audits, and the conclusions of these audits must be submitted to the Representative Council within 10 days of completion.

The five-year budget dynamics of Batumi State University of Arts demonstrate that during the COVID-19 pandemic, the total budget decreased by approximately 30%, followed by a gradual recovery that exceeded pre-pandemic levels by around 7%. The average annual growth rate over the past four years is approximately 8%.

Labor remuneration remains the largest component of the budget, ranging from 64% to 72% of total expenditures. Over the period, the share of salaries increased by almost 8 percentage points, reflecting the university's prioritization of personnel costs. The nominal increase in salaries over five years is approximately 35%, significantly outpacing overall budget growth.
The quality of budget execution has varied by year. The lowest execution was recorded in the first year of the pandemic (78% of the planned budget), while the highest occurred in 2023 (94%), representing an overall improvement of 17 percentage points.

Goods and services constitute the second-largest expenditure category, accounting for 23% to 28% of the total budget. Execution rates within this category range from 77% to 91%, indicating planning challenges in this area.

Capital expenditures show the most significant inconsistencies. The budget for non-financial assets fluctuates between 3% and 10% of the total, with actual implementation sometimes reaching only 37%, and an average execution rate of approximately 75%.

Compensation of employees under labor contracts, separately allocated, represents 10% to 12% of total expenditures and is executed most reliably, with an average performance of 97% to 99%, reflecting the stability of flexible employment arrangements.

Travel expenses account for 1% to 3% of goods and services but show fluctuating execution between 60% and 96%, suggesting either variable needs or optimistic planning.

Utilities constitute 35% to 55% of office expenses, with a relatively stable execution rate of 72% to 92%. Within this category, electricity accounts for 40% to 60%, gas 25% to 45%, and water 10% to 20% of utility expenses.

Scholarships and grants remain critically underfunded, representing only 0.4% to 0.6% of the total budget. Implementation rates are frequently 60% to 80% of the planned amounts, indicating inadequate support for student programmes.

Transportation expenses account for 1% to 2% of total expenditures, with implementation ranging from 28% to 48%, suggesting either overestimation or underutilization of resources.

The cost structure trend indicates an increasing dominance of salaries, rising from 64% in 2019 to 72% in 2024, with a corresponding reduction in other current expense components. Overall, the university's financial profile is characterized by the predominance of personnel costs, which now constitute nearly three-quarters of the total budget.

The 2025 budget totals 2,597,464 GEL, financed from two sources:

The financial structure reveals a clear predominance of internally generated revenues, which constitute **84.6%** of total funding, compared to the state budget's contribution of **15.4%**. Expenditure distribution demonstrates a strong emphasis on personnel-related costs, with labor remuneration accounting for **74.5%** of the overall budget. These funds are allocated exclusively to official salaries, indicating a rigid compensation structure without supplementary incentives.

Goods and services represent **19.1%** of total expenditures. Within this category, freelance remuneration emerges as the dominant component, comprising **51.8%** of goods and services expenses, with a notable concentration of these costs occurring in the final quarter. Office-related expenditures constitute **25.1%** of the goods and services budget, within which utility costs account for **40.6%**, reflecting the seasonal variability of energy consumption.

Communication services follow a stable quarterly pattern, while stationery, representation, and other operational items collectively form the remaining share of goods and services. Representation expenses are distributed across catering, accommodation, and award-related activities, each reflecting a modest proportion of the total.

Business travel accounts for a comparatively small percentage of the budget, divided between domestic and international mobility. The category of other expenses comprises **1.2%** of the institution's overall financial allocation, including scholarships, grants, and other current operational costs.

Non-financial assets represent **5.3%** of total expenditures. The majority of this category—**72.9%**—is directed toward capital grants, with the remaining portion allocated to equipment purchases and educational resources, distributed across different quarters in alignment with institutional development needs.

Quarterly Distribution of Expenses: Q1: 23.6%, Q2: 26.6% (highest, due to accreditation and peak educational activities), Q3: 25.0%, Q4: 24.7%

Overall, the budget reflects a personnel-oriented organization, with employee compensation accounting for 74.5% of total expenditures. Budget planning is stable with no free reserves, demonstrating strict financial discipline. A significant portion of capital expenditures is dedicated to institutional development, particularly accreditation and infrastructure improvement, indicating a strategic orientation.

Research and Creative Activities:

The 2025 budget does not provide a dedicated line for research activities. Indirect indicators show minimal funding:
- Library expenses: 0.7%, Conferences and seminars: 0.5%, Publishing: 0.15%

In total, funds directly supporting research activities account for less than 1.4% of the budget. Resource allocations for academic engagement include 4,500 GEL for domestic business trips, 6,095 GEL for international trips, and 12,400 GEL for conferences, which is sufficient for only two to three international trips per year and a few local events. No budget is allocated for international publications.

Thus, the budget primarily ensures basic operational functionality but is not oriented toward sustainable development of research and creative activities. Strengthening the budget allocation for research and creative components is necessary to support comprehensive academic and creative development at the university.

Evidences/indicators

- University Budget 2025
- University Budget 2019-2024
- Sources of Funding
- Expenditures incurred and planned for research and library operation and development
- Interview Results

Recommendations:

- It is recommended that the expenditure component for sustainable development of research and creative activities be strengthened in the budget.

Suggestions:
-

Best Practices (if applicable):
-

Evaluation

☐ Complies with requirements
☒ **Substantially complies with requirements**
☐ Partially complies with requirements
☐ Does not comply with requirements